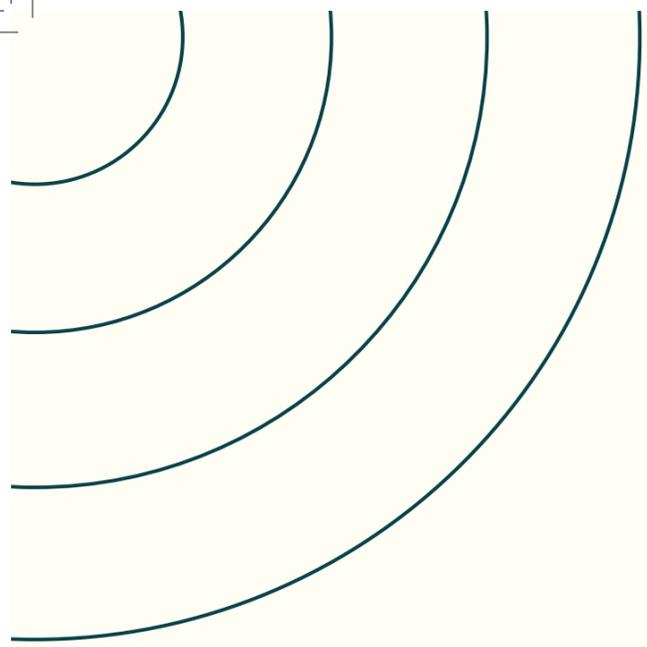


EQUITY, DIVERSITY, INCLUSION & ANTIRACISM TOOLKIT





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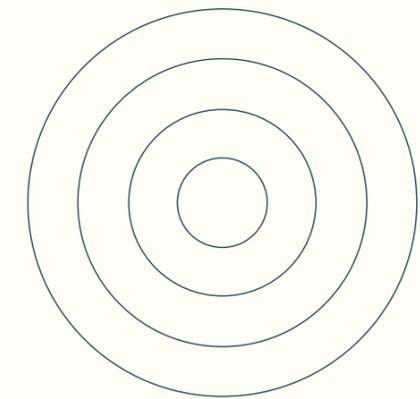
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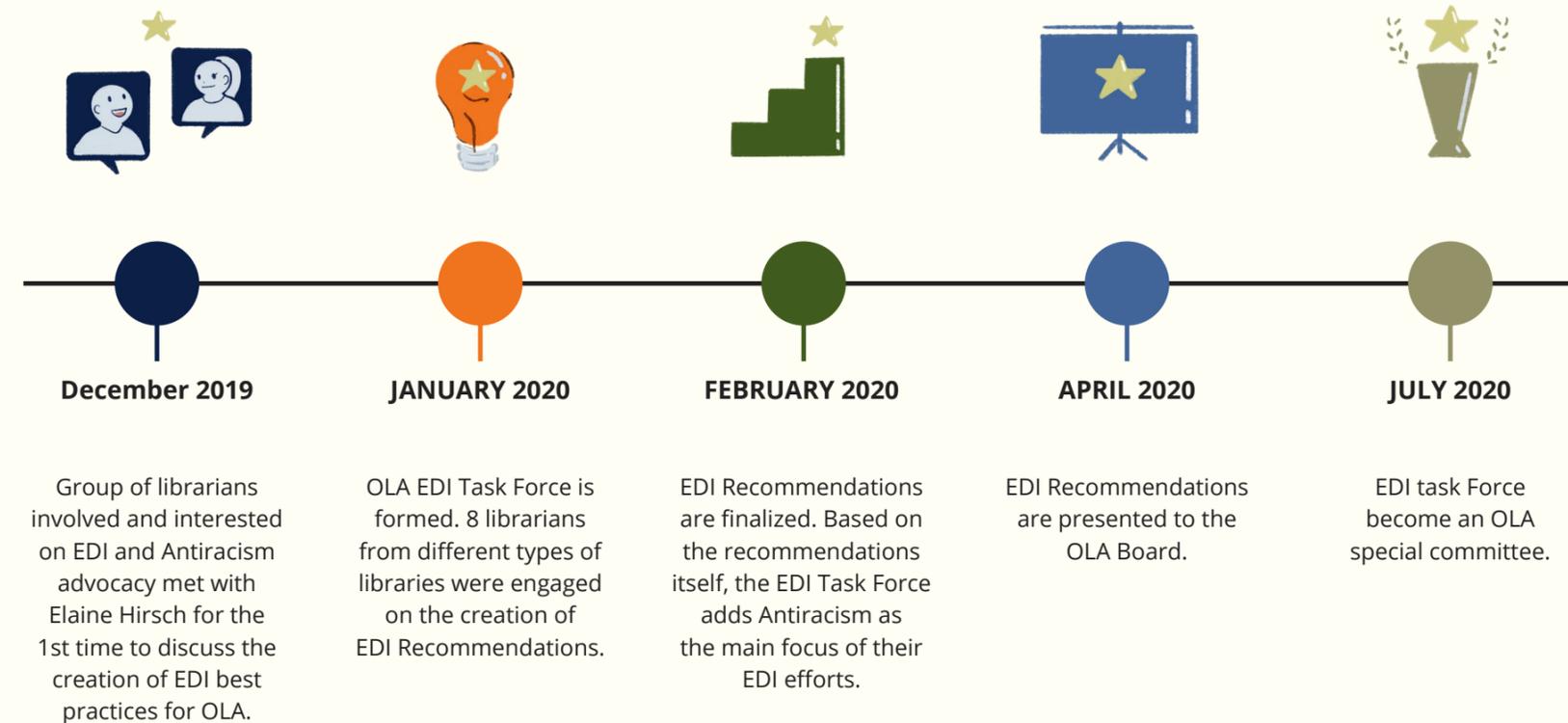
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Our Equity, Diversity, Inclusion, & Antiracism Journey

A brief history of the OLA EDI Antiracism committee



OLA EDI Overview

What's EDI ?

Equity, Diversity, Inclusion (EDI) is an acronym that is often associated with institutional compliance obligations. It works as an initiative or an institutional attempt to create awareness and adherence to a more equitable, diverse and inclusive workplace. The advent of EDI in institutions is definitely a historic advancement, since many institutions are rooted in whiteness, as you will learn from this toolkit. Nonetheless, EDI cannot be detached from Antiracism best practices, because Antiracism is the factor that appeals to us not just as employees but as humans and where we can use our knowledge and influence to create not only a better workplace but a better world.

EDI / DEI common goals

- Demographics Analysis
- Compliance
- Strategies & Objectives
- Policies & Practices

Antiracism common goals

- Address the needs of underrepresented clients/employees
- Workplace Culture
- Accessibility, Opportunities Representation, Fairness
- Humanity



OLA EDI Antiracism Committee Members

Mission Statement

We recognize libraries serve a vast range of individuals with unique experiences and characteristics. We encourage an inclusive environment that promotes freedom of speech in conjunction with strong policies that protect patrons and library staff of all gender, national origin, ethnicity, religion, race, sexual orientation, disability, income level, age and all other personal, social, cultural and economic perspectives.



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*Salem-Keizer School District
High School Librarian*

EDI Antiracism Readiness

by Marci Ramiro-Jenkins



READ

- Use this toolkit as a guide, be open-minded. Your library staff and your patrons will benefit and thrive with a library that supports Equity, Diversity, Inclusion, and Antiracism.



EVALUATE

- Match recommended items to existing practices at your library, examine existing documents and materials applying EDI Antiracism guidelines observed within this toolkit. Print these existent documents and/or have them readily available, ask for staff's input.
- Ask questions, talk about EDI Antiracism implementations you have in mind and the resources outlined in this publication.



TAKE ACTION

- Set attainable EDI Antiracism implementation goals. Embrace this task as an important one, set a timeline, and follow the development of these goals.
- Encourage staff to be involved with EDI Antiracism advocacy and compliance at your library.
- Leverage the help of the Oregon Library Association (OLA) EDI Antiracism Committee and the resources provided by OLA and the State Library of Oregon in terms of training and professional development.
- Share your successful strategies and stories with the OLA EDI Antiracism Committee.
- Complete the EDI and Antiracism online survey.



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EDI Antiracism Readiness Survey

Apply the statements and scenarios below to the existing EDI antiracism reality at your library

	No / Not Yet	Ongoing	Yes / Completed	I Don't Know
1. Is my library increasing diversity through job postings and hiring practices to bring library staff in line with community demographics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is my library supporting staff from underrepresented groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is my library developing antiracist policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does my library have a written statement on the library's commitment to diversity, equity, inclusion and antiracism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is my library removing architectural barriers in existing facilities to better serve patrons with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is my library developing internal policies for responding to hate speech, hate crimes, and hate propaganda at the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Apply the statements and scenarios below to the existing EDI Antiracism reality at your library

	No / Not Yet	Ongoing	Yes / Completed	I Don't Know
8. Is my library recommending library directors and managers let BIPOC (Black, Indigenous, & People of Color) library employees and volunteers to participate in affinity groups and safe spaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is my library leadership acting on biased, racist and xenophobic behavior from staff and patrons in the moment it happens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is my library refraining from the colorblind narrative ('we are all the same') because it is known for ignoring a strain of issues from our patrons and workers of color?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does my library have bilingual or multilingual staff throughout all hours of operation and available over the phone to serve its demographic needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is my library including persons with disabilities as participants in the planning, implementing, and evaluating of library services, programs, and facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does my library support equal employment opportunity for gay, lesbian, bisexual, and transgender and other LGBTQ+ librarians and library workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does my library support continuing professional development, present me with opportunities, and remove barriers that prevent my professional growth and success?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is my library working with people with disabilities, agencies, organizations and vendors to integrate assistive technology into our facilities and services to meet the needs of people with a broad range of disabilities, including learning, mobility, sensory and developmental disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Apply the statements and scenarios below to the existing EDI antiracism reality at your library

	No / Not Yet	Ongoing	Yes / Completed	I Don't Know
16. I have heard or witnessed a scenario/situation where a patron or a co-worker of color faced racial discrimination at my library or another library in my state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is my library promoting training opportunities for library personnel that will give them the skills needed to provide effective services to diverse populations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is my library developing a pathway for library staff to report microaggressions, emotional labor, or to share library experiences and scenarios that reflect racial inequity, disadvantages, or oppression?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is my library advocating supplemental support for library resources by urging local governments to provide adequate funding for hiring of bilingual/bi-cultural staff, offer Bilingual Pay Incentive and implement ongoing library initiatives for diverse communities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is my library conducting ongoing equity evaluations to determine whether library policies, procedures, services, programming, or collections unfairly impact or unfairly serve members of their community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Is my library effectively removing communication barriers in order to serve patrons who speak other languages (are ALL patron communication being translated or offered in other languages according to demographic needs?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Antiracism Policies and Practices for Libraries

by Marci Ramiro-Jenkins

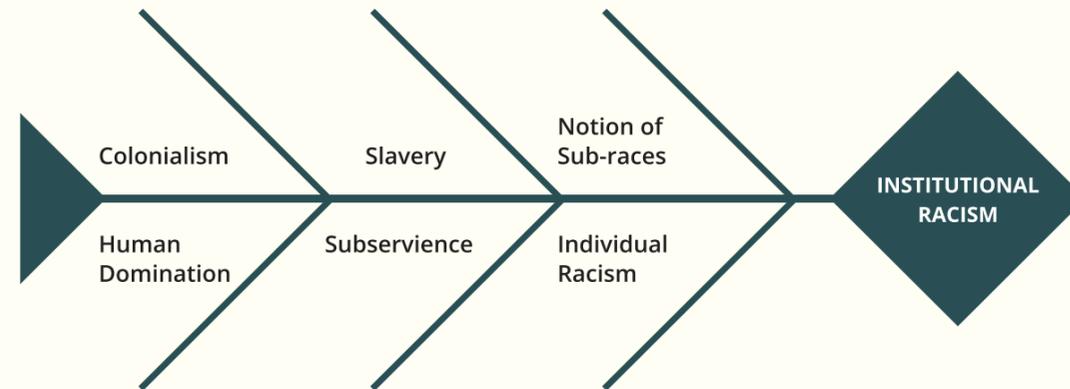
"Diversity is one of American Library Association's (ALA) key commitments and guiding principles. For this reason, the Executive Board calls on library and information services leaders, staff, and advocates of all races and backgrounds to abolish racism against Black people and against all People of Color and to see to it that it has no place in our institutions, our policies, our practices, or our behaviors."

ALA Executive Board statement 06/01/2020.

How can we assertively abolish racism from our policies and practices? (Short Answer)

- Revise your practices, processes, and procedures with an antiracist approach
- Be accountable for shortcomings;
- Avoid defensive behavior, e.g., "We have been doing this for years."
- Listen to employees of color as the voices of change;

- Consider the consequences of not having an antiracism policy. How will that affect the people you serve and your co-workers of color? **An antiracism policy is not about being nice; it is about ending discriminatory and prejudicial rules and acts that perpetuate oppression towards your patrons and staff of color.**



The Bigger Picture (Long Answer)

Our existing practices, policies, and procedures are inspired by our history, and our history has whiteness as the norm.



What is Whiteness?

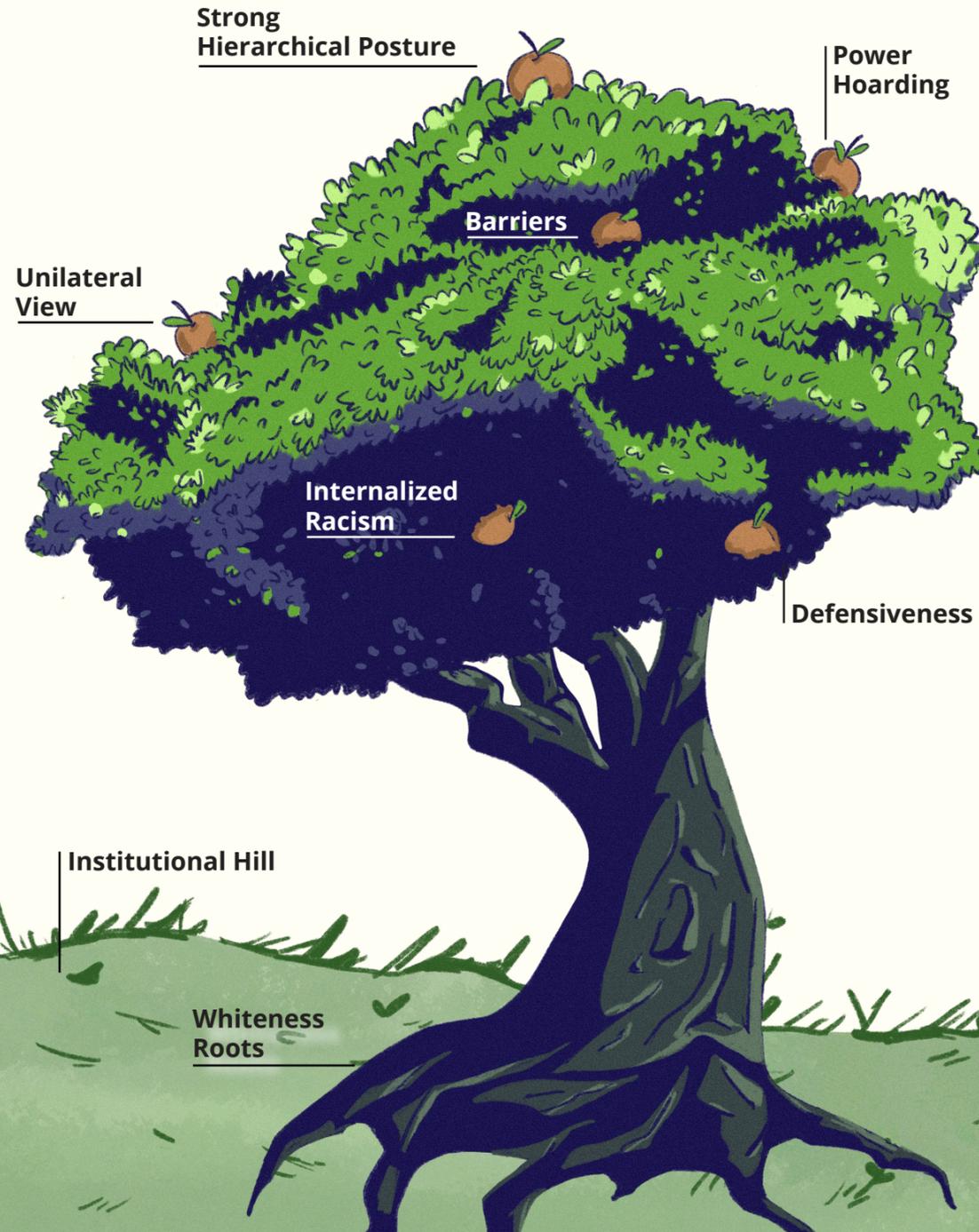
- Unilateral norms based on white social, economic, and cultural standards, which tend to benefit white individuals
- It is not related to biology and the fact some people have fair skin color;

The Root of The Problem

If we apply the tree concept to whiteness in relation to our libraries' policies, procedures, guidelines, practices, and overall conduct, we would have something like this:

Institutionalized Whiteness

When whiteness is the norm, consciously or unconsciously we build our systems around values of whiteness, creating policies, procedures and even acting in a way that validates whiteness. We can find examples of the fruit of the whiteness tree above.



Strong Hierarchical Posture:

Policies and procedures that glorify hierarchical power over aptitude and skills. Decision-making is always in the hands of the same person and it is rarely shared with BIPOC employees.

Power Hoarding:

Necessity of control based on hierarchical position, enjoyment of the "I am the boss" narrative and posture, difficulty giving up power, disdain or discouragement of BIPOC leadership.

Barriers:

Adding/creating barriers to BIPOC employees' requests, ideas, concepts, approaches, such as, "you are welcome to try but I don't see how we can accommodate your request, this is not a priority right now," or "there is nothing I can do for you."

Unilateral View:

Unapproachable, dismissive behavior such as, "My way or the highway," "I am the boss."

Internalized Racism:

Preference for people of color who fit in with the whiteness protocol, or people of color who feel they need to act "white" to be accepted by white society.

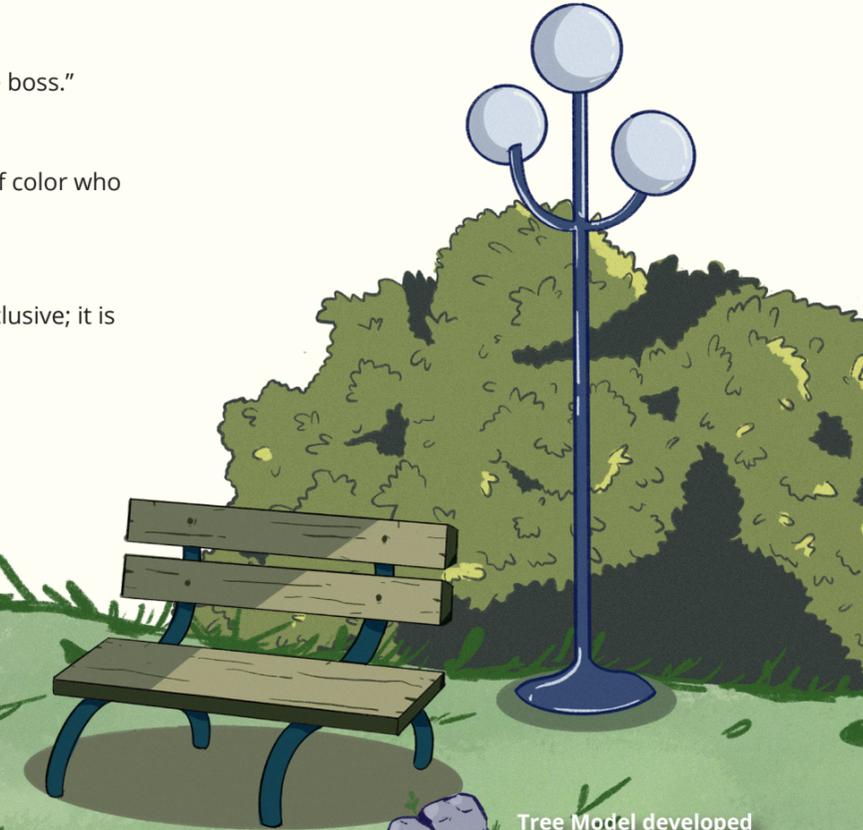
Defensiveness:

Responses such as, "I am not anything like that," or "our existing model is very inclusive; it is directed to all individuals."



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Tree Model developed by Marci Ramiro-Jenkins



Antiracism Best Practices must be committed to:

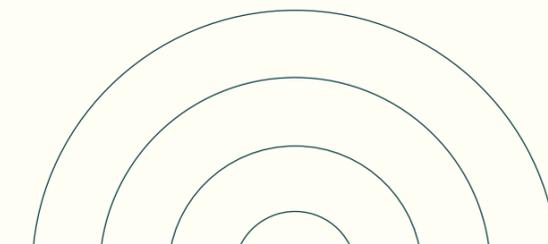
- Implementing a Diversity Recruiting Strategy;
- Acknowledging talent outside of formal academic education in recognition that educational systems rooted in whiteness often misrepresent, under-refer, and fail to retain BIPOC students in higher education;
- Eliminating racial pay discrepancies;
- Creating incentives for skilled workers such as incentive pay for bilingual staff who utilize this skill at their workplace, conflict management training/skills, and social services training/skills.

Rejection Of Neutrality

- Be specific why racist practices and behavior are not welcome by presenting a straightforward and bold antiracist position on written procedures and verbal communication, e.g., “this (act, behavior, attitude, posture) will not be tolerated at this library because **we are an antiracist institution** and this means...”
- Train staff on how to respond to pushback utilizing antiracism guidelines.

Zero tolerance and immediate response for any form of racism and discrimination

- Make sure your library's antiracist values are clear on your written policies and codes of conduct;
- Have written procedures in place to address situations when staff and patrons are subjected to hate speech, hate propaganda, violence, microaggressions and discrimination at the library.
- Follow through on zero tolerance policies.



BIPOC negative experiences are not open to debate or question.

BIPOC should not be forced or asked to deal, appease, make amends or educate their oppressors or the person(s) who caused them harm. Have a properly trained and designated person to deal with situations where BIPOC staff need protection and advocacy.

Clear Objectives

- Antiracism best practices need to be about changing the workplace culture and not about mere compliance with equity, diversity, and inclusion initiatives.
- Eliminate any type of color-blind statements and do not “sugar coat” antiracist policies and procedures
- Set EDI and antiracist goals at your library. Share findings and results with supporting groups such as OLA EDI Antiracism Committee.
- Ask for help if you need it.

Racial Representation

- Invite BIPOC workers to be part of the decision-making even if they are not hierarchically part of it. **This is not about making BIPOC special, it is about inclusion and representation.**

Black, Indigenous, People of Color (BIPOC) workplace perspective

Very Frequently

- Feel dismissed when trying to address concerns or make a request
- Suffer from Imposter Syndrome
- Feel misinterpreted by their intentions
- Are tokenized by their own organization/co-workers (i.e., celebrated/highlighted to portray a greater sense of diversity/inclusion that does not exist in reality)
- Deal with microaggressions from library staff, patrons, and the community
- Bilingual BIPOC staff are expected to interpret and/or translate (without proper compensation) across all departments, not just their own, even if this isn't a requirement of their position.
- Are expected to deal with their oppressors (patrons and co-workers) and take their own precautions to sustain their safety and well-being at work

Frequently

- Mistrust authority due to previous deception or disappointment
- Feel generalized
- Feel whatever they say can be used against them
- Battle internalized racism in order to comply with whiteness at the workplace
- Offer ideas they are not allowed ownership of
- Are asked to speak on behalf of ALL of their "people"/ethnic group, as if they are one homogeneous group
- Are required to "fix" inequities at the workplace
- Are used as EDI and antiracism consultants without proper time/compensation for their labor and ideas



Rarely

- Are taken into consideration in decision-making
- Are promoted despite good job performance
- Feel supported to discuss racial bias experiences at work
- Are empowered (with time and resources) to develop personally and professionally

Very Rarely

- Feel safe and protected at their workplace (physically, psychologically, emotionally or professionally)
- Feel supported or recognized for their achievements and performances
- Are acknowledged and respected as leaders
- Are allowed to commit mistakes without facing major consequences and/or being strongly reprimanded.



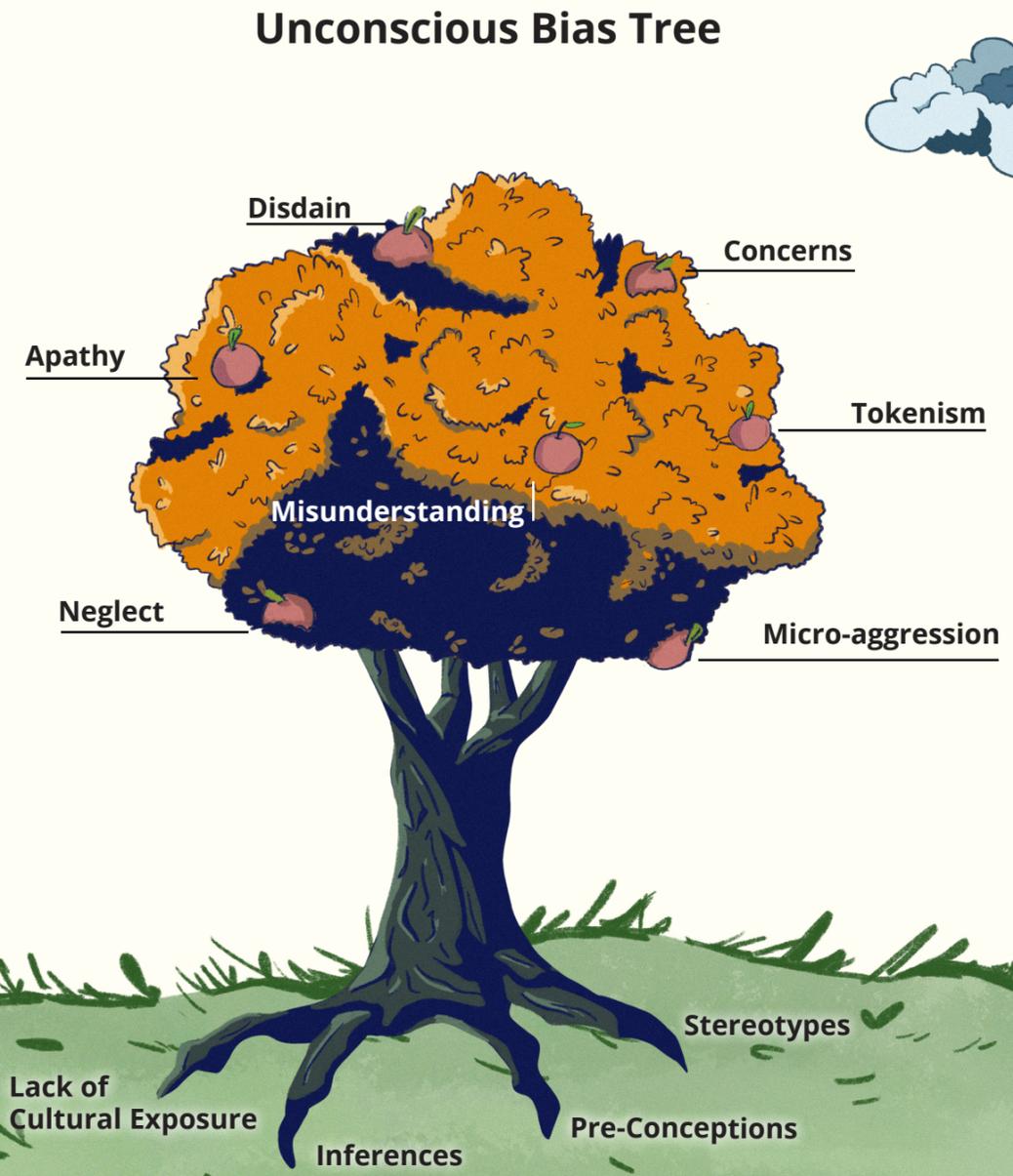
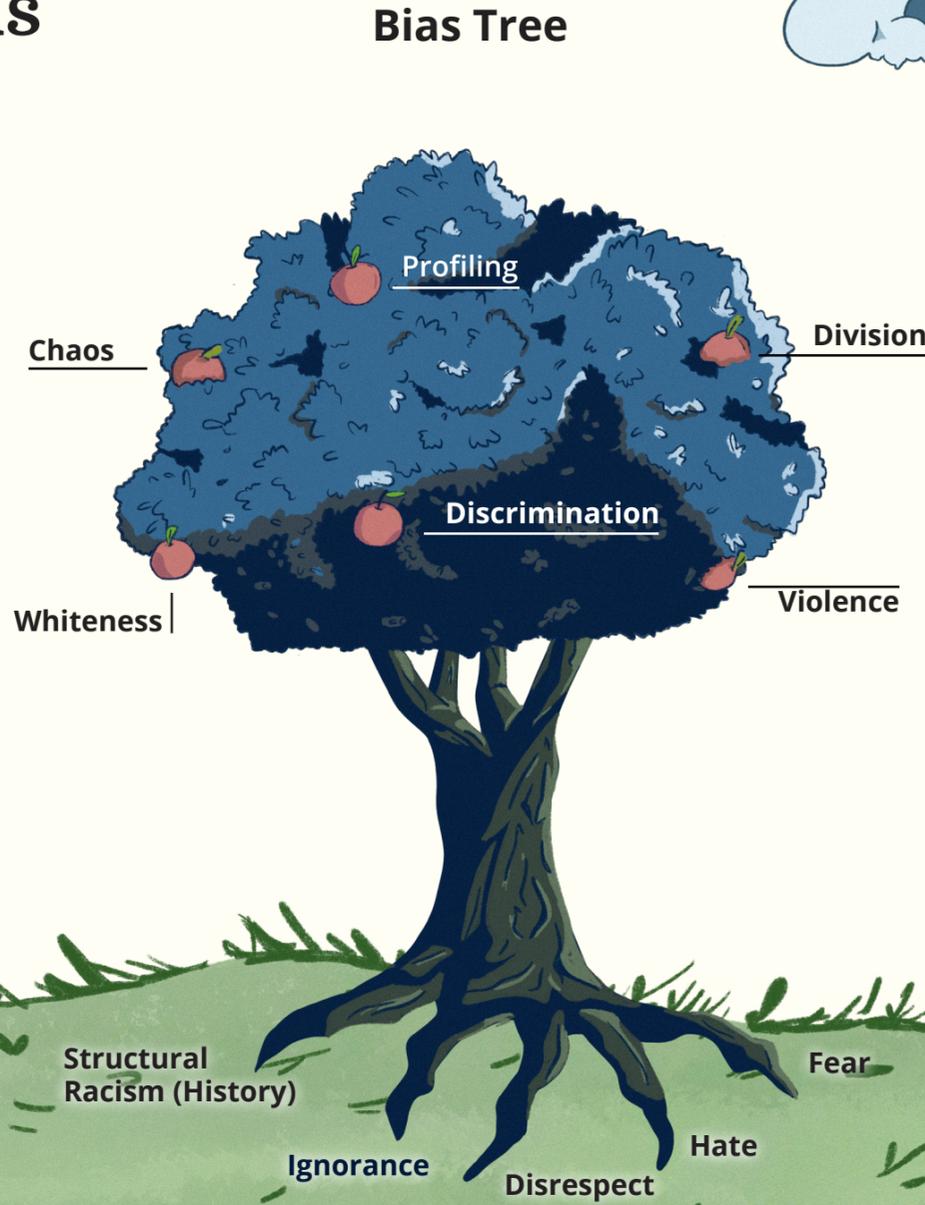
Discussion Questions:

1. Using the "BIPOC Workplace Perspective" cross analysis please highlight at least two items in each category that surprised or impacted you.
2. **If you are not a person of color**, why do those particular topics impact you personally and/or professionally?
3. **If you are a person of color**, can you relate to this analysis? How important are these points of view? Have you ever experienced the same kind of sentiments?

Bias & Unconscious Bias at the Library

by Marci Ramiro-Jenkins

Librarians are professionals with strong egalitarian principles; therefore, many of us don't see ourselves as biased. There are many definitions of bias and unconscious or implicit bias. Bias is rooted in the conscientious choice to favor or discriminate against individuals or groups. Unconscious bias is rooted in preconceptions, inferences, and stereotypical views. Let's analyze the following tree model.



By analyzing the tree model, we can often identify where our own unconscious bias is rooted, and/or measure how the influence of bias roots can contribute to racist behavior and racist narratives in our own lives.

Unconscious bias scenario:

A brown person enters the library. The person walks around without communicating, and your brain tells you that person needs assistance in Spanish. While you go to find your bilingual co-worker, the person receives a quick phone call and you find out that the person has the same proficiency in English that you have. You feel embarrassed, and you share (or not) the story with a friend but your action does not necessarily generate a negative consequence in that particular circumstance.

Because unconscious bias is often committed by people with good intentions, it prevents us from taking further action, educating ourselves, or performing “soul searching” in order to eliminate the root of the problem. When we are led by our unconscious bias, we ask questions and/or make remarks such as:

- “What is the point of increasing the budget for the Spanish collection if Latinos are not avid readers?”
- “Why do we need to celebrate Black History Month at the library if this community doesn’t have Black families?”
- “Why do I need to tell patron A to stop his racist remarks at the library if everybody knows he/she/x is just a bitter person and means no harm?”
- “Why does a person with this level of disability insist on coming to the library without a caregiver?”
- “I know patron B is transgender, which is OK, but, we can’t control derogatory name-calling by other patrons when they come to the library wearing makeup, a mini-skirt and high heels.”

There is no point in denying unconscious bias; we all have it, and some of us struggle with it.

A few things we can do in order to minimize it:

1. Recognize and take ownership
2. Educate ourselves, or
3. Extract solutions from the source. Reply to your own questions and remarks by referring to your own humanity-- “soul searching approach--” and/or seek information as a decision-making tool-- “educational approach.”



Examples:

“What’s the point of increasing the budget for the Spanish collection if Latinos are not avid readers?”

“Soul searching” approach: “From where did I even extract this thought? If this is true, how can I help my patrons to become avid readers? Is my Spanish collection reflecting the needs of the community’s demographics? When was our latest diversity audit?”

“Why do we need to celebrate Black History Month at the library if this community doesn’t have black families?”

“Soul searching” approach: “One more reason to be celebrated, so that we can educate the community on Black history.”

“Why do I need to tell patron A to stop with the racial remarks at the library if everybody knows he/she/x is just a bitter person and means no harm?”

“Soul searching” approach: “My library and I have an antiracist posture. I cannot allow this person to share an opinion that is based on bias because it will potentially offend and contribute to oppressing other patrons and staff.”

“Is my library, and am I, committed to protecting patrons and staff of color from violence, harassment and discrimination while they are

on the library premises? Do we state our position against racial bias in our code of conduct?”

“Why does a person with this level of disability insist on coming to the library without a caregiver?”

Educational approach: According to ADA guidelines, “A public accommodation shall not require an individual with a disability to bring another individual to interpret for him or her. (3) A public accommodation shall not rely on an adult accompanying an individual with a disability to interpret or facilitate communication, except –(i) In an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available; or(ii) Where the individual with a disability specifically requests that the accompanying adult interpret or facilitate communication, the accompanying adult agrees to provide such assistance, and reliance on that adult for such assistance is appropriate under the circumstances. (4) A public accommodation shall not rely on a minor child to interpret or facilitate communication, except in an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available.”

“I know patron B is transgender, which is OK, but we can’t control derogatory name-calling by other patrons when they come to the library wearing makeup, mini-skirts, and high heels.”

“Soul Searching” + Educational approach: According to the American Civil Liberties Union (ACLU), “There is no federal law that bans discrimination based on sexual orientation or gender identity in public accommodations, (...) However, state and local laws where you live may ban this kind of discrimination.”
“Is my library committed to protecting LGBTQ+ patrons from violence, harassment, and discrimination while they are on the library premises? Should we state our position against sexual orientation discrimination in our code of conduct?”

Discussion Questions:

What classic examples of unconscious bias are often applied to the following patrons? :

- Patrons who experience homelessness
- Patrons from other nationalities
- LGBTQ+ patrons
- Teen and young adult patrons
- Elderly patrons
- Patrons with disabilities

Examples:

“Patrons experiencing homelessness use the library as shelters”

“Elderly patrons are computer illiterate”

EDI Collection Development and Audit

by Emily O’Neal, Kristen Curé, and Jean Peick

Collection Development

Part 1: EDI and Antiracism and Collection Development

As a profession, we recognize how important it is to provide a collection to meet the cultural and language needs of the community. In *“Diverse Collections: An Interpretation of the Library Bill of Rights,”* ALA states that a “diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences”. It can be a challenge, however, to maintain a diverse collection or an authentic non-English language collection due to four main issues:

- Limited to rare review resources;
- Small press with limited print runs and lack of representation by major publishers;
- Expensive materials that may need to be imported;
- Materials that require more staff time to locate for purchase.

As the first step to improving representation of diverse and under-represented groups within a

collection, library management must dedicate staff time and budget to the cause.

Part 2: Library Case Study

The Springfield Public Library (in Lane County, Oregon) took this first step decades ago when it identified the need to serve the Latinx and Spanish-speaking community. Since the mid to late 1990s, the library has employed a dedicated Latino Liaison staff position and a dedicated Spanish language collection budget line. Even so, the Latino Liaison only became a full-time librarian classification eight years ago. At that time, the dedicated Spanish collection had a small number of new items that represented the diverse cultures and voices of the Spanish-speaking community. However, the majority of the Spanish collection consisted of translated materials and outdated or worn-out materials. Through long term dedication of staff time and professional development of skills, as well as a conservative (yet growing) budget, Springfield’s collection has transformed to a popular, vibrant offering that authentically reflects and serves their community. Springfield Public Library staff hope that what they have learned can be useful to others.

Part 3: Considerations for Collection Development

1. Purchasing:

Look for authentic voices:

- Avoid translations when developing non-English language collections. On the rare occasions that you do purchase translations, stick with translators and publishers who fluent speakers consider to do a good job.
- Be aware of the cultural diversity and various identities within a community group.
- Get to know the community your library serves: what interests them, what resonates with them?

2. Look beyond mainstream review journals: non-English language and diverse voices are not reviewed as often.

Get to know publishers and distributors that highlight diverse voices or non-English language authors:

- Find a book that is well received by your community and look up the publisher
- Talk with exhibitors at library conferences
- Reach out to your colleagues in ALA affiliate groups, or familiarize yourself with their online resources: AILA, APALA, BCALA, CALA, REFORMA, JCLC
- Attend specialized conferences or book fairs, and if you are not able to attend, search their website for publishers, book distributors, authors and titles to research. A great place to start for Spanish language: La Feria Internacional del Libro en Guadalajara
- Purchase titles that receive ALA and ALA affiliate awards and honors that represent diverse communities

Get to know alternative resources for quality information about materials:

- diversebooks.org/resources/where-to-find-diverse-books
- americanindiansinchildrensliterature.blogspot.com
- readingwhilewhite.blogspot.com
- School Library Journal
- embracerace.org
- Follow diverse authors on Instagram and Twitter

Be prepared to spend more time and more money per title when purchasing from small presses or importing titles from other countries.

3. Collection Promotion:

- Highlight diverse collections in book displays, book lists, on your website and on social media
- Include diverse titles in library programs such as story times and book clubs
- Include diverse titles when locating and recommending materials for patrons at the reference desk
- Encourage your Friends of the Library to highlight diverse authors in their book sales

4. Maintenance:

- Schedule times in the year to check publishers, award lists and conference/fairs for new materials to purchase
- Complete diversity audits and needs assessments
- Look beyond circulation statistics when weeding/deselecting: Texas State Library and Archives Commission’s CREW Manual (Continuous Review, Evaluation, and Weeding) sets out various guidelines to consider. Recognize that circulation expectations will not be uniform across your collection.

5. Policy:

- Dedicate a budget to diverse collection development
- Create a collection development policy that supports diverse collection management. Springfield Public Library's collection development policy contains many points that support the development of a diverse collection. Here are just a few points from the policy:

"The library values the diversity of its unique community.

Springfield residents vary in economic, racial, ethnic, religious, and educational backgrounds."

The library "Recognizes and supports the evolving cultural and language needs in our community and schools"

The library "curates creative and inviting" displays, reading lists and bibliographies of library materials that "reflect the diversity of members and viewpoints of our community."

6. Intellectual Freedom:

- Our core values of librarianship when it comes to EDI and antiracism work are sometimes at odds, or "clash", with another core value of Intellectual Freedom. One way to have these two values find a level of alignment, or at the very least be addressed, is to call it out and name the problem.
- To do that, some libraries have chosen to add an acknowledgment statement to their collection development policies, acknowledging that some materials will be considered controversial and harmful to some readers. Acknowledging the tension between the two core values is an important place to start.
- Here is a [list](#) of libraries that have been doing this exact thing.

Part 4: Resource List

1. ALA's Diverse Collections: An Interpretation of the Library Bill of Rights:
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections>
2. We Need Diverse Books Collection Development Resource List
diversebooks.org/resources/where-to-find-diverse-books
3. "Established in 2006 by Dr. Debbie Reese of Nambé Pueblo, American Indians in Children's Literature (AIICL) provides critical analysis of Indigenous peoples in children's and young adult books."
americanindiansinchildrensliterature.blogspot.com
4. Problems in Multicultural Collection Development and Some Remedies:
<https://lowriderlibrarian.blogspot.com/2016/01/problems-in-multicultural-collection.html>
5. List of Statements on Bias in Library and Archives Descriptions
<https://cataloginglab.org/list-of-statements-on-bias-in-library-and-archives-description/>
6. CREW: A Weeding Manual for Modern Libraries
<https://www.tsl.texas.gov/ld/pubs/crew/index.html>
7. A blog by white library workers organizing to confront and dismantle racism in the field of children's and young adult literature.
readingwhilewhite.blogspot.com
8. School Library Journal: <https://www.slj.com/>



Cataloging

Part 1: EDI and Antiracism and Cataloging

There is bias in cataloging and within our library online catalogs. Library catalogs are a public face and one representation of the institution. Terminology (controlled vocabularies) used in the catalog and how materials are organized in the library - from a patron perspective - can be perceived as how the institution views that individual.

Part 2: Library Case-study

When beginning the journey to identify and rectify bias and insensitivity within the library catalog, the notion can appear so big and so daunting that it can feel almost impossible to figure out where to even start. To compound the magnitude of the work, catalogers live in a world of clear cataloging rules and structure, and at times it can feel so foreign to veer from those standards that it seems almost forbidden to try.

The Deschutes Public Library has begun the steps of addressing bias and insensitivity within our catalog in a number of ways and would like to share with you some steps or suggestions to begin this very important and somewhat overwhelming work. Below are some steps and solutions DPL identified for starting this work:

1. Start with the obvious:

There are some subject headings that are immediately obviously biased and inappropriate, the most prime example being the Library of Congress authorized subject heading of "illegal aliens". As we know, people are not illegal. Nor are they alien. All libraries can make the fast fix of identifying a local subject heading that better describes

this member of your community. The term often picked by many is "undocumented immigrant". It is a simple enough switch; just change the field and indicators to a local heading and delete the old, archaic term from use within your system. Other similar terms a library should review would include "Indians" and "mixed race people".

2. Think like your user:

Oftentimes the authorized terms available through the Library of Congress are not the same terms a patron would use to search for the item. There is absolutely no reason why a library could not add local subject headings (or alternative vocabularies, such as ERIC or homosaurus) for better and more inclusive search results. Suggested terms a library may consider adding would be "queer", "LGBTQ", and "#ownvoice" to their catalog. Alternatively, if the library did not want to use a local subject heading, many discovery layers will also search the 500 notes, and these terms could be added in other keyword search indexed fields.

3. Make it automatic:

Once you identify new replacement terms you want to use, there are ways to keep this current within your system as new records are loaded and new items are brought in. One way would be to do the work weekly, adding this to a standard upkeep task assigned to catalogers to find the old term and update manually. Depending on your ILS, you may also be able to change the way the records are loaded to make this switch at the time of loading. You will need to check with your ILS on this option. Finally, depending on your authority vendor (if you use one) sometimes they can make these changes for you with your periodic authority updates.



Part 3: Considerations with Cataloging

Subject Headings:

- Subject heading vocabularies reflect the worldview of the culture that created it. General knowledge vocabularies (such as Library of Congress Subject Headings) contain insensitive terminology, lack nuance and, due to their size, can take a long time to change to catch up to current usage.
- Be aware of the terms you use in your cataloging, especially in your subject headings. If something is insensitive, you do not have to use it! There are wide varieties of other vocabularies you can use, or, alternatively, you can create your own local subject headings. There is no reason to keep old, antiquated, and insensitive terms in our catalog for patrons to discover.

Authority work:

- Vocabularies are dynamic. Through authority control, library catalogs are kept current with changes occurring to all subject headings.
- Does the library do authority work or contract it out to a third party vendor?
- If so, how current is the authority file and how frequently is it updated?
- If not, does the library monitor for updated records to load into the system?

Classification Systems:

- The organization of materials within the library sends a message to users. Classification systems also carry the imprint of dominant culture and worldview.
- Example: Dewey Decimal Classification
 - Class number extensions that call out classes of persons (race, gender, age, etc.) – do these extensions provide a service or do they promote the sense of otherness to the groups represented by the extensions?
 - Distribution of available numbers is heavily weighted to North American/ Eurocentric perspective.

Author/Audience Characteristics

- There is opportunity within the bibliographic record to help patrons find content produced by underrepresented groups by adding data to the record and calling out these characteristics of interest. In doing this work, libraries

must be careful to consider the following:

- In adding this information, are you contributing to an “othering” effect? Be aware that you need to apply characteristics universally to not unintentionally call out the identified group as somehow “different than the norm”.
- Use reputable sources for identifying characteristics of interest. A library could incorrectly add a characteristic or demographic attributes to an author without vetting the information that is added to the catalog.
- Examples of fields to add this data in MARC: 385 and 386 fields.

Part 4: Resource List

1. Impact of vocabularies:

- Resource: documentary film “Change the Subject”
<https://sites.dartmouth.edu/changethesubject/>
- Words matter: Why the UC Berkeley Library is embracing another term for ‘illegal aliens’
<https://news.lib.berkeley.edu/words-matter>

2. Exploring the use of inclusive vocabularies:

- Case study: “Indigenous Subject Headings Modifications at Red River College” Presentation
https://www.youtube.com/watch?v=a_-G9MNBL6E&feature=youtu.be
- Blog post: Managing problematic metadata
<https://blogs.library.duke.edu/bitstreams/2019/08/16/approaches-toward-managing-problematic-metadata/>

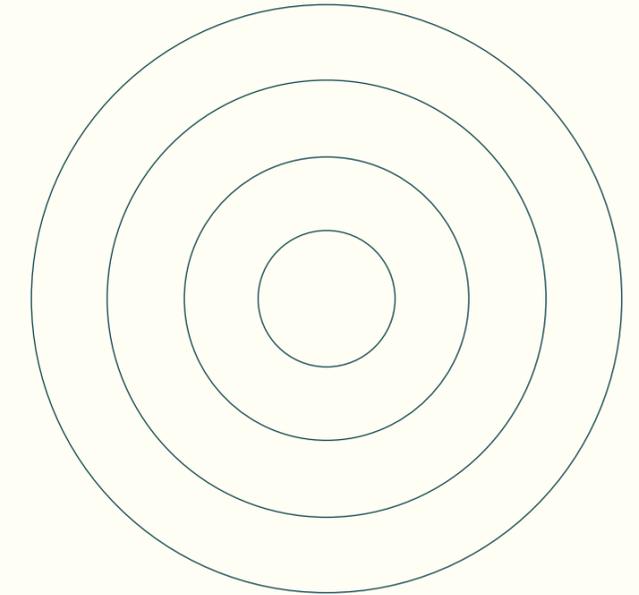
3. Some additional vocabularies to consider:

- Homosaurus: <http://homosaurus.org/>
- ERIC: <https://eric.ed.gov/>

- So many more! Go take a look at what is out there and find what works best for your library!

4. Dewey Decimal classification considerations:

- Blog post: Mapping 220–290 standard notation to the Optional arrangement for the Bible and specific religions
<https://ddc.typepad.com/025431/religion/>
- Blog post: Reclassifying the 200s at Lawrence Public Library
<https://ddc.typepad.com/025431/2020/09/reclassifying-the-200s-at-lawrence-public-library.html>
- Blog post: Literary warrant
<https://ddc.typepad.com/025431/2019/10/how-do-the-editors-decide-which-concepts-get-a-dewey-number-an-explainer.html>
- Blog post: The Racist Problem with Library Subject Classifications
<https://hacklibraryschool.com/2020/06/29/the-racist-problem-with-library-subject-classifications/>



Diversity Audits

Part 1: EDI and Antiracism and Diversity (or Equity) Audits

It would be good to acknowledge upfront that an able bodied, white cis neutral is assumed in society and in publishing, and, for that reason, “diversity” ; is the imperfect umbrella term used to bring perspectives other than that assumed neutral into focus. Our goal is to make our collections as inclusive as possible. Diversity is the common term, but inclusive collections are our goal.

Audit: an official inspection of an individual or organization accounts, a count or a tally. A diversity audit is essentially providing an inventory of a collection to determine the amount of diversity within the collection. It is a way of analyzing collection data to make sure that we include a wide variety of points of view, experiences and representations within a collection.

A note on the term “Diversity Audit”. Though this term has gained popularity within the library community, and has unofficially become the recognized term for this work, a more representative term would be an “equity audit” as you are trying to identify the level of equity a variety of voices and groups have within your collection.

This information is provided directly from

<http://www.teenlibrariantoolbox.com/files/2017/11/Diversity-Audit-Outline-2017-with-Sources.pdf>

Part 2: Library Case Study

It is important to recognize that what works well in one library, may need to be adapted to fit the needs of another library. Considerations need to be taken for staffing, in both numbers and time, as well as processes and ILS capabilities.

That said, the process used at Deschutes Public Library began with the overwhelming agreement among all parties that we wanted to do

this process and would put in the work to follow through, even when it became time consuming. So for us, step one was absolutely buy-in and acknowledging the need.

The next step was to create a rubric which we would be able to tally our collections against. Again, each library will be different but things to consider when creating your rubric would be:

- What is your goal?
- What areas of diverse representation are you looking for?
- How “loud” does the voice need to be to be considered as inclusive?
 - For example, do you require representation to be with a main character, or any character?
 - For us, if we could not determine if diversity was represented easily and within 5 minutes of reading/reviewing, the voice is not “loud” enough to consider giving a tally.
- So important, but often overlooked, create definitions for what would be included or excluded as a diverse voice.
 - For example, with White being the majority race, when adding a tally for diversity, does any race outside of White count towards a tally for diversity, or do you create a weighted system, looking for a specific race for representation?

After the research and creation of our tool, we needed to determine which areas of our collection to audit. Our collection size is roughly 300,000 so it would be impossible to audit the whole thing. We decided to start with the areas that are the most public facing, which included storytime books, book club kits, our reading lists, and our annual “community read” (also known as A Novel Idea) book selection.

The next step is really the easiest, but the most time consuming, which is the process of just doing the work. Our librarians were each assigned an area to audit and they systematically went through the collection and applied the tool and tallied when titles met criteria as defined by our tool.

Finally, because our tool is based in excel, we were able to gather

statistics to determine our percentage of diversity in each area. We set metrics or goals for an achievable level of diversity in each collection, and when that metric was not met, it gave us the information we needed to make different selections or purchases to reach our desired goal.

Part 3: Considerations with Diversity/Equity Audits

- What types of representation will you consider? For example, must it be the main character or is a secondary supporting character going to count in your tallies. You can have extended categories for this if you would like.
- Not all representations are necessarily good representations. Keep an eye out for stereotypes.

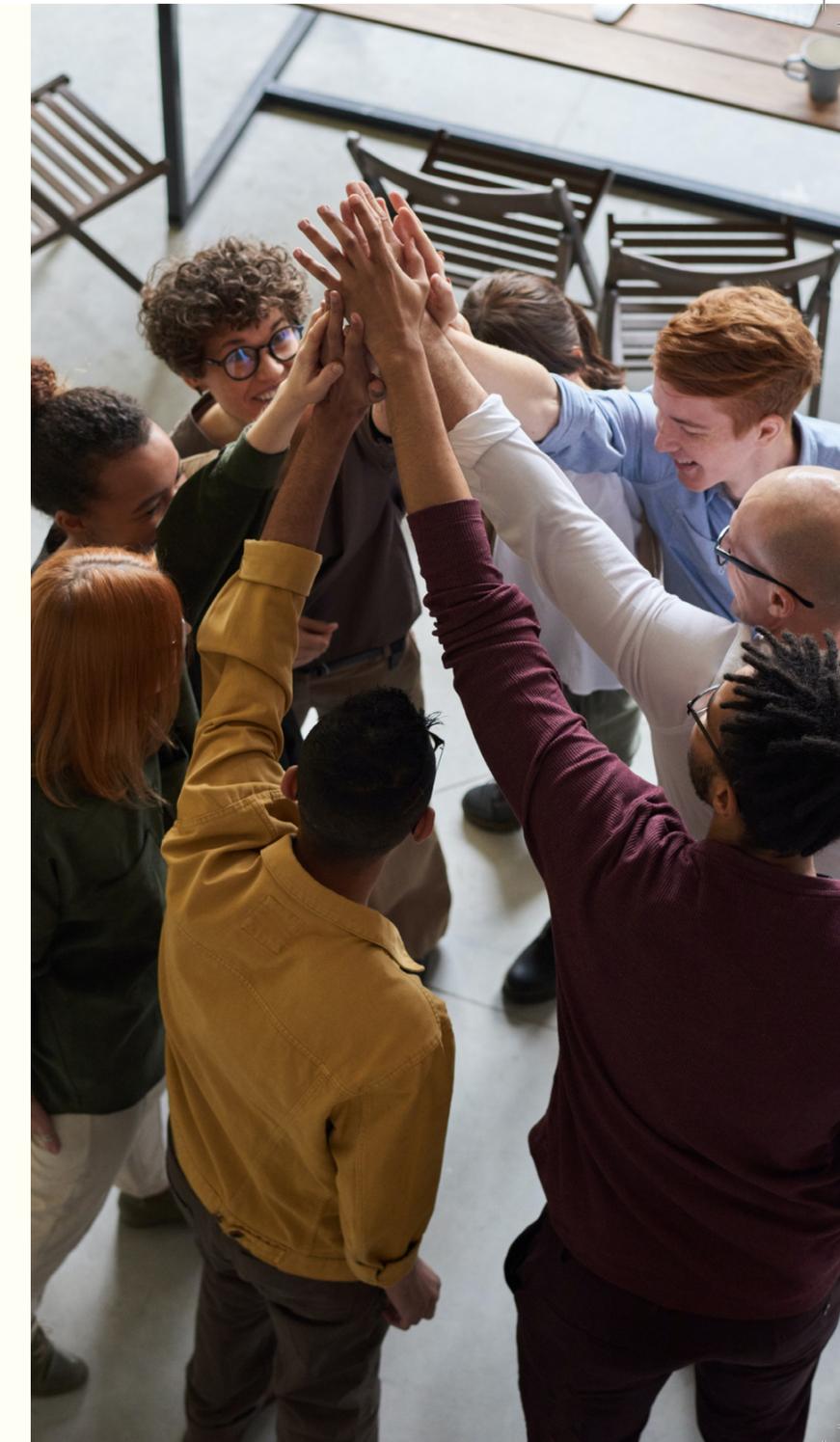
Examples include:

- The angry black woman
- Youth of color always being depicted as gang members
- Jewish books always being about the Holocaust
- POC books always being about slavery or the Civil Rights movement
- LGBTQ books always being about coming out
- Unlikeable girls
- Fat shaming
- “Not Like Other Girls”

NOTE: This information is sourced directly from:

<http://www.teenlibrariantoolbox.com/files/2017/11/Diversity-Audit-Outline-2017-with-Sources.pdf>

- Remember to examine your own internalized biases and privilege.
- Diversity audits can be time consuming – plan to take between 5-10 minutes per book.
- Decide if you require to have book in hand in order to evaluate



Part 4: Step by Step – How to initiate an audit at your library

- Step 1: Create buy-in with all necessary to ensure that this is a successful initiative
- Step 2: Identify the goal and create definitions
- Step 3: Create your assessment tool based off the step 2 goals and definitions
- Step 4: Identify which areas of our collection you would like to.

Example options may include:

- Your most highlighted and public facing materials
 - Your entire collection
 - Your materials selected at time of ordering
 - A random sample of your collection, with a large enough sampling to generate
 - Larger scale statistical assessments
- Step 5: Assign task of reviewing titles to appropriate staff
 - Step 6: When collection area is completed, gather statistics with percentage of collection represented by each specified category
 - Step 7: Use the statistics gathered to help direct future behaviors in selections and ordering
 - OPTIONAL (but ideal) Step 8: Create an information loop to help with future recall of these titles for easy future discovery needs

Part 5: Resource List

- <http://www.teenlibrariantoolbox.com/files/2017/11/Diversity-Audit-Outline-2017-with-Sources.pdf>
 - [Beyond the Collection Diversity Audit: Inclusion is More Than a Book, Why we should be auditing all of our library services for inclusion and best practices](#)
 - [Doing a YA Collection Diversity Audit: Understanding Your Local Community \(Part 1\)](#)

- [Doing a YA Collection Diversity Audit: The How To \(Part 2\)](#)
 - [Doing a YA Collection Diversity Audit: Resources and Sources \(Part 3\)](#)
 - [A Look at Reflection Press Diversity Audit Numbers](#)
 - [Library Journal: Equity in Action Doing a Diversity Audit](#)
- Doing a Diversity Audit
 - [Diversity in Collection Development – American Library Association](#)
 - [Having Students Analyze Our Classroom Library To See How Diverse It Is](#)
 - [Third Graders Assess and Improve Diversity of Classroom Library](#)
 - [How You Can Support the #WeNeedDiverseBooks Campaign](#)
 - Library Diversity Audit: [Youtube video](#)
 - [South Carolina State Library Diversity Audit Resources, Reviews and more.](#)



Emily O'Neal
Deschutes Public Library
Technical Services Manager



Jean Peick
Tualatin Public Library
Cataloging Librarian



Kristen Curé
Springfield Public Library
Latino Liaison Librarian

How to select and promote diverse books for children and young adults

by Scott Rick

Buy more diverse books!

Diverse books are so critical because they provide a mirror for marginalized kids to see themselves represented, and a window through which children and young adults can peek into the cultures and lives of their peers with backgrounds that may be very different from their own. Using book vendors such as Follett and Mackin, it is very easy to find and order diverse books. They provide book lists based on a wide variety of diversity categories, as well as lists of diverse book award winners. Vendors also have tools to make it very easy for you to analyze your library collection to identify subject areas in which you could use more diverse books. You can also find great lists of books and lots of inspiration on websites such as We Need Diverse Books.

Diverse Book Promotion:

If you've got 15 centimeters of empty shelf-space, you've got space to display a diverse book!

Children and young adults do judge books by their covers, and we can use that to our advantage by displaying diverse books Netflix style, all over our libraries. Hardcover books can be displayed with the cover facing out simply by opening them up, and for paperbacks, you can use inexpensive wire easels (buy 100+ of them!) Whenever you have any empty shelf or counter space, use it to display diverse books. Being surrounded by the beautiful book cover artwork not only adds warmth and beauty to your library, but also by displaying

diverse books prominently you are letting students know that they are respected and valued. And of course, circulation is always highest for books on display, making this an easy way to increase the readership of diverse books.

Disrupting white supremacy in your library

It's okay if the vast majority of your display books feature children and young adults of color, or LGBTQ+ youth, etc... Overrepresentation of diverse books will contribute to our efforts to counteract the prevalence and dominance of white culture in our libraries as we strive to empower our oppressed populations. The same concept applies online: Most library catalogs provide the option to browse the collection by viewing the covers of books. You can also control which books will appear most prominently in your library catalog, and here is your opportunity to showcase your diverse books whether paper or digital. Genreficate [arrange your library by category, subject, or genre] your collection, or at a minimum be sure to regularly showcase books featuring marginalized groups such as LGBTQ+.



Scott Rick
Salem-Keizer School District
High School Librarian

White supremacy indoctrination and banned books, lessons learned

by Amanda Perron

In libraries, banned books get a lot of attention. We have a week dedicated to promoting those titles that have been previously contested, and raising awareness about censorship. Most people look upon book banning with skepticism, as we should with any form of censorship. Censorship versus free speech is a fight we are all pretty familiar with, and that I won't get into here. The advent of online self-publishing has been greeted by many as a win for free speech, and had relatively little push back from a censorship standpoint.

Banned books are generally targeted by parents and citizen groups because they are made available at libraries and public schools, in addition to being available for purchase on a website. There is something to be said about the types of materials that prompt calls for censorship, and maybe more importantly the materials that do not. The reasons that a community feels compelled to censor certain works tells us about the sensibilities of that particular community. There are systems in place to challenge books for a variety of moral reasons, and yet racism doesn't often make the list for contemporary titles. When racism is called out, it is more often about the language used than the ideas being promoted. This tells of a broader problem in U.S. society.

According to the American Library Association, books are most often challenged for the reasons of being sexually explicit, using obscene language, or being unsuited to the age group they are intended for. These objections don't come as much of a surprise to most Americans. Why do Black, Indigenous, People of Color (BIPOC) authors and stories that focus on diverse characters wind up on the list more often than white authors and white stories? When we challenge books about the lived experiences of BIPOC for violence or language, we risk the erasure of the more shameful parts of our collective history. There is value in sharing these stories as a way to learn and grow as a society.

What about self-publishing being a win for free speech? Rather than serving as a way for more diverse authors to get their work out in the world, there is an alarming trend among white supremacists to use self-publishing platforms to disseminate their message. The lack of oversight as to what is published lets the authors of racist propaganda get around restrictions that have been placed on other platforms, like social media. This is exacerbated by the fact that sites that offer self-publishing often use the same push marketing for everything, giving racist materials even greater reach by marketing them to unsuspecting readers.

We have become so desensitized to the more subtle underpinnings of white supremacy that we don't always notice them right away. We must look for and change the established systems in our society that favor white voices or target specific minority groups.

So, how do we move forward as librarians? I believe we need a multifaceted approach. First, let's keep pushing back against challenged and banned books. We know this is a way to raise diverse voices and stories, especially focusing on the perspective the story is written from and the audience it is written for. We can also make a concerted effort to include BIPOC in all levels of decision making, at our libraries, and on wider-reaching committees. We can work toward building more diverse collections in our libraries. We can inform our patrons about the caveats of self-publishing, in that the information put forth is not reviewed or vetted by anyone. And finally we can, as consumers, pressure booksellers that offer self-publishing. We can ask those companies to revisit the way they market those self-published works, if not reviewing the content. Online self-publishing is no doubt a new and fast way to disseminate information, stories and express freedom of speech. However, it is crucial to be alert and wary of unmonitored systems such as this, that further risk the misinformation that people receive today, especially when targeting BIPOC.



Amanda Perron
McMinnville Public Library
Library Technical Assistant

Discussion questions:

"The reasons that a community feels compelled to censor certain works tells us about the sensibilities of that particular community."

Based on the statement above what are the sensibilities in your own community? And how your library can spark intellectual visibility to "uncomfortable" themes such as Antiracism?

What type of ideas or initiatives can make Banned Books Week (Last Week of September) an educational and antiracist event?



Libraries for “All”

by Max Macias

Antiracist libraries acknowledge the fallacy of being neutral in the face of racism.¹ Libraries are racist or antiracist. Just like individuals—libraries cannot just say they are ‘not racist.’ Being an antiracist library staffed with antiracist librarians means that library staff are actively working to dismantle racism and white supremacy in their libraries and communities. Being an antiracist library means:

- Actively working to dismantle racism and white supremacy in their libraries and communities;
- Working to dismantle the oppression of marginalized people.

Allowing bigots to perpetuate fear in the community is antithetical to the antiracist library. The antiracist library is an enemy to bigotry. The antiracist library is constantly reflecting on ‘neutral’ stances when it comes to ALL library policies. Collection development, meeting room policies, website design, user satisfaction analysis, usage metrics, and all other library policies need to be antiracist, or they are racist. There is no in between.

So, when the library community says, “Libraries are for all!” We are really saying that they are also open for racists and other bigots. Bigots are NOT welcome in the antiracist library—ever.

Allowing racists, homophobes, and other bigots to meet at the library, or to even distribute ‘information’ by leaving material in the library creates a hostile environment for patrons and workers.

Antiracist libraries say, “Racists and other bigots are not welcome.” This makes clear that the library is not neutral—it is antiracist and it reinforces that the library sides with library workers and patrons who are marginalized by racism and other forms of bigotry.

Library patrons and worker rights to safety and not having to be terrorized by bigots are more important THAN the claims that hate speech and intimidation are forms of free speech. Antiracist libraries recognize this and are clear about it with their communities.

Libraries must decide if they are racist or antiracist. This disjunction is one of the most important questions of our time and impacts ALL areas of the library world. If a library chooses to be antiracist, then it must live up to this ideal and make it known that the library is the enemy of bigotry. It is your choice to make. Please choose wisely my Oregon library friends.

¹ Lewis, A.M. (2008). Introduction. In A.M. Lewis (Ed.), *Questioning Library Neutrality: Essays from Progressive Librarian* (pp. 1-4). Duluth, MI: Library Juice Press.



Max Macias

Portland Community College
Technology Trainer and Instructional Librarian

Discussion questions:

1. What type of misconceptions can the statement “Library for all” cause?
2. What is another inclusive term that could be used to reinforce libraries’ commitment to Equity, Diversity, Inclusion and Antiracism?

How do you advocate for EDI and Antiracism in your library when your community is not receptive?

by Buzzy Nielsen

Many Oregon libraries face individuals and systems that resist efforts to advance EDI (Equity, Diversity, Inclusion) and Antiracism. That resistance could come from lack of knowledge, from concern for personal loss of resources or power, or from actual disagreement with EDI and Antiracism principles. Here are some questions to consider if your library is meeting such resistance.

What actions require governance involvement?

Some decisions in libraries – such as policies, strategic priorities, and high-level budget decisions - require approval from a governing board or manager outside the library. However, most day-to-day library activities do not need approval. Here are just a few things that most libraries can do to advance EDI and Antiracism that don't generally require buy-in from decision makers:

- Purchase more diverse and inclusive collection materials.
- Target outreach to communities of color and other groups that are historically underserved.
- Choose which presenters to bring in, what books to read during book clubs, or what themes to highlight in storytimes.
- Train library staff, volunteers, and advisory board members on EDI and Antiracism.
- Buy furniture and technology that are accessible.

Understanding when you need to include decision makers – and, more importantly, when you don't – helps you determine what actions you can take immediately versus those that require you to build more support.

Which people are key to my library advancing EDI and Antiracism and what are their interests?

People in governance such as managers, board members, and councilors/commissioners are key to your library's goals. However, there are many others with whom you must form relationships to succeed in your EDI and Antiracism efforts. First and foremost, your library must build trust with communities of color and the other groups you're trying to serve before you can understand how best you can serve them. That process takes time, especially among people who mistrust government, white and privileged people offering help, and systems that have historically failed or discriminated against them. Once your library has built that trust, people may be more willing to communicate what they want from their library. Once you understand what the communities you serve want from their library, assess which individuals and groups you need on board to help you succeed. Successful partnerships require understanding your partners as individuals, and individual people have individual motives. Knowing those motives can help you frame staff/volunteer training, requests for assistance, or



proposals to change policies in ways to get maximal support.

- **Staff:** Some staff may be resistant to changes you're proposing. Often that resistance derives from underlying fears that you can help alleviate by understanding those fears. If you're a manager, try to have regular, informal check-ins with staff. Having regular check-ins can reveal what animates and inspires someone, as well as what worries them, which thereby can help you explain changes in ways they'll understand and accept.
- **Decision makers:** Managers, councilors, and board members are individuals, too. Understanding their motivations can help you frame "asks" of decision makers in ways that make sense to them. Try having semi-regular meetings with these individuals. Ask them about their goals, listen, and take notes. Keep apprised of council or commission meetings so that you can relate what your library is doing to other initiatives of the organization or individual decision maker.
- **External advocates and partners:** Partnering with individuals and groups that share your library's commitment to EDI and Antiracism will be essential to your success. These partnerships will help both with actions that your library can do on its own and those that require governance authority. Think outside the box when identifying these individuals and groups. Your Friends of the Library and Library

Foundation can be great supporters, but so too can businesspeople, church leaders, or members of prominent civic groups. Once you've built trust, you can work with these individuals and entities to advance EDI and Antiracism generally in your community, or even potentially to advocate for change requiring approval from decisionmakers. Oftentimes, decision makers may find an argument in favor of a project more compelling coming from an outside individual or organization versus library staff.

What are the broader benefits of my EDI and Antiracism goals?

Finally, also keep in mind the far-reaching benefits to advancing EDI and Antiracism. Your goal might involve better serving a specific group within your community, but it will have ripple effects that benefit the whole community. For instance, providing technology and workforce development training to a new immigrant community means that the local business can find people with the skills they need more easily, and economic development is frequently on the mind of some decision makers. Many of these broader impacts may speak to the interests you identified when you formed relationships with decision makers and other stakeholders. Fine-free policies are another example of wide-reaching benefits. Your library might want to eliminate fines in order to encourage use by families who

were otherwise reluctant. However, the policy itself makes the library more inviting for everyone in the community. Such policies can also make your library more efficient; staff will no longer spend hours sending out bills or handling complaints and can be redirected to other tasks that serve the public more directly. Having a variety of arguments in favor of projects that advance EDI and Antiracism can help you target specific messages to specific people.

Ultimately, understanding individual motivations is key to building broad support for your EDI and Antiracism goals. Connecting your goals to individual and community interests can bring decisionmakers, staff, and library supporters on board who might otherwise reject your efforts.



Buzzy Nielsen
State Library of Oregon
Program Manager, Library Support
& Development Services



Discussion Questions:

"Understanding when you need to need decision makers – and, more importantly, when you don't – helps you determine what actions you can take immediately versus those that require you to build more support."

Based on the sentence above, which EDI Antiracism best practices can be implemented in your daily tasks that do not necessarily involve approval or supervision from others?

"First and foremost, your library must build trust with communities of color and the other groups you're trying to serve before you can understand how best you can serve them."

Based on the sentence above, how can your library enhance the relationship with communities of color? Does your library have an existing program or initiative that can be an example of a successful partnership with communities of color in your region or county?

Grants and resisting. A Q & A with Alma Plasencia, OLA EDI and Antiracism Co-Chair

Q: How did you get into grant writing?

A: I was a college graduate and coordinating an early literacy program with AmeriCorps. My manager explained to me if it were to be financially maintained, it would be through outside grants because the clinic we volunteered for did not see the program as a priority. I managed to secure a modest grant to fund the purchase of early literacy books and while doing so, it pushed me to learn about grant writing.

Q: What types of financial resources can I utilize to fund new projects at my library?

A: There's in-kind donations where you can seek a local business or corporation to donate food, merchandise, gift cards, etc. If you decide to seek sponsorships or in-kind donations, draft an in-kind request letter, thank you letter with your Tax ID number, and prepare a pitch that makes the connection clear between your project and their mission/values. If you network and talk about your work, you may even receive monetary donations from those you least expect.

Q: What types of grants are available and how difficult is it to apply?

A: There are local, state, and federal grants but if you're doing EDI and Antiracism work, I suggest seeking foundations that have this as a central part of their mission because you increase your odds of receiving funding. As for difficulty, it varies, in some places, it's as

simple as submitting a short google form, and others may require you to register and submit a Letter of Interest (LOI), and then they may invite you to apply for a grant. I recently was part of a team, led by Rebecca Gabert (Oregon Digital Library Consortium (ODLC) Selections Chair) who applied for an IMLS CARES Grant and that is a federal grant. The grant required nonprofit status, which meant seeking a nonprofit sponsor - in this case, it was OLA. The grant asked for project staff resumes, letters of support, statistics, organizational financials and profile, and the written project proposal. I was happy to witness the great work by Rebecca and ODLC leadership and contribute my research skills, diversity audit information, professional connections, and proof-reading capabilities.

Q: How can I get my leadership team involved and excited about an EDI Antiracism grant opportunity?

A: Find a way to communicate your excitement with your leadership team. I'm introverted and I have a hard time articulating my ideas. For me, it's creating a one-page project proposal that I can submit to my leadership team or finding a colleague I can practice pitching an idea before talking with my manager. Grants can be impossible to write solo and you will eventually need help.

Q: If I don't receive the grant, should I give up on that project altogether?

A: Some unfortunate news for me to share is that we did not receive the IMLS CARES grant. However, the grant reviewers offered great feedback which was to pilot the project on a smaller scale. Coincidentally, the ODLC was offered extra Library Services and Technology Act (LSTA) funds to fund this project partially and we're piloting this idea. What is great about it is that we will have concrete examples and data we can submit, if we decide to apply again. In summary, consider the feedback (if you receive it) and be open to evolving your project.

Q: How and where I can search for grant opportunities?

A: If you are new to this, I suggest starting locally (i.e. rotary clubs) because local organizations are naturally invested in improving their communities and want to fund innovative ideas. You can also look towards your library associations for grant opportunities.

Q: How can I increase my chance of my boss approving my financial request for professional development opportunities?

A: I suggest researching all you can about a professional development opportunity and sharing that with your boss. Be prepared to make a case for how this opportunity will benefit your library. Consider going in at a group rate because it can be easier for a library director to justify the expense. Also, contact the program coordinator and ask if they offer any type of scholarship or discount to minimize financial costs.



Alma Plasencia
EDI and Antiracism, Co-chair
Salem Public Library
Adult Services Librarian/
Bibliotecaria Para Adultos



Antiracism and EDI Professional Development for Librarians and Library Staff

by Melissa Anderson

ALA, OLA, and the State Library of Oregon have all been working to develop awareness, training, and professional development for librarians and library staff in the areas of antiracism, equity, diversity, and inclusion (EDI). From LibGuides to webinars to new initiatives providing guidance for outreach, policy, collection development, and more, there are a number of free and fee-based resources available to support antiracism and EDI work in Oregon libraries.

ALA has named diversity one of its [Key Action Areas](#) and has centralized its antiracism and EDI resources on its website under the heading of [Equity, Diversity, and Inclusion](#). In addition to making statistics, a glossary, information about grants, and much more available, ALA's Office of Diversity, Literacy and Outreach Services (ODLOS) also provides a list of [EDI & Social Justice Opportunities](#) for continuing education for library and information science (LIS) professionals. ODLOS also offers virtual and in-person [trainings and consultations](#) to both individuals and groups for a fee, and has a number of archived [webinars](#) available on the ALA website.

In its current strategic plan, the State Library of Oregon has committed to improving continuing education for librarians and library staff in Oregon and to using an equity lens to review programs, services, and policies to remove barriers and address bias. To this end, the State Library will be launching a continuing education needs assessment in early 2021 and developing trainings to address user needs in multiple areas including EDI and antiracism. The State Library has also compiled

current continuing education resources for librarians and library staff in an [EDI Learning Resources](#) LibGuide. Resources include information specific to Oregon as well as resources and training from national organizations. Links to many recorded webinars on a variety of EDI topics are included as well as self-paced courses from WebJunction, podcasts, and much more. The [Library Staff Training](#) academy also has a number of continuing education resources on EDI-related topics and more are in development. The State Library also provides statewide access to Ryan O'Dowd's [Librarian's Guide to Homelessness](#).

In addition to promoting the antiracism and EDI training and resources available from the State Library, OLA is planning an EDI module for its Leadership Institute (LIOLA), and recorded sessions will be made available via the OLA website afterwards. Whether librarians and library staff are looking for EDI and antiracism resources specifically designed for their area of work or for more general trainings relevant across multiple service areas, OLA, ALA, and the State Library of Oregon have developed and continue to develop EDI and antiracism resources that can be used by individuals, groups, and entire libraries.



Melissa Anderson
Southern Oregon University
Campus Engagement and
Research Services Librarian

*Check index on the last page for links

Books and Reading Materials

by Martín Blasco

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<https://lismicroaggressions.tumblr.com/>

Journal:

1. The intersection between cultural competence and whiteness in libraries
<http://www.inthelibrarywiththeleadpipe.org/2015/culturalcompetence/>

2. Soliciting Performance, Hiding Bias: Whiteness and Librarianship
<http://www.inthelibrarywiththeleadpipe.org/2015/soliciting-performance-hiding-bias-whiteness-and-librarianship/>



Martín Blasco

*Washington County Cooperative Library Services
Outreach Librarian for Multicultural Services*



Mentorship Program for Library Staff of Color

The goals of the Mentorship Program for Library Staff of Color are to provide encouragement, support, and guidance to early-career Black, Indigenous, People of Color (BIPOC) librarians and library staff by promoting their professional development, growth, and shared affinities.

A mentor is a librarian or library staff who identifies as BIPOC and will listen and provide guidance to BIPOC librarians and library staff at the start of their careers. Mentors and mentees must commit to one year in the program and have contact during that period. The mentoring relationship can last beyond one year if the mentor and mentee choose.

Benefits of mentoring programs:

- Early-career library staff have the opportunity to develop professional skills and a sense of direction.
- Experienced BIPOC library staff can contribute to the profession by helping to develop future BIPOC leaders.
- Both early-career and experienced library staff can learn from each other's BIPOC perspectives and experiences in librarianship.

- Both early-career and experienced library staff can develop enhanced listening skills and the ability to communicate.
- The profession as a whole can benefit from the opportunity to capture knowledge from BIPOC librarians and library staff.

For Mentors:

To become a mentor, you must:

- Have worked in a library (or related organization) for two or more years.
- Commit to at least one year with the program. Mentors and mentees can continue their relationship beyond the required time period if they choose.
- Have good listening skills.
- Have a desire to support, encourage and guide those new to the profession.
- Be open to other viewpoints and professional goals.
- Contact the EDI Antiracism Committee's chair Marci Ramiro-Jenkins via email: Marci.Jenkins@mcminnvilleoregon.gov to enroll as a BIPOC mentor.

What does being a mentor entail?

1. Initiating contact with your mentee.
2. Keeping in contact with your mentee by phone, email, web conferencing, or in-person meetings for the year.
3. Providing feedback and suggestions for your mentee's professional development related to their stated goals.
4. Providing feedback to OLA at the year's completion via a survey.

For Mentees:

To become a BIPOC mentee, you must meet ALL of the following requirements:

- Have worked as a paraprofessional or professional in a library (or related organization).
- Be currently working in a library in some capacity (volunteer, paraprofessional, professional).
- Commit to at least one year with the program. Mentors and mentees can continue their relationship beyond the required time if they choose.
- Be willing to share goals and challenges.
- Have a strong interest in professional development.
- Be open to feedback and advice.
- Contact the Equity, Diversity, Inclusion (EDI) Antiracism Committee's chair Marci Ramiro-Jenkins via email: Marci.Jenkins@mcminnvilleoregon.gov to enroll as a BIPOC mentee.

What does being a mentee entail?

1. Keeping in contact with your mentor by phone, email, web conferencing, or in-person meetings for the year.
2. Seeking advice on professional issues, sharing experiences.
3. Providing feedback to OLA at the year's completion via a survey.

What does the time commitment look like for a mentor?

During the one year, the mentor must be in contact with the mentee at least 5-6 times per year. This may be sending an email, initiating a phone conversation, meeting via web conferencing software (Zoom meeting can be provided through OLA), or meeting face-to-face. Beyond that, the duration and frequency of that contact are up to the individual mentor and mentee. The mentoring relationship can last longer than one year and contact can be more frequent if both mentor and mentee choose.

Is there a deadline to become a mentor or a mentee?

No. We match people up throughout the year so you can apply at any time for either role.

How do you match up mentors and mentees?

If you would like to be a mentor we will discuss together the areas in which you feel comfortable mentoring. If you are willing to participate as a mentee we will discuss your goals and experience. We then do our best to match up mentors and mentees based on library type, experience, and goals.

What if I have questions?

The **Mentorship Program for Library Staff of Color** was inspired by the existing OLA Mentorship Program and is managed by the OLA EDI Antiracism Committee. For information, registration, or to know more about this program, please contact the EDI Antiracism Committee Chairs:

Marci Ramiro-Jenkins:

Marci.Jenkins@mcminnvilleoregon.gov

Alma Plasencia:

APlasencia@cityofsaalem.net



ACRL-Oregon

This division serves a dual role as the Oregon chapter of the Association of College and Research Libraries (ACRL), as well as the Academic Library Division of the Oregon Library Association (OLA). ACRL-Oregon supports academic libraries and librarians.

We stand in solidarity with the Black Caucus of the American Library Association (BCALA) and REFORMA Oregon in condemning the systematic social injustices and violence endured by Black people and all people of color. We support the principles of the Black Lives Matter movement and pledge our support to library workers and the communities we serve by advocating for the eradication of racial injustice and White supremacy in our profession. We recognize the pervasive role of both implicit and explicit racism in denying equal rights and equitable access and commit to working toward becoming an antiracist chapter that confronts, deconstructs, and dismantles the systems, policies, and procedures that reify racism and anti-blackness.

In order to effect change within our organization, the ACRL-OR Board commits to:

- Exploring ways to support academic library staff in Oregon in doing antiracist work, including providing professional development and staff training opportunities that counteract anti-blackness, racism, and White supremacy in librarianship
- Assessing our internal processes and procedures and implementing systems that operationalize racial equity
- Deconstructing the Whiteness of our professional organization by actively recruiting BIPOC library staff for leadership positions, and by working towards identifying and dismantling the barriers that prevent BIPOC library staff from engaging in organizational leadership
- Ensuring that an ACRL-OR Board member is represented on (and ACRL-OR is accountable to) the OLA's Equity, Diversity & Inclusion (EDI) Taskforce

Visit [ACRL-OR website](#) to learn about our mission, our near-term and long-term goals, and how they align with our commitment to becoming an antiracist chapter. We invite you to [join our ACRL-Oregon division](#) to engage more deeply with this work.



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Children's Services Division

The goal of the Children's Services Division (CSD) is to champion children's literacy by supporting and providing continuing education for Oregon's children's librarians and support staff who work in children's services.

Research shows that children as young as two can internalize biases, whether or not these ideals are explicitly taught to them. Racist and other xenophobic ideals and structures are harmful to everyone, and the CSD strives to provide educational resources and support for Oregon libraries in the important work of:

- Acknowledging and breaking down barriers to library access for children and families on individual and systemic levels
- Ensuring every child feels welcome with the library, including seeing themselves represented in our collections and staff in authentic ways
- Encouraging children to have a variety of reading and media experiences to learn about themselves and the world
- Supporting children with knowledgeable and understanding library staff who can provide them with resources as they navigate the complexities of humanity, our past, and possibilities for the future

CSD is always looking for volunteers to help in a variety of positions from writing blog posts, helping on committees, to joining the board.

Oregon Young Adult Network

The Oregon Young Adult Network (OYAN) exists to provide a network for communication and growth among people who provide library services to teens, to increase awareness of teen library services in the state of Oregon, and to promote cooperation between school and public libraries. Adolescents are in a critical time of development in terms of self-image and how they view their place in the world. As such, we work to support our members in serving teens so that all youth can flourish. Our goals for EDI and Antiracism are:

- to provide educational and professional development opportunities around EDI and antiracism
- to advocate and support staff in creating diverse collections in libraries so that all youth can have mirrors, windows, and sliding glass doors with an emphasis on own voices
- to elevate the voices of BIPOC and other marginalized people in libraries
- to advocate for and support staff in creating inclusive library programs and policies so that all youth feel welcome and have their needs met in Oregon libraries

To become involved in OYAN, come to [our quarterly membership meetings](#) which are open to all, join the OYAN listserv, check out our [blog](#), and follow us on [Facebook](#).

Oregon Association of School Libraries

OASL, or Oregon Association for School Libraries, is the OLA division for licensed and classified school library staff in Oregon. Our mission is to provide progressive leadership to ensure that Oregon students and educators are effective users of ideas and information, and to pursue excellence in school library media programs through:

- advocating information literacy for all students
- supporting reading instruction and enjoyment of literature
- supporting the highest levels of library media services in schools
- strengthening member professionalism through communications and educational opportunities
- promoting visibility in education, government and the community

OASL will actively use the [OLA Equity, Diversity and Inclusion Task Force's recommendations](#) to root out systemic injustices within the organization and guide our work by:

- Supporting members in antiracism work within their own schools, districts, and communities with antiracism resources and professional development opportunities
- Infusing equity, diversity, and inclusion specifics into past, current, and future OASL-created and endorsed products and materials for school library staff, administrators, teachers, students, and other stakeholders

This is ongoing work that will continue for many years, but our focus has already had an impact.

- The application and scoring rubric for the Connie Hull mini-grant, an annual grant awarded by OASL for a school library project that promotes literacy and student achievement, have been updated to include an explicit EDI component
- The OASL Board has created and continues to update an online repository of antiracism resources for school libraries

These beginning efforts reflect OASL's commitment to equity, diversity, inclusion, antiracism, and anti-oppression in our organization, policies, practices, and educational resources and opportunities.

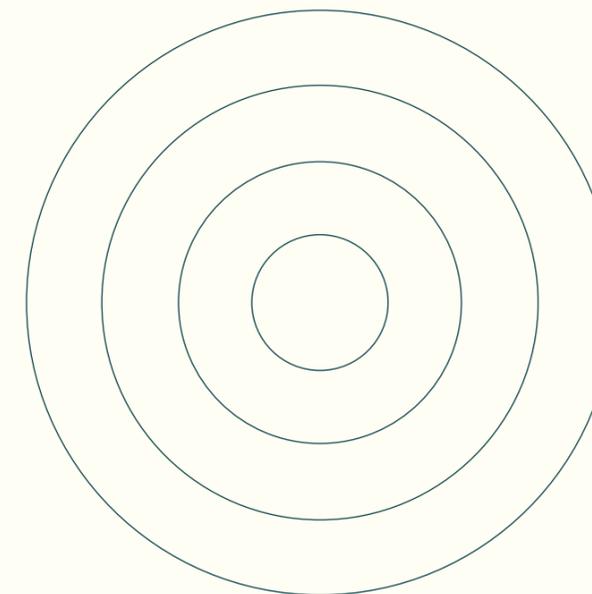
Get involved with OASL at the state or regional level through conferences and other professional development opportunities, board and committee volunteer opportunities, and through the OASL listserv. There's no additional cost for OASL membership beyond the OLA membership, so anyone can join us! <https://www.olaweb.org/oasl-home> or email president@oasl.olaweb.org.

Support Staff Division

The vision of the Oregon Library Association's Support Staff Division (SSD) recognizes support staff's need for opportunities, promoting awareness of library issues and practical applications of knowledge and skill, both ethical and technological. The SSD provides a forum to encourage new ideas, discuss concerns, and solve problems while envisioning and adapting to changes in the profession. SSD's goal is to inspire and promote professional growth through networking, conferences, workshops, and mentoring.

The EDI and Antiracism goals of the division are being expressed in the planning of our next SSD conference. The 2021 theme of the SSD conference is focused on EDI and the presenters and conference sessions will reflect relevant topics and discussions. OLA/SSD membership entitles members to a subscription to the OLA Hotline and Quarterly, reduced registration fees to OLA and SSD sponsored conferences and workshops, scholarships, the opportunity to serve on SSD special committees, and the opportunity to become part of a division primarily focused on support staff issues.

If you want to get involved, please contact: ssd@olaweb.org.



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Public Library Division

The Public Library Division (PLD) represents all public libraries in Oregon. We offer support through the creation of standards for public libraries. We also develop programs to support your continuing education.

EDI and Antiracism goals:

- Facilitate conversations between EDI Antiracism Committee and Public Library Librarians and Library staff
- Support and promote EDI Antiracism Committee efforts and initiatives among Library Directors and other Public Library leaders
- Share feedback and metrics received from EDI Antiracism Toolkit to address areas of concern from librarians and library staff

There are many ways to become involved with the Public Library Division! Folks can add the Public Library Division Affiliation to their Oregon Library Association Membership.

- Get involved with a sub-committee of the Public Library Division like the public library standards subcommittee.
- Attending continuing education opportunities presented by PLD. We offer support through the creation of standards for public libraries. We also develop programs to support continuing education.
- Through sub-committee support or helping at our events. Joining the Executive Board is a great way to network with public library staff from around the state. Board positions are open to public library employees at all levels.
- Submitting a small library project proposal to the Library Squad!

For more information contact Laura Kimberly,
PLD Board Chair, Newport Public Library at

lkimberly@newportlibrary.org

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State Library of Oregon: Q & A with Jennifer Patterson

Q: What is the State Library of Oregon and what does the State Library oversee?

A:

- The State Library of Oregon is a state government agency with a mission to cultivate, preserve, and deliver library and information services to foster lifelong learning and community engagement. To achieve this mission, the State Library has three distinct roles: The Library Support and Development Services Division provides consultation services, professional development, statewide library services, and grants to libraries across the state. The division administers state-funded Ready to Read grants to public libraries in Oregon to support summer reading and early literacy programs, and oversees federal LSTA grant funding as competitive grants and for statewide library services including the [Answerland online reference service](#), the [Oregon School Library Information System \(OSLIS\)](#), and the [Statewide Database Licensing Program](#).
- The Talking Book and Braille Library serves Oregonians with print disabilities by providing Braille materials, audiobooks, descriptive videos, and magazines through the mail and digital download. This is a free service to eligible Oregonians, with over 5,000 active users and an average of approximately 30,000 items circulated every month. The Talking Book and Braille Library is the regional library in Oregon for the Library of Congress' National Library Service for the Blind and Print Disabled (NLS) network.
- The Government Information and Library Services Division

provides library services to state employees to assist them in their work including research assistance, professional development, and instruction. The division preserves state and federal agency publications and other Oregon-related materials and makes them accessible through the library's [online catalog](#), [Oregon Digital Collections website](#), and interlibrary loan services. State Library staff also offer reference assistance in utilizing these collections.

Q: What is Libs-Or and why was it created?

A: Libs-Or is an email list that was started in the 1990s to help distribute the State Library's newsletter and facilitate communication to staff in Oregon libraries. Over the years, Libs-Or has evolved into a discussion forum for library staff to share information and ideas across the Oregon library community. The State Library has worked with the Oregon library community to develop [user guidelines](#) to assure that this forum is a space for expressing diverse opinions and ideas that include fundamental respect for the rights, dignity, and value of all persons. Oregon library staff from all library types, students, supporters, and those generally interested in the Oregon library community may subscribe to Libs-Or. Possible uses for the email list include job announcements, meeting and conference announcements, promotion of training and grant opportunities, gift offerings, resource sharing, and questions and sharing information about library-related services and issues.



Q: What are the State Library's Equity, Diversity, Inclusion (EDI) and Antiracism goals and vision for the future?

A:The State Library believes that all Oregonians should have equitable access to library and information services. We acknowledge that past and present inequity has excluded many from the wide range of benefits provided by libraries. We understand that systemic racism exists today within the library profession. The State Library is committed to advancing antiracist practices and policies and integrating equity, diversity, and inclusion principles into our daily work, decision-making, and programs and services. Guided by our [vision, mission, and values](#), the State Library has the following goals:

- Utilize the [State of Oregon Equity Framework](#) and develop a State Library equity framework to assess and improve our policies and services, remove barriers and address potential bias, and better serve communities that experience racial disparity and oppression.
- Reconcile the agency's racist beginnings by acknowledging the actions and beliefs of the first state librarian Cornelia Marvin Pierce, the influence those beliefs may have had on the agency's practices and services, and the resulting impact on communities and individuals. Engage with the OLA EDI Antiracism Special Committee to develop strategies for addressing this past.
- Provide ongoing learning opportunities for State Library staff to deepen their understanding and practice of antiracism, equity, diversity, and inclusion principles and strategies.
- Conduct a continuing education needs assessment and engage with libraries to determine the initiatives, education, and resources necessary to support libraries throughout the state in meeting the needs of communities and individuals.
- Support OLA's commitment to antiracism, equity, diversity, and inclusion through methods such as grant funding, collaboration, deployment support, and promotion to the library community.

The State Library is committed to listening, learning, growing, and taking actions to address institutional bias within our agency as well as provide leadership and support for libraries across the state. Libraries are uniquely positioned to fight inequity and racism through free and

open access to resources, programs, and services, and it is critical that library staff are empowered with the training and development needed to reach communities that are being marginalized and oppressed, create welcoming and inclusive environments, and respond to community needs.

Q: How can the State Library help me professionally as a librarian?

A:The State Library provides resources and support to library workers throughout Oregon in the following ways:

- **Continuing Education:** The State Library provides a variety of [Continuing Education Resources](#) such as access to webinars on a variety of topics, [Niche Academy](#) staff training tutorials, [EBSCO Learning Express Library](#), and Tech-Talk newsletters and resources. The State Library hosts regular Topic Talks virtual programs on topics of interest to the library community and alerts the library community about learning opportunities.
- **Library and Information Science Collection:** The [Library and Information Science Collection](#) contains library science materials that Oregon library staff may borrow in support of their work and professional learning. The collection is funded through Oregon's LSTA grant.
- **Consulting Services:** [Library Support and Development Services](#) provides consulting on a variety of topics to library staff throughout the state. Consultants are available to answer questions, provide information, and discuss best practices in areas such as school libraries, public libraries, youth services, grants, electronic services, reference, and library statistics.
- **Email Discussion and Announcement Lists:** In addition to the Libs-Or email list, the State Library hosts and manages [email discussion and announcement lists](#) focused on a variety of topics to facilitate communication and sharing of information and resources throughout the Oregon library community.
- **Resource Guides:** The State Library has developed several [resource guides](#) on a range of topics including [Answerland](#), Financial [Literacy](#), and [Library Laws](#).

• **Oregon Intellectual Freedom Clearinghouse:**

The [Oregon Intellectual Freedom Clearinghouse](#) (OIFC) was established in 1987 with the primary mission to collect and compile information about intellectual freedom issues at libraries and schools in Oregon. The OIFC also provides information to libraries to help them prepare for and address intellectual freedom issues.

Q: What is the State Library's involvement with OLA?

A: The State Library actively engages with OLA on a regular basis. The State Librarian is an ex-officio, non-voting member of the OLA Executive Board and Library Development and Legislation Committee, regularly attending meetings to provide State Library updates and participate in board and committee discussions. State Library staff participate in OLA divisions and committees, working in collaboration and partnership to support library workers. Examples of joint efforts include the Oregon Reference Summit, Summer Reading Summit, and [OSLIS](#).



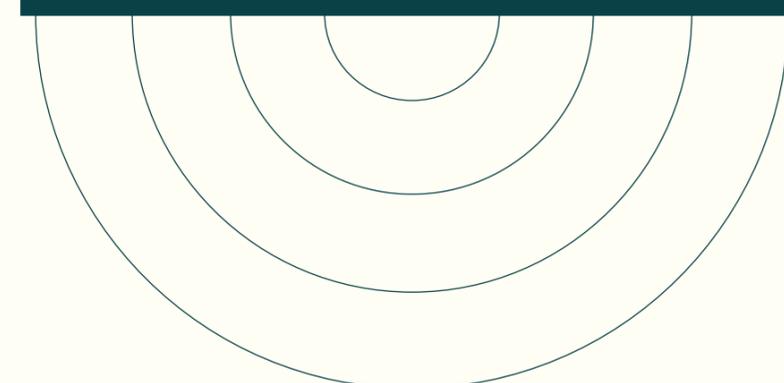
Jennifer Patterson
State Librarian of Oregon
State Librarian

*Check index on the last page for links

Discussion Questions:

Have you signed up for the Libs-Or Listserv? Would you be inclined to reply to an email that discusses EDI Antiracism content?

Have you participated in any of the State Library's Continuing Education initiatives? If so, share your experience with your discussion group.



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List: <https://cataloginglab.org/list-of-statements-on-bias-in-library-and-archives-description/>

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Part 5: Resource List:

- **Beyond the Collection Diversity Audit: Inclusion is More Than a Book, Why we should be auditing all of our library services for inclusion and best practices:** <https://www.teenlibrariantoolbox.com/2019/03/beyond-the-collection-diversity-audit-inclusion-is-more-than-a-book-why-we-should-be-auditing-all-of-our-library-services-for-inclusion-and-best-practices/>
- **Doing a YA Collection Diversity Audit: Understanding Your Local Community (Part 1):** <https://www.teenlibrariantoolbox.com/2017/11/doing-a-diversity-audit-understanding-your-local-community/>
- **Doing a YA Collection Diversity Audit: The How To (Part 2):** <https://www.teenlibrariantoolbox.com/2017/11/doing-a-ya-collection-diversity-audit-part-2/>
- **Doing a YA Collection Diversity Audit: Resources and Sources (Part 3):** <https://www.teenlibrariantoolbox.com/2017/11/doing-a-diversity-audit-resources-and-sources-part-3/>
- **Diversity Audit Outline 2017 with Sources:** <http://www.teenlibrariantoolbox.com/files/2017/11/Diversity-Audit-Outline-2017-with-Sources.pdf>
- **A Look at Reflection Press Diversity Audit Numbers:** <https://www.teenlibrariantoolbox.com/2019/01/do-you-know-reflection-press-childrens-books-as-a-radical-act-a-diversity-audit-resource/>

- **Library Journal: Equity in Action Doing a Diversity Audit:** <https://www.teenlibrariantoolbox.com/2018/10/library-journals-equity-in-action-doing-a-diversity-audit/>

Doing a Diversity Audit:

- **Diversity in Collection Development – American Library Association:** <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections>
- **Having Students Analyze Our Classroom Library To See How Diverse It Is:** <https://crawlingoutoftheclassroom.wordpress.com/2016/05/07/having-students-analyze-our-classroom-library-to-see-how-diverse-it-is/>
- **Third Graders Assess and Improve Diversity of Classroom Library:** <https://www.teachingforchange.org/elementary-diverse-library>
- **How You Can Support the #WeNeedDiverseBooks Campaign** <https://sfpsmom.com/weneeddiversebooks-auditing-library/>

Library Diversity Audit: Youtube video
<https://www.youtube.com/watch?v=sdETN3IQLOo>

South Carolina State Library Diversity Audit Resources, Reviews and more: <https://guides.statelibrary.sc.gov/c.php?g=768969&p=5517637>

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Key actions: <http://www.ala.org/aboutala/missionpriorities/keyactionareas>

Equity, Diversity, and Inclusion: <http://www.ala.org/advocacy/diversity>

EDI & Social Justice Opportunities: <http://www.ala.org/advocacy/diversity/continuing-education/edi-training>

Trainings and Consultations:
<http://www.ala.org/advocacy/diversity/continuing-education/workshops-consultations>

Webinars: <http://www.ala.org/advocacy/diversity/continuing-education/webinar-archives>

EDI Learning Resources: <https://libguides.osl.state.or.us/conted/edi>

The Library Staff Training: <https://my.nicheacademy.com/oregonstaff>

Librarian's Guide to Homelessness: <https://my.nicheacademy.com/homelessnessoregonlibraries>

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ACRL-OR website: <https://acrloregon.org/>

Join ACRL-Oregon division: <https://acrloregon.org/join/>

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Quarterly membership meetings: https://www.olaweb.org/index.php?option=com_content&view=article&id=174

Blog: <https://oyanpeeps.wordpress.com/>

Facebook: <https://www.facebook.com/oyanfans/>

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OLA Equity, Diversity and Inclusion Task Force's recommendations:
<https://docs.google.com/document/d/1onathVWVbJd3RjB9lHKaTKMMVp3EXxYyA7aeh6sWoC0/edit>

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Answerland online reference service: <https://answerland.org/>

Oregon School Library Information System (OSLIS): <https://oslis.org/>

Statewide Database Licensing Program: <https://www.oregon.gov/library/libraries/Pages/Databases.aspx>

Oline catalog: https://ccrls.ent.sirsi.net/client/en_US/oslpublic

Oregon Digital Collections website: <https://digital.osl.state.or.us/>

Libs-Or User guidelines: https://www.oregon.gov/Library/libraries/Documents/LIBS_OR_Guidelines_032020.pdf

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State Library's vision, mission, and values:

<https://www.oregon.gov/library/operations/Pages/Mission-Values.aspx>

State of Oregon Equity Framework: https://www.oregon.gov/policy/Documents/EquityFrameworkCovid19_2020.pdf

Continuing Education Resources: <https://libguides.osl.state.or.us/conted>

Niche Academy: <https://my.nicheacademy.com/oregonstaff>

EBSCO Learning Express Library: https://libguides.osl.state.or.us/SDLP_FAQ/LEL

Topic Talks: <https://libguides.osl.state.or.us/conted#s-lib-ctab-24120710-1>

Library and Information Science Collection: <https://www.oregon.gov/library/libraries/Pages/LIS-Collection.aspx>

Library Support and Development Services: <https://www.oregon.gov/library/libraries/Pages/Contact.aspx>

Email discussion and announcement lists: <https://www.oregon.gov/library/libraries/Pages/Email-Lists.aspx>

Resource guides: <https://libguides.osl.state.or.us/libsupport?b=g&d=a>

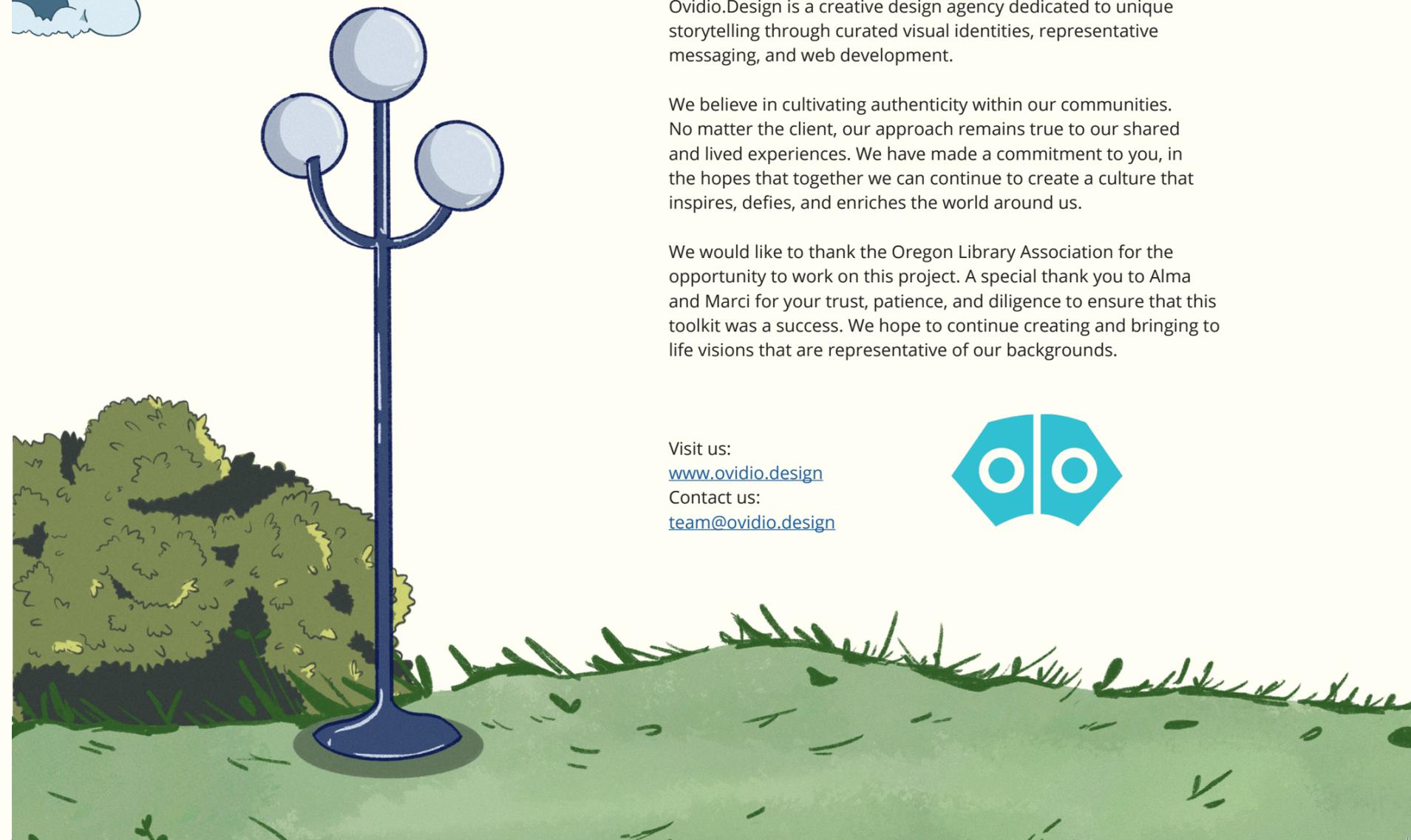
Answerland: <https://libguides.osl.state.or.us/answerland>

Literacy: https://libguides.osl.state.or.us/financial_literacy

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Oregon Intellectual Freedom Clearinghouse: <https://libguides.osl.state.or.us/oifc/home>

OSLIS: <https://oslis.org/>



Designers:

Ovidio.Design is a creative design agency dedicated to unique storytelling through curated visual identities, representative messaging, and web development.

We believe in cultivating authenticity within our communities. No matter the client, our approach remains true to our shared and lived experiences. We have made a commitment to you, in the hopes that together we can continue to create a culture that inspires, defies, and enriches the world around us.

We would like to thank the Oregon Library Association for the opportunity to work on this project. A special thank you to Alma and Marci for your trust, patience, and diligence to ensure that this toolkit was a success. We hope to continue creating and bringing to life visions that are representative of our backgrounds.

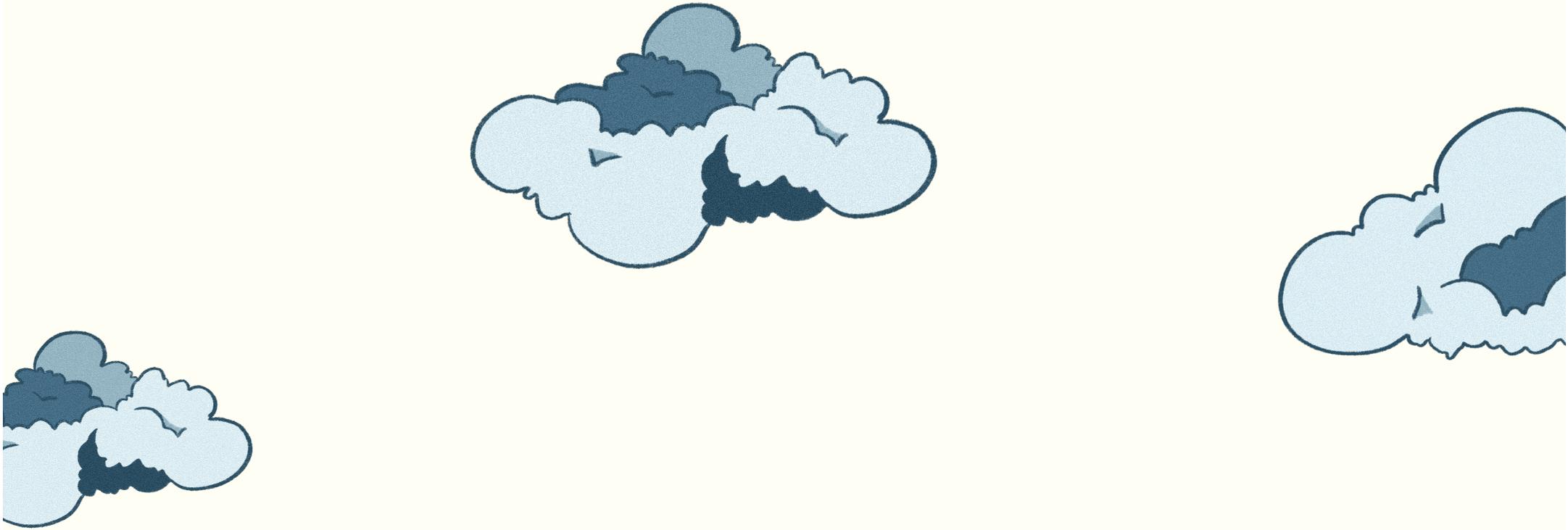
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