Diversity, equity, and inclusion (DEI): Selected references with annotations

Compiled by Laura L. Barnes, Illinois Sustainable Technology Center (l-barnes@illinois.edu)
February 18, 2021

Introduction

This bibliography was originally compiled to add context to an IACRL journal club discussion about racial microaggressions in STEM fields. It includes other resources on diversity, equity, and inclusion that I've found helpful during my participation in the United Way of Illinois' Equity Challenge. I've created a public Zotero group to track and share additional citations as I discover them. It's available here:

https://www.zotero.org/groups/2777197/diversity_equity_and_inclusion_in_stem_and_librarianship

General DEI

Biewen, J. (2017). *Seeing White***. Retrieved February 15, 2021, from**
http://www.sceneonradio.org/seeing-white/

Just what is going on with white people? Police shootings of unarmed African Americans. Acts of domestic terrorism by white supremacists. The renewed embrace of raw, undisguised white-identity politics. Unending racial inequity in schools, housing, criminal justice, and hiring. Some of this feels new, but in truth it's an old story.

Why? Where did the notion of "whiteness" come from? What does it mean? What is whiteness for?

Scene on Radio host and producer John Biewen took a deep dive into these questions, along with an array of leading scholars and regular guest Dr. Chenjerai Kumanyika, in this fourteen-part documentary series, released between February and August 2017.

Courageous Conversation – Facilitating Racial Equity, Diversity and Inclusion for Millions of Leaders Around the World. **(n.d.). Retrieved February 15, 2021, from**
https://courageousconversation.com/

Includes training for using the Courageous Communications framework to have group discussions about DEI issues.

Infographic: Flip the Script: Respond With Heart, Not Harm, in Tough Conversations. (2018, November 28). Catalyst. https://www.catalyst.org/research/flip-the-script-respond-with-heart-not-harm-in-tough-conversations/

Respond with heart by staying engaged when discussing difficult topics, which helps to work collaboratively across differences.

Leigh, D. (20??). *28 Common Racist Attitudes and Behaviors that Indicate a Detour or Wrong Turn into White Guilt, Denial, or Defensiveness*. St Cloud State University Community Anti-Racism Education Initiative.
https://gallery.mailchimp.com/f7c3e8c5c5cbc6cd069cdecd3/files/c326e213-2078-42ce-95f2-02bcaf2942f3/28ToolsChange.pdf

A list of 28 common racist attitudes and behaviors that indicate a detour or wrong turn into white guilt, denial, or defensiveness. Each is followed by a statement that is a reality check and consequence for harboring such attitudes.

National Museum of African American History and Culture (2019). *Being Antiracist.*
https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist

To create an equal society, we must commit to making unbiased choices and being antiracist in all aspects of our lives.

Okun, T. (s.d.). "White Supremacy Culture." In *Dismantling Racism Works Web Workbook.* s.l. : Dismantling Racism Works (dRworks).
https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf

This is a list of characteristics of white supremacy culture that show up in our organizations. Culture is powerful precisely because it is so present and at the same time so very difficult to name or identify. The characteristics listed are damaging because they are used as norms and standards without being proactively named or chosen by the group. They are damaging because they promote white supremacy thinking. Because we all live in a white supremacy culture, these characteristics show up in the attitudes and behaviors of all of us – people of color and white people. Therefore, these attitudes and behaviors can show up in any group or organization, whether it is white-led or predominantly white or people of color-led or predominantly people of color.

Singleton, G. E. (2015). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools, 2nd ed*. Thousand Oaks, CA: Corwin.
http://www.worldcat.org/oclc/892432772

Create a systemwide plan for transforming the district office, schools, and classrooms into places that support ALL students. This updated edition continues to explain the need for candid conversations about race so that educators may understand why achievement inequality persists and learn how they can develop a curriculum that promotes educational equity and excellence.

Singleton, G. E., & Comer, J. P. (2013). *More courageous conversations about race*. **Thousand Oaks, CA : Corwin Press.** http://www.worldcat.org/oclc/807045952
Since the highly acclaimed Courageous Conversations About Race offered educators a frame work and tools for promoting racial equity, many schools have implemented the Courageous Conversations Protocol. Now ... in a book that's rich with anecdote, Singleton celebrates the successes, outlines the difficulties, and provides specific strategies for moving Courageous Conversations from racial equity theory to practice at every level, from the classroom to the school superintendent's office.

Sue, D. W. (2010a). "Microaggressions: More Than Just Race." *Psychology Today*.
http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race
Can microaggressions be directed at women or gay people?

Sue, D. W. (2010b). "Racial Microaggressions in Everyday Life." *Psychology Today*.
http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life
Is subtle bias harmless?

United Way of Illinois (2021). *Equity Challenge Content.* **Chicago, IL : United Way of Illinois.**
https://unitedwayillinois.org/equity-challenge-content/
Activities for the United Way of Illinois' 2021 Equity Challenge, which runs from Martin Luther King Day to Juneteenth.

United Way of Illinois (2021). *United Way of Illinois Equity Challenge Facilitation Guide*. **Chicago, IL: United Way of Illinois.** https://unitedwayillinois.org/wp-content/uploads/2021/01/2021-Equity-Guide.pdf
The United Way of Illinois Equity Challenge is a 21-week program that encourages shared learning, action, and growth. During this Challenge, participants are encouraged to engage in weekly self-guided content to gain a deeper understanding about the impacts of systemic racism and inequity. This document offers simple guidelines, a discussion agenda template, and other considerations when implementing a discussion group during the Challenge.

Western Illinois University. (2015 March 26). *Interview with Tim Wise*. **Western Illinois University.** https://youtu.be/jistwSSb7AQ
Dr. J.Q. Adams interviews activist and educator, Mr. Tim Wise. They cover topics of race relations, racism, anti-racism, institutional racism, discrimination, and white privilege.

Williams, M. (2015). "The Link Between Racism and PTSD." *Psychology Today*.
https://www.psychologytoday.com/blog/culturally-speaking/201509/the-link-between-racism-and-ptsd
A psychologist explains race-based stress and trauma in Black Americans.

DEI in librarianship

Alabi, J. (2015a). "Racial Microaggressions in Academic Libraries: Results of a Survey of Minority and Non-minority Librarians." *The Journal of Academic Librarianship* **41(1), 47–53.** https://doi.org/10.1016/j.acalib.2014.10.008
There is relatively little literature on racism within the profession of academic librarianship. To investigate academic librarians' experiences of racism, this research project uses the framework of racial microaggressions, which are subtle, denigrating messages directed toward people of color. According to the results of an online survey, some librarians of color have had racial microaggressions directed at them by their colleagues. Non-minority librarians, however, are unlikely to recognize these disparaging exchanges.

Alabi, J. (2015b). "'This Actually Happened': An Analysis of Librarians' Responses to a Survey about Racial Microaggressions." *Journal of Library Administration* **55(3), 179–191.** https://doi.org/10.1080/01930826.2015.1034040
Racial microaggressions are subtle, derogatory messages conveyed to people of color. While often delivered unconsciously, these persistent and pervasive negative messages can have devastating effects on individuals and organizations. In an effort to investigate academic librarians? experiences and observations of racial microaggressions, a survey was sent to three ACRL listservs in the spring of 2012. In a preliminary analysis of the 129 comments left by survey participants, seven themes were identified: microassaults, microinsults, microinvalidations, environmental microaggressions, uncertainty or racism not observed, being excluded or isolated, and implications for recruitment and retention.

Alabi, J. (2018). "From Hostile to Inclusive: Strategies for Improving the Racial Climate of Academic Libraries." *Library Trends* **67(1), 131–146.** https://doi.org/10.1353/lib.2018.0029
Despite the presence of programs such as ALA's Spectrum Scholarship and the ARL Initiative to Recruit a Diverse Workforce, library and information science (LIS) has not been successful in increasing the number of racial/ethnic minorities in the profession, especially in academic libraries. Though the LIS literature addresses recruitment and retention of people of color, very few articles acknowledge that some individuals from underrepresented populations may experience the profession as chilly or even hostile due to racism, especially as it is manifested in the form of racial microaggressions. Although often delivered unconsciously, these seemingly benign exchanges convey to the recipient negative and denigrating messages about that person's race or ethnicity. The burden of work relating to diversity and inclusion in the profession has typically been placed on people of color, but those of us who are White also have a responsibility to engage in these endeavors. This article will identify steps that White academic librarians can take to prevent and address racial microaggressions in order to become better allies to our colleagues of color.

Arellano Douglas, V. (2017). "Microaggressions, Faculty, and Academic Librarians: A study in intersectionality." *ARCLog*. Retrieved February 18, 2021, from https://acrlog.org/2017/02/22/microaggressions-faculty-and-academic-librarians-a-study-in-intersectionality/

Arroyo-Ramirez, E., Chou, R. L., Freedman, J., Fujita, S., & Orozco, C. M. (2018). "The Reach of a Long-Arm Stapler: Calling in Microaggressions in the LIS Field through Zine Work." *Library Trends* 67(1), 107–130. https://doi.org/10.1353/lib.2018.0028
Since its inception in March 2014, the LIS Microaggressions project (www.lismicroaggressions.com) has grown as an online source and zine publication for library and information science (LIS) workers from marginalized communities to share their experiences with microaggressions in the workplace. This article will examine the project's efforts to move conversations on diversity, race, racism, and antiracism in the LIS field to transgressive and actionable steps. Through conference presentations, zinemaking workshops, and distribution of zines at LIS conferences, the LIS Microaggressions collective wishes to "call in" or otherwise actively engage the LIS profession for critical reflection and analysis about microaggressions in the workplace with the ultimate goal of fostering support and a participatory community for library workers dealing with microaggressions.

Association of College and Research Libraries. Equity, Diversity and Inclusion Committee. (n.d.). ACRL Equity, Diversity and Inclusion LibGuide. Retrieved February 18, 2021, from https://acrl.libguides.com/EDI/home

Information and resources on equity, diversity, and inclusion (EDI).

Berry, J. D. (2004). "White Privilege In Library Land." *Versed: Bulletin of the Office for Diversity, American Library Association* Special annual conference issue, 12. https://alair.ala.org/bitstream/handle/11213/8002/VERSED_ANNUAL04.pdf?sequence=1&isAllowed=y
Having just returned from the CARL (California Academic and Research Libraries) conference, where I was a panelist on a Diversity Panel for Reference service, I just had to stop and think to myself: What exactly is necessary, to get across the ideals and values of diversity, not just in improved reference services, but profession wide?

Brown, J., Ferretti, J. A., Leung, S., & Méndez-Brady, M. (2018). "We Here: Speaking Our Truth." *Library Trends* 67(1), 163–181. https://doi.org/10.1353/lib.2018.0031
In this article, we seek to seed an honest conversation about how librarianship needs to meaningfully address systems of structural oppression in order to actualize diversity and inclusion initiatives at large. We will investigate issues of recruitment, retention, education, and mentorship within the library and information science profession through the lens of our experiences as women of color, and as early-career librarians; we will also weave relevant insights reflected from within the literature to support our narratives. Central to this work is an understanding of the barriers that people of color (POC) face in our workplaces and the

profession at large; we will discuss this at length throughout. Finally, we will conclude with recommendations on how the profession, as a whole, can do better at retaining and supporting its marginalized workforce. This is a call to action for librarians at every level to hold themselves accountable for the ways in which they are complicit within systems of oppression and inequality. Concurrently, this article aims to generate momentum in coalition building as a tool for POC attempting to navigate the overwhelming whiteness evident within the profession.

Cooke, N. (2017). "Acknowledging History in Order to Disrupt it: Unearthing the Segregated History of Library and Information Science." Digital Dialogue, Maryland Institute for Technology in the Humanities. https://mith.umd.edu/dialogues/dd-fall-2017-nicole-cooke/
Library and information science (LIS) has a dual history; as a profession that is over 80% white and female, the LIS workforce has been plagued with segregation and a lack of representation. However, LIS also has many amazing stories, stories of people of color changing the profession and the lives of their patrons. It is imperative that these stories be unearthed, to celebrate our success stories, but to also learn from our mistakes. This talk will discuss examples of segregation in LIS, specifically highlighting The Carnegie Scholars who were a group of 30 graduate students of who attended the University of Illinois after the Civil Rights Movement and the Brown vs. Board of Education decision. Discussion will then turn to the difficulties of conducting this type of research and the challenges that come with trying to unearth both good and bad episodes of LIS history.

Cunningham, S., Guss, S., & Stout, J. (2019). "Challenging the 'Good Fit' Narrative." *Recasting the Narrative: The Proceedings of the ACRL 2019 Conference*, 12–21. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/ChallengingtheGoodFitNarrative.pdf
Academic libraries operate under the assumption that there is one "right candidate" for a multi-layered position and that a search committee, a group of individuals formed with the purpose of assisting a responsible administrator in the recruiting and screening of candidates for a posted academic position, is the fairest and most equitable approach to hiring academic librarians. That assumption is running up against the fact that libraries and academic libraries in particular have an acknowledged a problem with recruiting and retaining librarians of color. According to the latest edition of the American Library Association Diversity Counts report, librarianship remains an overwhelmingly white profession: approximately 88% of credentialed academic librarians are white. There are countless articles bemoaning the state of racial diversity in librarianship and multiple research studies have made recommendations for creating a better culture for diversity, assessing diversity initiatives in librarianship, and retaining librarians of color. However there are no empirical research studies in library literature that have examined the ways in which libraries hire and recruit librarians for diversity. In fact much of the literature perpetuates the idea of hiring a candidate who is a "good cultural fit," which ultimately is a practice of reproducing the status quo. This paper examines the ways

in which hiring practices in academic libraries perpetuate whiteness and undermine libraries' attempts to recruit for diversity.

Dalton, S., & Villagran, M. (2018a). "Minimizing and addressing implicit bias in the workplace: Be proactive, part one. *College & Research Libraries News* **79(9), 478.** https://doi.org/10.5860/crln.79.9.478
Librarians and information professionals cannot hide from bias: a prejudice for or against something, someone, or a group. As human beings, we all have biases. However, implicit biases are ones that affect us in an unconscious manner. Awareness of our implicit biases, and how they can affect our colleagues and work environment, is critical to promoting an inclusive work environment. Part one of this two-part article series will focus on implicit bias: what is implicit bias, how these biases affect the work environment, and best practices for reducing these biases within recruitment, hiring, and retention in the library workplace.

Dalton, S., & Villagran, M. (2018b). "Minimizing and addressing microaggressions in the workplace: Be proactive, part 2." *College & Research Libraries News* **79(10), 538.** https://doi.org/10.5860/crln.79.10.538
Our nation's history plays a huge role in the way we perceive underrepresented groups. From slavery to segregation, to the inequality in compensation for women and people of color, to the refusal to wed same sex couples, discrimination and opposition has plagued the United States for decades. Since the Civil Rights Movement, discrimination towards underrepresented groups has shifted from overt acts to subtle and semiconscious manifestations called microaggressions. These manifestations reside in well-intentioned individuals who are often unaware of their biased beliefs, attitudes, and actions. They can lead to inequities within our relationships and affect our work productivity.

De Jesus, N. (2014). "Locating the Library in Institutional Oppression." *In the Library with the Lead Pipe*. http://www.inthelibrarywiththeleadpipe.org/2014/locating-the-library-in-institutional-oppression/
An exploration into the relationship between libraries and institutional oppression. It begins with with an examination at how the enlightenment provides the ideological foundation and framework for public libraries and the historical processes that created the library as institution. It then examines this institution using the three logics of white supremacy: slavery, Indigenous genocide, and Orientalism.

Espinal, I., Sutherland, T., & Roh, C. (2018). "A Holistic Approach for Inclusive Librarianship: Decentering Whiteness in Our Profession." *Library Trends* **67(1), 147–162.** https://doi.org/10.1353/lib.2018.0030
This paper traces the published literature on whiteness in libraries, identifying major themes in that literature, and then highlights the importance of decentering whiteness for moving the information professions forward. Engaging a dialogic ethnographic methodology, this paper was borne of conversations between librarians of color who worked in the same predominantly

white library. The salient themes from those dialogues were the many ways that adherence to whiteness in libraries has had deleterious affective and career implications for librarians of color. The authors argue that to decenter whiteness in libraries and other information centers, it is crucial to center the experiences and well-being of librarians of color; diversify the ranks of librarians through bold initiatives, significantly increasing the numbers of librarians of color; and make large-scale incisive structural change at organizational levels. The paper concludes with an invitation for all information professionals to participate in inclusiveness initiatives by moving from microaggressions to microaffections.

Gibson Amelia N., Chancellor Renate L., Cooke Nicole A., Dahlen Sarah Park, Patin Beth, & Shorish Yasmeen L. (2020). "Struggling to breathe: COVID-19, protest and the LIS response." *Equality, Diversity and Inclusion: An International Journal* **40(1), 74–82.**
https://doi.org/10.1108/EDI-07-2020-0178

The purpose of this article is to provide a follow up to "Libraries on the Frontlines: Neutrality and Social Justice," which was published here in 2017. It addresses institutional responses to protests and uprising in the spring and summer of 2020 after the deaths of Ahmaud Arbery, Breonna Taylor and George Floyd, all of which occurred in the context of the global COVID-19 pandemic. The article expands the previous call for libraries to take a stand for Black lives.Design/methodology/approach The authors describe the events of 2020 (a global pandemic, multiple murders of unarmed Black people and the consequent global protests) and responses from within library and information science (LIS), from the perspectives as women of color faculty and library professionals.Findings The authors comment on how libraries are responding to current events, as well as the possibilities for panethnic solidarity. The authors also consider specifically how libraries and other institutions are responding to the racial uprisings through statements on social media and call for concrete action to ensure that their organizations and information practices are actively antiracist. In so doing, the authors update the claims and expand the appeals they made in 2017,that Black Lives Matter and that librarianship must not remain neutral.Originality/value This paper addresses recent institutional and governmental reactions to the COVID-19 pandemic and the racial uprisings of spring and summer 2020. It is original, current, and timely as it interrogates ongoing events in a LIS context.

Hathcock, A. (2015). "White Librarianship in Blackface: Diversity Initiatives in LIS." *In the Library with the Lead Pipe.* http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/

Whiteness—an ideological practice that can extend beyond notions of racial supremacy to other areas of dominance—has permeated every aspect of librarianship, extending even to the initiatives we claim are committed to increasing diversity. This state of affairs, however, need not remain. This article examines the ways in which whiteness controls diversity initiatives in LIS, particularly in light of the application requirements set upon candidates. I then suggest ways to correct for whiteness in LIS diversity programs by providing mentorship to diverse

applicants struggling to navigate the whiteness of the profession and concurrently working in solidarity to dismantle whiteness from within.

Higgins, M., & Roh, C. (2014). *Microaggressions: Small Actions that are a Big Deal.* **2014 ACRL New England Chapter Annual Conference.** https://doi.org/10.13028/n62d-bh18
"Microaggressions" refer to those brief occurrences and encounters that subtly reinforce systems of power and privilege. Libraries and information organizations are not immune to these microaggressions. They exist in our library catalogues, archives, research, professional organizations and interpersonal interactions. The authors explore biases in librarianship, particularly in bibliographic metadata, then present tools to engage librarians as well as faculty and graduate students.

LaBossiere, T., & Deese, A. (2020). "Keeping Up With... Microaggressions." *Keeping Up With...*, **March.** http://www.ala.org/acrl/publications/keeping_up_with/microaggressions
Keeping Up With… is an online current awareness publication from the Association of College and Research Libraries (ACRL) featuring concise briefs on trends in academic librarianship and higher education. This edition focuses on microaggressions, their impact, and how to mitigate their effects.

Langella, P. (2019). "Diversity and Inclusion in Libraries: More Than Books on the Shelves." *Knowledge Quest; Journal of the American Association of School Librarians.* https://knowledgequest.aasl.org/diversity-and-inclusion-in-libraries-more-than-books-on-the-shelves/
It is essential that school librarians continuously update our collections with newer, more relatable, more diverse books; and it's also essential that we do more than that.

Microaggressions in Librarianship. **(n.d.). Retrieved February 18, 2021, from** https://lismicroaggressions.com
A space for those working in libraries, archives and information fields to share their experiences with microaggressions.

Oregon Library Association (2021). *Equity, Diversity, Inclusion & Antiracism Toolkit.* **La Grande, OR : Oregon Library Association.** https://www.olaweb.org/assets/EDI_Racism_Comm/OLA_TOOLKIT_Hard_Copy%202021_02_11.pdf
Toolkit for libraries to evaluate and improve their EDI practices.

Strand, K. J. (2020). *Disrupting Whiteness in Libraries and Librarianship: A Reading List.* **Madison, WI : University of Wisconsin Library.** https://www.library.wisc.edu/gwslibrarian/bibliographies/disrupting-whiteness-in-libraries/
This bibliography contains citations and links (when available) to resources focused on race, racism, and disrupting whiteness and white supremacy in libraries. Particular emphasis is placed on the field of library and information science and librarianship as a profession.

Sweeney, M. E., & Cooke, N. A. (2018). "You're So Sensitive! How LIS Professionals Define and Discuss Microaggressions Online." *The Library Quarterly* **88(4), 375–390.** https://doi.org/10.1086/699270

This study analyzes a lengthy online discussion thread about racial microaggressions in a social media group for librarians to find out how library and information science (LIS) professionals define and discuss microaggressions through informal conversation. The findings reveal that there are multiple and conflicting understandings of microaggressions, along with significant gaps in knowledge regarding how microaggressions relate to larger systems of power and privilege. This research has implications for LIS educators and for the professional development of LIS practitioners, underscoring the further need to actively teach about microaggressions in the context of power and privilege in the LIS classroom and in continuing education settings.

Vinopal, J. (2016). "The Quest for Diversity in Library Staffing: From Awareness to Action." *In The Library With The Lead Pipe.* http://hdl.handle.net/1811/84155

Despite our ongoing quest for diversity and a growing number of initiatives to increase it, the demographics of the professional librarian population haven't changed in any significant way. We are starkly lacking in diversity based on race and ethnicity (we are overwhelmingly white), age (librarianship is an aging profession), disability, economic status, educational background, gender identity, sexual orientation, and other demographic and identity markers of difference. This lack of diversity should be seen as a signal, an invitation to us to look critically at our culture, our practices, and our assumptions, and investigate what it is about ourselves and our profession that is preventing underrepresented people from being able to, or even wanting to, enter and stay. We need an awareness of how privilege, bias, and the attendant power differentials and oppression play out at the individual and the systemic levels of our profession. And we must consider how these affect the experiences of underrepresented and marginalized people within our dominant (white, heterosexual, cisgender, and patriarchal) culture. In this article I consider the meaning of diversity in librarianship. Then, using the ClimateQUAL Organizational Climate and Diversity Assessment as an example, I analyze the potential problems with our data collection and analysis related to diversity and organizational culture. I conclude by suggesting some practical steps for library leadership and by identifying future directions for research.

Walker, S. (2015). "Critical Race Theory and the Recruitment, Retention and Promotion of a Librarian of Color: A Counterstory." In *Where Are All the Librarians of Color?: The Experiences of People of Color in Academia* **(pp. 135–160). Sacramento, CA : Library Juice Press.** https://kb.gcsu.edu/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1001&context=lib

A review of the literature suggests that critical theory is no stranger to library and information science, as different strains of the body of theory have been used to explore a variety of issues within the feld, such as technology and information literacy, among other areas. However, it appears that CRT as a specifc critical theory is lesser known and underutilized.

DEI in STEM/higher education

Chew, S., Houston, A., & Cooper, A. (s.d). *The Anti-Racist Discussion Pedagogy.* **S.l. : Packback.** https://www.packback.co/resources/anti-racist-discussion-pedagogy-guide/?fbclid=IwAR1y5ijqm2MznYiXL4Qk5aw3DcseRbgrYj7KTk00nPGvx15eNvZZ6Kv6NgA

An introductory guide to building an anti-racist pedagogy in any discipline through instructor reflection, clear communication guidelines, and inquiry-based discussion.

Henry, S. (2020). "Racial microaggressions contribute to disparities in STEM education." *ACES News.* https://aces.illinois.edu/news/racial-microaggressions-contribute-disparities-stem-education

Careers in science, technology, engineering, and mathematics (STEM) are one of the fastest-growing areas of work in the United States, yet racial and gender disparities remain in STEM occupations. A recent study from University of Illinois researchers examining reasons for such disparities shows the overall racial climate on a college campus—informed by experiences of racial microaggressions—is a contributing factor in the lack of representation of students of color in STEM education programs.

Huckins, G. (2021). "As More Women Enter Science, It's Time to Redefine Mentorship." *Wired* **February 11, 2021. Retrieved February 17, 2021, from** https://www.wired.com/story/as-more-women-enter-science-its-time-to-redefine-mentorship/

In STEM fields, female students often can't find an adviser who looks like them. It's important to talk about what they need from a mentor.

Knutson, D., Matsuno, E., Goldbach, C., Hashtpari, H., & Smith, N. G. (2021). "Advocating for transgender and nonbinary affirmative spaces in graduate education." *Higher Education.* https://doi.org/10.1007/s10734-020-00673-5

Nearly 50% of graduate students report experiencing emotional or psychological distress during their enrollment in graduate school. Levels of distress are particularly high for transgender and nonbinary graduate students who experience daily discrimination and marginalization. Universities and colleges have yet to address and accommodate the needs and experiences of transgender and nonbinary graduate students. Given the multitude of challenges these students may face, educational settings should not present additional barriers to educational success and well-being. In an effort to improve graduate education for transgender and nonbinary students, we add to the existing scholarship on affirming work with transgender undergraduate students by addressing the unique concerns of graduate students. We use a social-ecological model to identify sources of discrimination in post-secondary education and to provide transgender- and nonbinary-affirming recommendations at structural, interpersonal, and individual levels. For practitioners who wish to do personal work, we provide guidance for multicultural identity exploration. A table of recommendations and discussion of ways to implement our recommendations are provided.

Lee, M. J., Collins, J. D., Harwood, S. A., Mendenhall, R., & Huntt, M. B. (2020). "'If you aren't White, Asian or Indian, you aren't an engineer': Racial microaggressions in STEM education." *International Journal of STEM Education* **7(1), 48.** https://doi.org/10.1186/s40594-020-00241-4

Race and gender disparities remain a challenge in science, technology, engineering, and mathematics (STEM) education. We introduce campus racial climate as a framework for conceptualizing the role of racial microaggressions (RMAs) as a contributing factor to the lack of representation of domestic students of color in STEM programs on college campuses. We analyze the experiences of students of color in STEM majors who have faced RMAs at the campus, academic, and peer levels. We draw from an online survey of more than 4800 students of color attending a large public university in the USA. The STEM major subsample is made up of 1688 students of color. The study estimates a series of Poisson regressions to examine whether one's race, gender, or class year can be used to predict the likelihood of the regular occurrence of microaggressions. We also use interview data to further understand the challenges faced by STEM students of color.

DEI in the workplace

Joe, J. R., & Smith, W. K. (2021). "3 ways Black people say their white co-workers and managers can support them and be an antidote to systemic racism." *The Conversation*. **Retrieved February 15, 2021, from** http://theconversation.com/3-ways-black-people-say-their-white-co-workers-and-managers-can-support-them-and-be-an-antidote-to-systemic-racism-154052

Some people wonder what they can do to support Black colleagues and junior employees who face institutional discrimination at work and elsewhere.

Silverthorn, M. (2020). *Authentic diversity: How to change the workplace for good*. **Boca Raton, FL: Routledge.** http://www.worldcat.org/oclc/1235878208

Explains how to transform diversity and inclusion from mere lip service into the very heart of leadership. Following the journey of a Black woman in the workplace, leaders learn the old rules of diversity that keep failing her and millions like her again and again, and the new rules they must put in place to make success a reality for everyone.