A4BLiP Anti-Racist Description Resources User Survey Results

A4BLiP Anti-Racist Description Working Group (Alexis Antracoli, Annalise Berdini, Kelly Bolding, Faith Charlton, Amanda Ferrara, Valencia Johnson, and Katy Rawdon), January 2022

Introduction

Background

The idea for the Archives for Black Lives in Philadelphia (A4BLiP) [Anti-Racist Description Resources](#) was conceived by several members of what would become the Anti-Racist Description Resources Working Group at the Society of American Archivists Conference in Portland, Oregon, in 2017. Members of A4BLiP partnered with Teressa Raiford, a local Portland activist and founder of Don't Shoot PDX, at that year's Liberated Archives Forum to speak about A4BLiP's origins and founding statement. After the conference, Raiford reached out to members of A4BLiP about racist catalog descriptions she encountered when conducting her own archival research and inquired whether there were professional resources available to guide archivists and librarians in repairing these harmful descriptions. At the time, members were not aware of any publicly available resources for this kind of work.

Upon discussion of the presence of racist description for collections in our repositories, several members of A4BLiP decided to begin researching the topic with the goal of developing guidelines for the archival community to repair racist descriptions that appeared in their finding aids and catalog records. Due to interest on this topic within A4BLiP membership at large, a working group was formed to oversee this initiative. A large group of Philadelphia-area archivists began compiling an extensive bibliography of related resources. By the time the bibliography and brief abstracts of each citation had been completed, the all-volunteer group had dwindled to a smaller size. The smaller group continued the work by splitting into a group to develop metadata recommendations and one to create an annotated bibliography of the readings that provided theoretical foundations most relevant to the topic.

When the metadata guidelines and annotated bibliography were completed, the group realized that feedback from Black archivists would be necessary to ensure that the Resources did not unintentionally perpetuate the type of harm the mostly, although not exclusively, white women archivists who wrote them, were trying to combat. The Working Group raised over $1000 in two weeks via a GoFundMe to pay Black archivists to review the recommendations. We provided both anonymous and interactive feedback options to our nine reviewers as well as honoraria for their time and expertise.

The final step in the creation of the Resources was to integrate feedback from the reviewers into the metadata guidelines and annotated bibliography, create an introduction and background section, and design a PDF for dissemination. Once we completed these steps, the Anti-Racist Description Resources were published on the A4BLiP website in October of 2019, and we announced their availability on social media and via professional listservs. (The Resources are now available on A4BLiP's Github repository).

To determine if and how the Resources were being used, and due the fact that the Working Group was receiving questions about how they were being implemented, we distributed a survey one year after publishing the Resources. The following analysis is designed to provide answers to these questions for archivists currently implementing or planning to implement the Resources in their repositories.

Methodology

Our study focused on the use and limitations of the Anti-Racist Description Resources, with a focus on understanding how widely the Resources are used, by which types of repositories, and how they were being implemented. Our methodology relied on a widely circulated survey within the archival community and coding responses for further analysis.

Participants

The survey included 50 respondents mostly (76%) from archivists and librarians working in academic libraries and archives. Two respondents worked for government archives, 1 for a historical society, 1 for a museum archives, 1 for a public library, and 7 respondents selected "Other" as their institution type. The seven respondents who selected "Other" identified their institution types as: a private collection, archives, a nonprofit museum/archive/historic site, a state library, a private historian, an independent book indexer, and unaffiliated. We received no responses from respondents who work for community archives, corporate archives, or religious archives. Some respondents indicated the institution for which they work (70%), but others chose to remain anonymous (30%). Institutions represented in the survey included:

Central Michigan University
College of Charleston
Columbia University
Emory University
George Mason University
George Washington University
Georgetown University
Getty Research Institute
Hagley Library

Handley Regional Library
Harvard University
Haverford College
James Madison University
Kennesaw State University
Louisiana State University
Oregon State University
Stanford University
University of Delaware

University of Missouri Kansas City
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of Texas

University of Virginia
University of West Georgia
Washington State University
Yale University.
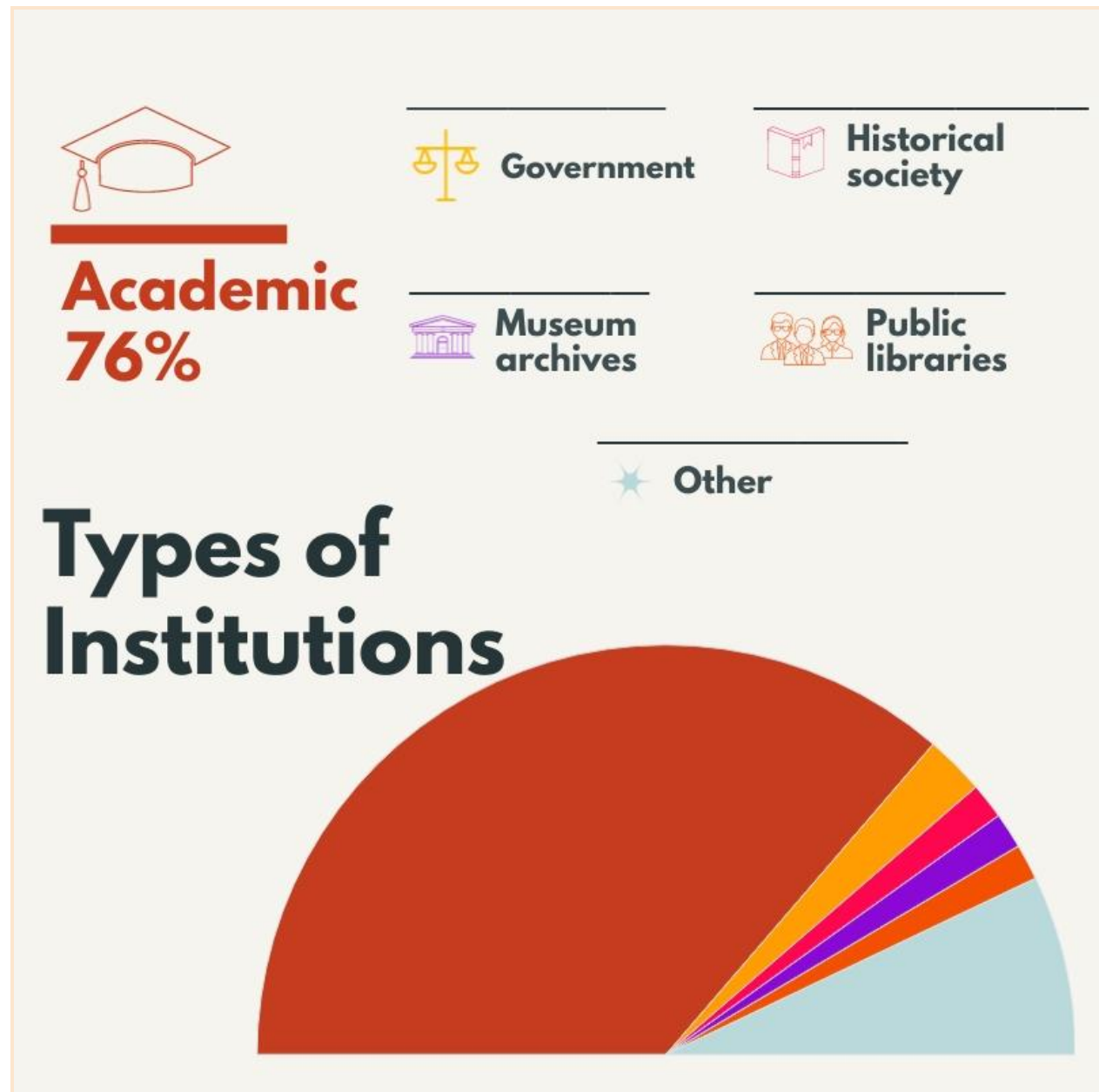
Survey Development

The survey questions, developed by members of the Anti-Racist Description Resources Working Group, were meant to help us understand both who was using the Resources and how they were being implemented. The survey was also designed to assess the usefulness and limitations of the Resources for archivists. We administered the survey using Airtable.

Survey Distribution

The working group began circulating the survey on October 20th, 2020 and closed it on December 4th, 2020. It was distributed widely via listservs and social media within the archival community. We sent announcements to the following listservs: A4BLiP, Delaware Valley Archivists Group, Philadelphia Area Consortium of Special Collections Libraries, We Here, Society of American Archivists Description Section, Archives and Archivists of Color Section, and Announcements. We also posted the survey on Twitter via working group members' personal accounts and Concerned Archivists, and we added a link to the survey to the A4BLiP website.

Analysis Process

After considering several tools, the group decided to use a simple method that would allow us to work asynchronously from different locations during the COVID-19 pandemic. For that reason, we chose to use Google sheets, which required no additional training in specialized software, but could handle the number of survey responses that we received.

For some questions with single selection checkboxes that could be analyzed quantitatively, the group simply tallied the number of responses for each option. For more complex, open-ended questions, members of the working group created 36 codes to analyze survey results. The codes were developed in order to identify common themes across the responses. For example, in analyzing whether or not archivists have been able to collaborate within their larger communities, we assessed first whether the answer was yes or no, and then developed codes for donors, faculty/scholars, professional networks, communities documented in/invested in the collections, and honoraria paid or planning to be paid to outside collaborators. This allowed us to assess trends in the data even when responses were very specific.

Concerns and Limitations

No research project is without bias, and we are acutely aware of this as archivists engaged in mitigating biases that perpetuate harm.

Our analysis focused on the use of the Resources and therefore on archivists and institutions who were favorably disposed to implementing them. How much of the profession this represents

is not possible to tell given that we did not seek or receive responses from archivists who chose not to implement or disagreed with the Resources entirely.

We also did not account for all possible backgrounds of survey participants, focusing mainly on the type and name of the institution that respondents worked for and how they found the Resources. We therefore cannot answer questions about the level of decision-making power individuals have at their institutions, how long they have been in the profession, or what professional networks shape their professional practice. Given that the large majority of the respondents were employed in academic institutions, the survey data is also clearly biased towards the experience of archivists working in the higher education sector, and can shed little light on other types of archival institutions and how they are implementing or not implementing the Resources. This may have been influenced by where and how we circulated the survey, and favored our own professional networks as archivists working at academic institutions. Some evidence of the likelihood of this bias is demonstrated by the fact that the majority of the respondents heard about the survey from professional listservs with which members of the Anti-Racist Description Resources Working Group engage regularly.

# Questions and Findings

Responses

How did you hear about the Resources?

Respondents reported learning about the Resources through a variety of channels, which most frequently included professional listservs (36%), word of mouth (22%), conference presentations (16%), and social media/Twitter (14%).
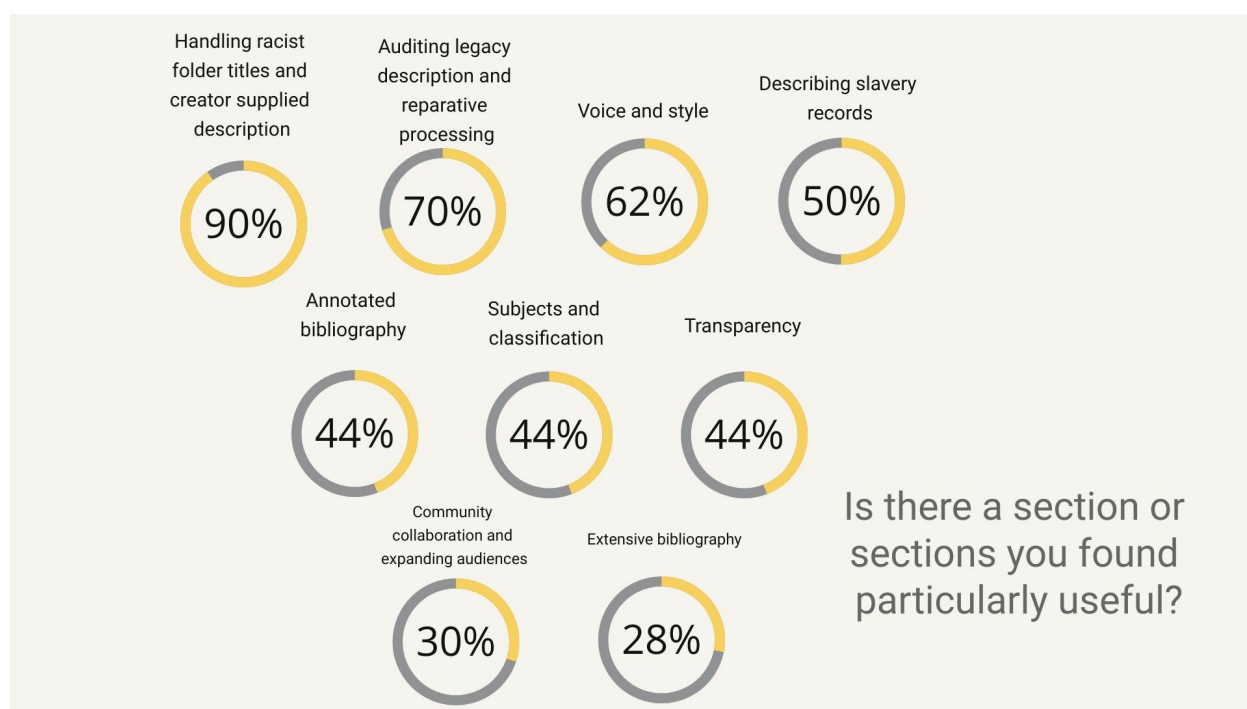
How have you used or incorporated the Resources into your work?

The majority of respondents reported that they had incorporated the Resources into their work in some way, most frequently when updating or creating local descriptive practices and guidelines (54%); planning for or engaging in retrospective work to address racist description in existing records (42%); and for reading and discussion groups (22%). Multiple respondents also mentioned that the Resources helped them to increase awareness, provide instruction for staff and students about archival description practices, create public statements and disclaimers related to harmful description, and even influence collecting policies.

How have you used or incorporated the Resources into your work?
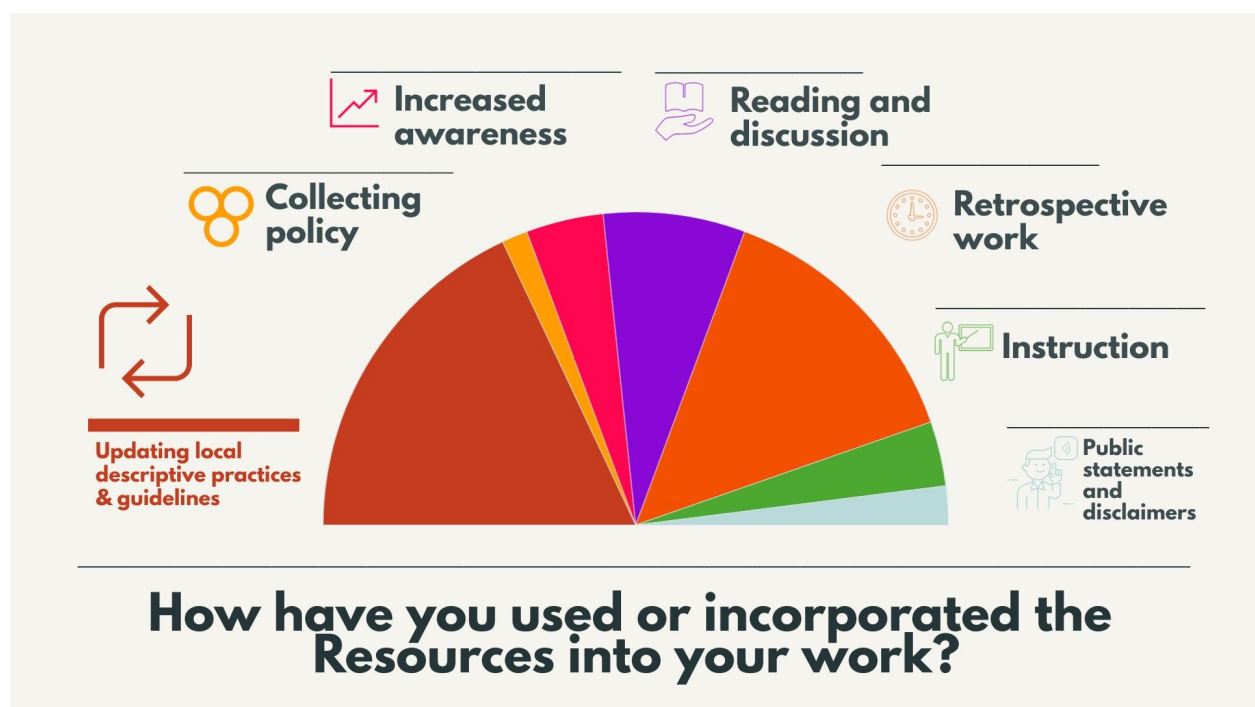
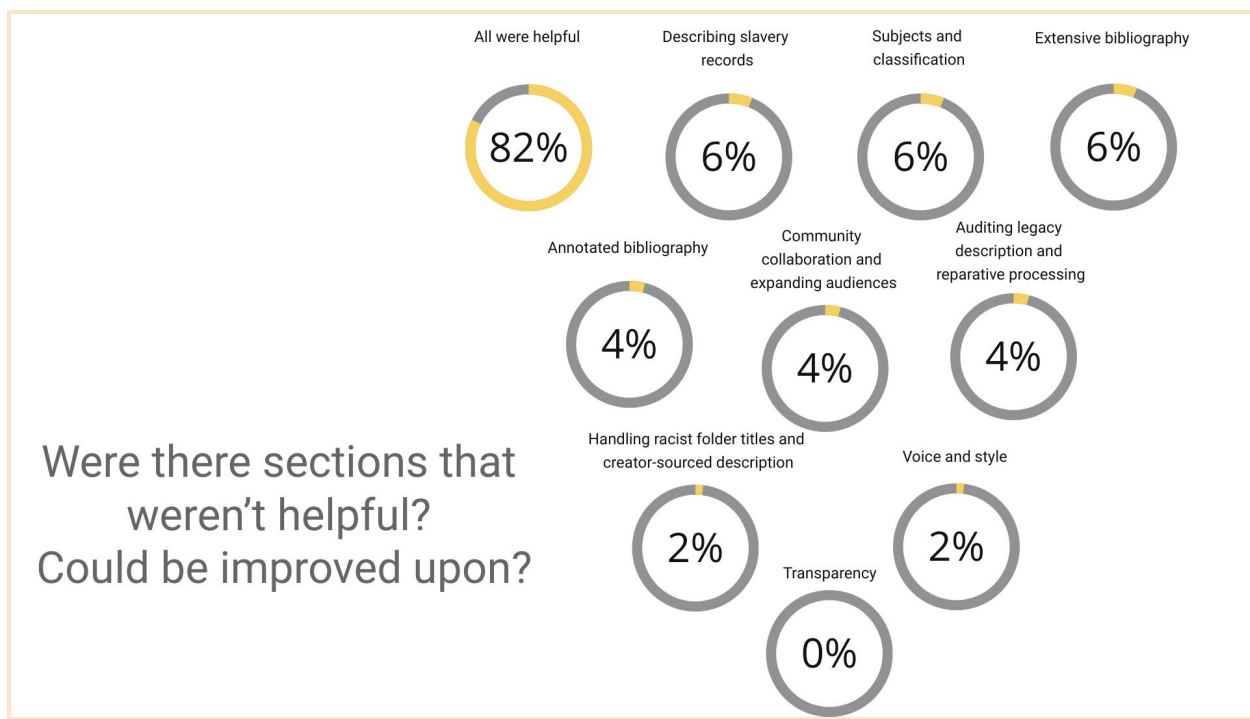## Is there a section or sections that you found particularly useful?

The most popular sections were "Handling racist folder titles and creator-supplied description," (90%) "Auditing legacy description and reparative processing," (70%) and "Voice and style" (62%). When providing additional comments, several respondents mentioned that the Resources provided them with an impetus to provide greater transparency in their description in general. As one respondent noted, "Many sections commented on the importance of using notes fields to provide context and transparency. This is something that can be applied no matter what descriptive issue you're dealing with in your collections."

Handling racist folder titles and creator supplied description **90%**

Auditing legacy description and reparative processing **70%**

Voice and style **62%**

Describing slavery records **50%**

Annotated bibliography **44%**

Subjects and classification **44%**

Transparency **44%**

Community collaboration and expanding audiences **30%**

Extensive bibliography **28%**

Is there a section or sections you found particularly useful?

Were there sections that weren't helpful? Could be improved upon?

The majority of respondents (82%) indicated that they found all of the sections helpful in some way. Each section had between 2% and 6% of respondents noting that it could use work, except for "Transparency," which received no responses. One respondent working at an institution that holds extensive plantation and slavery-related records noted that, while the section on describing slavery records was a helpful start, describing slavery records "most likely warrants a separate set of guidelines" due to the "the volume, variety, complexity, and nuance of the plantation records finding aids." Another respondent mentioned that they would like to see "more discussion and consensus on outdated subject headings and how we can repair these

moving forward." Two respondents also noted challenges they faced when working with communities, primarily due to the large time investment this type of collaboration requires.

All were helpful — 82%
Describing slavery records — 6%
Subjects and classification — 6%
Extensive bibliography — 6%
Annotated bibliography — 4%
Community collaboration and expanding audiences — 4%
Auditing legacy description and reparative processing — 4%
Handling racist folder titles and creator-sourced description — 2%
Voice and style — 2%
Transparency — 0%

Were there sections that weren't helpful? Could be improved upon?

Is there anything you wish had been included or that you think is missing from the Resources?

While most respondents replied with a "no" or "not applicable" (52%), the most common theme reported was a desire for case studies and additional examples (18%) to help make some of the recommendations more concrete. Other recurring themes included resources and guidance related to other marginalized groups, a thesaurus of harmful terms and corresponding alternatives, updates to the extended bibliography to include new scholarship, and guidance on working with collection creators, particularly activists and students.[1] While some respondents indicated that the things they would like to see may not fit within the scope of the Resources, their interests appear to reflect common areas of interest that archivists could organize around to create complementary tools.

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[1] With regard to guidance on ethical collaborations with student activists, we would like to point readers to Project STAND, which provides an excellent model for this work.

How was your experience gaining institutional buy-in for implementing the Resources and/or other inclusive description practices?

A majority of respondents (74%) stated that they had a positive experience with gaining institutional support for implementing inclusive descriptive practices; on a scale of one to five stars, 50% gave five stars and 24% gave four stars.

50%

24%

12%

4%

2%

8%

How was your experience gaining institutional buy-in for implementing the Resources and/or other inclusive description practices?

The most frequent roadblocks to gaining institutional buy-in that respondents mentioned were barriers related to institutional makeup (14%), such as the difficulty of getting changes pushed through bureaucratic hoops or siloes at large institutions; and administration seeing reparative description work as supplemental (14%), as evidenced by the work not being prioritized, or by receiving vocal support but no labor behind it. As one respondent stated, "institutional buy-in was quite easy to get -- but with the caveat that this would be 'in addition to' work as opposed to 'instead of' work."

Another response spoke to the complexity of how this work can intersect (or not) with institutional DEI initiatives, particularly how institutions can take credit for work they did not necessarily support or initiate: "Being at an academic institution, this work is seen as part of the institution's DEI work, it was not."

A few respondents also noted that they faced an aversion to change from some colleagues, and others experienced microaggressions and resistance to the concept of structural racism and its impact on archival practices. As one respondent described their experience, "The resistance was from individuals who are uncomfortable with openly discussing white supremacy and the harms inherent in archival work and power dynamics. The push back most often took the form of tone policing."

On a more positive note, multiple respondents (10%) mentioned that increased awareness and organizing around inclusive description within the field helped them gain local institutional support, with a few stating that the impetus for inclusive description work came from the top-down at their institutions.

Several respondents noted how the COVID-19 pandemic impacted their ability to focus on inclusive description-related work. Some had the opportunity to focus on redescription in a remote work environment, while others indicated that competing priorities due to the crisis made it even more difficult than normal to make time for this work.

How is the labor of planning for and conducting inclusive description work distributed at your institution (i.e. committee, working group, individual effort, etc.)?

Of the respondents who were currently engaged in inclusive description work (42 of 50 respondents), 67% conducted their work primarily via a working group or committee, 21% did so through a combination of working groups and individual efforts, and 12% relied solely on individual efforts. For responses where it was possible to determine information about who was involved in group efforts, there was an even 50-50 split between institutions that had working groups within a single department and those that had cross-departmental groups spanning multiple units. One common theme that emerged from 26% of total responses was a desire and intention to distribute reparative description work across staff and make it a core function.

How is the labor of planning for and conducting inclusive description work distributed at your institution (i.e. committee, working group, individual effort, etc.)?

Have you been able to collaborate with communities outside of library staff on anti-oppressive (re)description work? If so, how?

Only 19% of respondents who provided a response to this question were actively collaborating with communities outside of the archives and library field, while 37% were not. Another 44% indicated that they were not yet collaborating with communities but were actively planning or had an intention to do so in the near future. Seven respondents (14%) indicated that this question was not applicable to them.

For those who were collaborating with communities, responses included communities who are documented or invested in the collections (3 respondents), faculty or scholars (3 respondents), and donors (1 respondent). Two respondents also mentioned that they were or were actively planning to compensate communities with honoraria or other financial compensation for their time and expertise. Another respondent noted with regard to community collaboration, "We have a strong interest in doing more of this, but need to figure out a way to do so that is sustainable and equitable."

We would like to note that when coding responses, we did not code responses as "yes" when respondents only mentioned collaborations with other members of the library and archives profession, whether inside or outside of their own institutions. While collaborations with other library and archives professionals are also important (and 14% of respondents mentioned

them), we were aiming to get at information about how archivists were collaborating directly with impacted communities, and excluding other types of responses helped us to get a more accurate picture of this.[2]
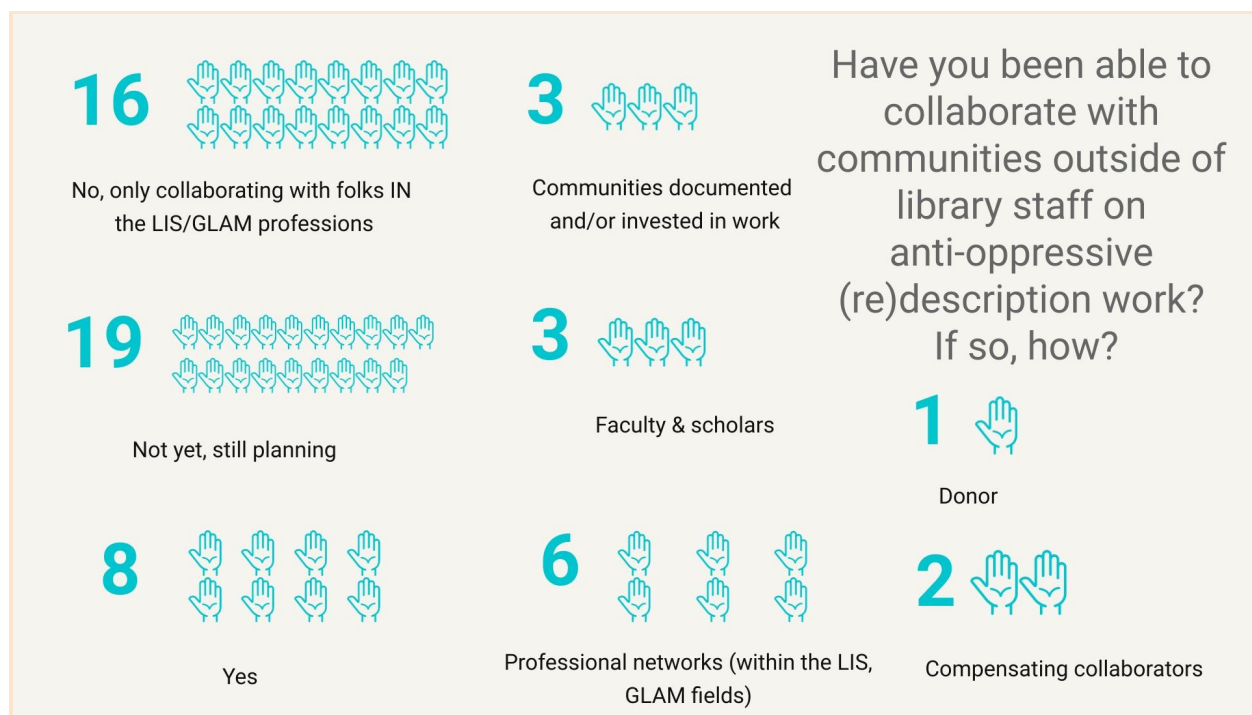
While the Resources center on addressing anti-Black description, some content is also relevant to addressing other forms of harmful description. Have your inclusive description projects focused on improving description of materials related to specific underrepresented communities? If so, which ones?

While three respondents mentioned that they were currently only or mostly focused on addressing anti-Black description, most respondents indicated that they are addressing or have plans to address anti-Black description as well as other forms of oppressive description. Areas where respondents frequently mentioned that they were also addressing or had plans to address harmful description include materials documenting Native American and Indigenous communities, LGBTQIA+ communities, Latinx communities, Asian American communities, people with disabilities, women who are described using only their husbands' names, and immigrants.

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[2] We acknowledge that our wording of this question was a factor leading to various respondents interpreting it differently.

Analysis

We were pleased to learn that, overall, the practitioners who responded to the survey generally found the Resources to be useful. Many were also engaged in inclusive and reparative description efforts at their institutions, though, at the time the responses were submitted, these efforts were most often in early phases. Respondents were engaged in proactive initiatives to improve future work, such as by updating or creating local descriptive practices and guidelines, and retroactive projects to identify and remediate racist description in existing records. They were also involved in reading and discussion groups to collectively build knowledge about reparative frameworks and practices, as well as advocating for inclusive description-related efforts from their various positions within their workplaces. While many respondents noted that they were able to get institutional buy-in for specific projects, it is clear that the prioritization and routinization of reparative work needs to happen at the institutional level rather than (solely) at the individual or grassroots level for this work to be sustained over the long term.

While respondents generally acknowledged the importance of collaboration with individuals and communities who create, are documented by, or are otherwise invested in archival collections, the level of current community collaboration (excluding collaborations between archivists at different institutions) is relatively low. As many respondents indicated an intention to collaborate in the future, this may reflect the fact that many inclusive description projects are still in their early phases. However, this also appears to be an area where additional guidance could be helpful with regards to developing collaborations that are ethical, mutually beneficial, and well-supported by institutions, both in terms of compensation for expertise and the allocation of staff time necessary to foster meaningful partnerships.

As noted in an earlier section of this report, the respondents to this survey were heavily academic library and archives-focused, which limits the picture these results can provide of inclusive description efforts within the archival field as a whole. While academic institutions have become increasingly involved in reparative description conversations over the past couple of years, we recognize that inclusive description within community-based archives and among individual archivists from marginalized groups has been underway for much longer. While the Resources aim to synthesize and amplify existing anti-racist descriptive practices emerging from both community and institutionalized archives, we encourage ourselves and fellow archivists in academic institutions to continue looking outward as well as inward when (re)examining our descriptive practices.

Conclusion

This survey helped us assess the impact of the Resources, as well as learn more about the landscape of current anti-racist description efforts. In asking archivists what they found helpful or lacking in the Resources, we also identified several common areas of interest for additional

resources to support archivists in implementing anti-oppressive description practices broadly. These include:

- Additional case studies and concrete examples of description before and after remediation;
- Descriptive guidance specific to other marginalized and minoritized identities;
- Thesauri of harmful terms and corresponding alternatives;
- A regularly updated bibliography documenting the growing body of literature on inclusive and reparative description;
- Practical trainings and hands-on workshops on anti-racist description.

We share this list of areas for growth to encourage other archivists with expertise, lived experience, and interest to self-organize to build complementary resources and tools that address these needs.

We recognize that anti-oppressive description is a broad, complex, and constantly changing set of practices that the Resources can never fully document or represent, nor was that the working group's intention. The Resources are a snapshot of anti-racist description within the LIS profession in the United States in 2019. We have all experienced and grown so much within the last year alone. We hope that the Resources and this report can serve as a foundation and/or starting off point for many more projects to come in the future. We are excited by the proliferation of other community-centered projects that address different areas of inclusive description, such as the Trans Metadata Collective, Dr. Tonia Sutherland's Premised on Care: Redescription as Restorative Justice in American Archives project, the Lighting the Way white paper "A Call to Action: User Experience & Inclusive Description," as well as in the development of the SAA Description Section's Inclusive Description Documentation Portal, which could serve as a stable and accessible place for bringing together newly published case studies and resources.

Appendices

Appendix A. Redescription Examples

This appendix is a compilation of respondents' answers to the question "Can you provide links to examples of any description that has been (re)written while consulting the Resources?" Many respondents noted that they were currently working on projects that were not quite ready to share yet, or that the examples they shared were sometimes works-in-progress. The responses listed below are direct quotes from the survey.

- "https://findingaids.library.columbia.edu/ead/nnc-rb/ldpd_13086443 (bio note includes mention that FAP Barnard enslaved people)"
- "https://www.lib.jmu.edu/special/manuscripts/sc0016/"

- "http://ntserver1.wsulibs.wsu.edu/masc/finders/cg5135.htm (the student I supervised originally referred to the "death" of Dr. Martin Luther King, we changed that to "assassination" as it more fully reflects the incident and does not employ a euphemism)"
- "https://hollisarchives.lib.harvard.edu/repositories/24/resources/9884 (Newly written in March 2020)"
- "There are 29. Google clarke historical library, in the catalog search for racist and limit it to manuscripts in the Clarke"
- "Yes. Here are several finding aids that have been rewritten. The previous versions are hyperlinked from processing notes. So far, we've published about 12 FAs [finding aids] with various degrees of revision.
    - Louis Tompkins Wright papers https://id.lib.harvard.edu/ead/med00077/catalog
    - Clemens Benda papers https://id.lib.harvard.edu/ead/med00091/catalog
    - Fanny Bowditch Katz https://id.lib.harvard.edu/ead/med00090/catalog"
- "https://findingaids.uncc.edu/repositories/4/resources/88"
- "https://findingaids.uncc.edu/repositories/4/resources/365"
- "Not re-written, but written: https://archivesspace-library.shu.edu/repositories/2/resources/472 This collection contains pro-Italian materials that were described with the non-laudatory lessons in mind. (this collection includes material related to the Newark Riots, which this family would have been on the other side of)"
- "We are just beginning this work, so we don't have many examples yet. However, we did include a sentence in the s/c note for this collection (Percival Nash Collection) that addresses offense language in donor-supplied descriptions of photographs. Link to finding aid is here: https://archiveswest.orbiscascade.org/ark:/80444/xv965788"
- "Alfred Waddell Papers https://finding-aids.lib.unc.edu/00743/"
- "Isabella C. Sourtan Letter https://finding-aids.lib.unc.edu/00719/"
- "Ben Sparkman Plantation Journal https://finding-aids.lib.unc.edu/03574/"
- "Prudhomme Family Papers (abstract and headings revised) https://finding-aids.lib.unc.edu/00613/"
- "Quitman Family Papers (abstract and headings revised) https://finding-aids.lib.unc.edu/00616/"

Appendix B. Resource List

This appendix is a compilation of respondents' answers to the question, "What other resources did you consult in developing inclusive description guidelines/practices for your institution?" While some of these resources are reflected in the Resources bibliography, others are not, including some more recent resources. We strived to locate links to resources mentioned by respondents where possible based on the information provided, but some citations are incomplete. In addition to the specific resources mentioned here, respondents often mentioned that they relied on discussions with archivists at different institutions and other experts. One respondent added that they confer with "professionals in the subject area to which the collection refers - for current and historically accurate terminology within the field."

ADA National Network. Guidelines for Writing About People With Disabilities.
https://adata.org/factsheet/ADANN-writing

American Psychiatric Association. "Words Matter: Reporting on Mental Health Conditions."
https://www.psychiatry.org/newsroom/reporting-on-mental-health-conditions

Art Libraries Society of North America (ARLIS) presentations.

Baucom, Erin. "An Exploration into Archival Descriptions of LGBTQ Materials." American
Archivist 81, no. 1 (Spring/Summer 2018): 65-83. https://doi.org/10.17723/0360-9081-81.1.65

Berry, Dorothy. "Digitizing and Enhancing Description Across Collections to Make African
American Materials More Discoverable on Umbra Search African American History." The Design
for Diversity Learning Toolkit. Northeastern University Library. Published August 2, 2018.
https://des4div.library.northeastern.edu/digitizing-and-enhancing-description-across-collections-t
o-make-african-american-materials-more-discoverable-on-umbra-search-african-american-histor
y/

Berry, Dorothy. "Umbra Search African American History: Aggregating African American Digital
Archives." Parameters (December 2016).
https://parameters.ssrc.org/2016/12/umbra-search-african-american-history-aggregating-african-
american-digital-archives/

Dorothy Berry's writings.

Billey, Amber; Drabinski, Emily; and Roberto, K.R., "What's Gender Got to Do With It? A Critique
of RDA Rule 9.7" (2014). University Libraries Faculty and Staff Publications. 19.
https://scholarworks.uvm.edu/libfacpub/19

Black Lives Matter

Bolding, Kelly. "Reparative Processing: A Case Study in Auditing Legacy Description for
Racism." Midwest Archives Conference, 2018.
https://drive.google.com/open?id=1MhOXx5ZlVjb_8pfvvFquMqLsUUIOHFFMT4js5EP4qnA

Boyd, Kyle. (2020, April). Visibility for Disability Digitization Project. Presented at the virtual
meeting of Digital Commonwealth.
https://digitalcommonwealth.wildapricot.org/resources/Documents/Conference/2020%20Confer
ence/Digital%20Commonwealth%202020%20Conference%20Kyle%20Boyd%20Slides.pdf

Caswell, Michelle. "Teaching to Dismantle White Supremacy in Archives." The Library Quarterly
87, no. 3 (July 2017): 222-235. https://doi.org/10.1086/692299

"Anything Michelle Caswell has written"

Cataloging Lab. List of Statements on Bias in Library and Archives Description.
http://cataloginglab.org/list-of-statements-on-bias-in-library-and-archives-description/

Change the Subject. Made Here. Vermont PBS, December 19, 2019.
https://video.vermontpbs.org/video/change-the-subject-23nbpj/

Charlton, Faith, Kelly Bolding, Betts Coup, Jennifer Garcon, Cate Peebles. Implementing
Inclusive (Re)Description at Predominantly White Institutions. Society of American Archivists
2020 Annual Meeting.

Chilcott, Alicia. Towards protocols for describing racially offensive language in UK public
archives. Arch Sci 19, 359–376 (2019). https://doi.org/10.1007/s10502-019-09314-y

Creating Authentic Spaces Toolkit:
https://www.the519.org/education-training/training-resources/our-resources/creating-authentic-s
paces

Culturally Sensitive Archival Descriptions (work in progress)

Daniels, Roger. Words Do Matter: A Note on Inappropriate Terminology and the Incarceration of
the Japanese Americans. http://www.discovernikkei.org/en/journal/2008/2/1/words-do-matter/

Dean, Jackie. "Conscious Editing of Archival Description at UNC-Chapel Hill." Journal of the
Society of North Carolina Archivists, Vol. 16.
http://www.ncarchivists.org/wp-content/uploads/2020/02/jsnca_vol16_dean.pdf

Jackie Dean's writings about UNC reparative description.

Digital Library Federation Cultural Assessment Group

Digital Public Library of America (DPLA) Black Women's Suffrage Project.
https://blackwomenssuffrage.dp.la/

Documenting the Now resources on supporting activists. https://www.docnow.io/

Drake, Jarrett. "RadTech Meets RadArch: Towards A New Principle for Archives and Archival
Description." 2016.
https://medium.com/on-archivy/radtech-meets-radarch-towards-a-new-principle-for-archives-and
-archival-description-568f133e4325

Drexel University Libraries. Statement on Harmful Content in Archival Collections.
https://www.library.drexel.edu/archives/overview/HarmfulContent/

Emory Libraries. "Harmful Language in Finding Aids."
https://rose.library.emory.edu/about/harmful-language.html

Farnel, Sharon, Sheila Laroque, Ian Bigelow, Denise Koufogiannakis, Anne Carr-Wiggin,Debbie Feisst, and Kayla Lar-Son. Decolonizing Description: Changing Metadata in Response to the Truth and Reconciliation Commission.
https://librarytoolshed.ca/content/decolonizing-description-changing-metadata-response-truth-reconciliation-commission

Farnel, Sharon, et al. Decolonizing Description at the University of Alberta Libraries project.

Foreman, P. Gabrielle, et al. "Writing about Slavery/Teaching About Slavery: This Might Help." Crowdsourced document. Accessed August 22, 2018.
https://docs.google.com/document/d/1A4TEdDgYsIX-hlKezLodMIM71My3KTN0zxRv0IQTOQs

GLAAD Media Reference Guide, https://www.glaad.org/reference/lgbtq

Harvard University. Guidelines for Inclusive and Conscientious Description.
https://wiki.harvard.edu/confluence/display/hmschommanual/Guidelines+for+Inclusive+and+Conscientious+Description

Hixon, Meg. De-Centering Whiteness in the Archives at the 2018 Midwest Archives Conference. Human Rights Archives Section, 2018,
https://hrarchives.wordpress.com/2018/04/05/de-centering-whiteness-in-the-archives-at-the-2018-midwest-archives-conference/

Holterhoff, Kate. "From Disclaimer to Critique: Race and the Digital Image Archivist." Digital Humanities Quarterly Volume 11, No. 3. 2017.
http://www.digitalhumanities.org/dhq/vol/11/3/000324/000324.html

Homosaurus. https://homosaurus.org/

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