Article

Does It Matter: Have BLM Protests Opened Spaces for Collective Action in Libraries, Archives, and Museums?

Sumayya Ahmed, Rachael Clemens, Ericka Patillo, and Angela Murillo

ABSTRACT

The catalytic social justice events of the spring and summer of 2020 led to calls for a racial reckoning within society at large and also within the field of library and information science (LIS). This motivated us to capture the perceptions and voices of professionals across the field about changes they may have witnessed in their workplace, profession, and themselves. We consider the following questions: Have conversations, social spaces, teaching practices, policies, workplace dynamics, and demands, changed in response to the Black Lives Matter (BLM) protests, and if so, how? Have institutional changes perceived as responses to BLM protests been witnessed? What are the nuances behind such behavioral changes (e.g., opportunity, compulsion, peer pressure)?

For this research, we used Critical Incident Technique (CIT) to explore how the 2020 BLM protests impacted the workplace environments of LIS faculty and professionals in libraries, archives, and museums (LAMs). A 27-question survey was administered via Qualtrics and participants were recruited using LAM professional listservs. A total of 645 participants completed the survey. This research provides the preliminary analysis and discussion of those results and provides insights to the impact of the 2020 social justice movements in LAMs.

By capturing voices of LAM professionals, we explore participants' perceptions of the impact that BLM protests had on their institutions and/or professional associations and document a range of responses at both the individual and structural levels.

Sumayya Ahmed, Rachael Clemens, Ericka Patillo, and Angela Murillo. "Does It Matter: Have BLM Protests Opened Spaces for Collective Action in Libraries, Archives, and Museums?" in "Library and Information Studies and the Mattering of Black Lives," Tonia Sutherland, Michelle Caswell, Safiya Umoja Noble, and Sarah T. Roberts. Special issue, *Journal of Critical Library and Information Studies* 4, no. 1 (2022). DOI: https://doi.org/10.24242/jclis.v4i1.168.

ISSN: 2572-1364

INTRODUCTION

In the spring and summer of 2020, several catalytic incidents in the United States gave rise to large-scale Black Lives Matter (BLM) protests and calls for social justice worldwide. The deaths of Ahmaud Arbery, Breonna Taylor, and George Floyd, among others, and the harassment of Christian Cooper and other Black citizens who were reported to police for essentially living while Black, were brought to prominence through police body camera footage, victim and bystander videos, viral social media posts, and mainstream media coverage. Coupled with the high anxiety and alertness brought on by the COVID-19 pandemic and lockdowns, the news and images made their way to people of all walks of life. While these kinds of tragedies—occurrences of police brutality and infringement of Black peoples' basic human rights—were not new, the constant barrage of images and the collective anguish felt and expressed in the Black community spread to the streets in massive waves, finally getting many white people's attention and gaining their outrage and participation. The COVID-19 pandemic did much to "animate protest movements" of all persuasions.[1] Black Lives Matter mobilized supporters via social media for protests against extrajudicial state killings and harassment of the Black community by arguing that "structural racism is also a pandemic".[2]

Those who work in, study, or teach about libraries, archives, and museums (LAMs) know that these work environments are built upon structurally racist systems that are harmful to and inequitable for Black information professionals and Black patrons. In part, this systemic racism is maintained through the perpetuation of "white ignorance," which posits that even white people who express concern about injustices are not necessarily moved, in practical ways, to take actions that will disrupt or dismantle the systems from which they benefit.[3] Marshburn contends that prior to the COVID-19 pandemic, most white Americans did not see anti-Black racism as a significant issue. However, one of the consequences of the lockdowns was to "focus attention and sensitivity to racial disparities in healthcare and policing."[4] As LAMs continue to be predominantly white spaces, in this

---

[1] Elliott Brennan, "Coronavirus and Protest: How COVID-19 Has Changed the Face of American Activism," United States Studies Centre, University of Sydney, May 2020, https://united-states-studies-centre.s3.amazonaws.com/uploads/765/24e/d43/76524ed43ee1667068b7e7004cd6466803d43aec/Coronavirus-and-protest-How-COVID-19-has-changed-the-face-of-American-activism.pdf.

[2] Penny Andrews, "Receipts, Radicalisation, Reactionaries, and Repentance: The Digital Dissensus, Fandom, and the COVID-19 Pandemic," *Feminist Media Studies* 20, no. 6 (2020): 902-907.

[3] Charles Mills, "White Ignorance," in *Race and Epistemologies of Ignorance,* eds. Shannon Sullivan and Nancy Tuana (Ithaca, NY: State University of New York Press, 2007), 19.

[4] Christopher K. Marshburn, Abigail M. Folberg, Chelsea Crittle, and Keith B. Maddox, "Racial Bias Confrontation in the United States: What (If Anything) Has Changed in the COVID-19 Era, and

study, we asked, have they been moved to change? In the wake of the catalytic social justice events of the spring and summer of 2020, have conversations, social spaces, teaching practices, policies, workplace dynamics, demands, and statements changed in our workplaces and associations, and if so, how? What established norms have been broken? Have we witnessed institutional change(s)? And who is instigating the changes or maintaining the status quo (i.e., management or individuals)?

Social movements from the 19th century and beyond have impacted LAM values, policies, and practices at institutional and individual levels; often, retrospectively, we learn what events were actually impactful. The current study was conducted less than 12 months after the murder of George Floyd; our data collection corresponded with the subsequent murder trial and continued BLM protests and closed just before the announcement of the guilty verdict of his murderer. Thus, this study provides a snapshot of the current perceived impact of the catalytic events of 2020 on LAM workplaces and professional organizations.[5] To capture the effect of these events on the LAM community, this study asked LAM professionals to recall and reflect upon observed occurrences in their workplaces and overarching profession that they believe were galvanized by the 2020 catalytic incidents and subsequent calls for social justice.

By capturing the voices of LAM professionals, we learned participants' perceptions of the impact of BLM protests on social responses in their institutions and/or professional associations. This paper documents a range of individual responses and LAM professionals' perceptions of structural level responses. Some of these responses were prompted by an individual's own desire to make change and others were precipitated by an institutional or organizational imperative. Additional observations were collected, such as expressions of solidarity or hostility or no change at all. Here, we present the preliminary findings of a survey of 645 LAM professionals who responded to our questions about the extent to which they witnessed or perceived that the catalytic events of 2020 affected their workplaces, professions, and themselves.

Where Do We Go from Here?" *Group Processes & Intergroup Relations* 24, no. 2 (February 2021): 260-269, https://doi.org/10.1177/1368430220981417.

[5] "George Floyd died on Memorial Day, May 25, 2020. How George Floyd Died, and What Happened Next," New York Times, April 21, 2021, https://www.nytimes.com/article/george-floyd.html; Laurel Wamsley, "Derek Chauvin Found Guilty of George Floyd's Murder," NPR, April 20, 2021, https://www.npr.org/sections/trial-over-killing-of-george-floyd/2021/04/20/987777911/court-says-jury-has-reached-verdict-in-derek-chauvins-murder-trial. Our survey closed April 19, 2021; the verdict was announced April 20, 2021.

LITERATURE REVIEW

Social Movements Frameworks

A social movement is "a sustained challenge to power holders in the name of a population living under the jurisdiction of those power holders by means of repeated public displays of that population's worthiness, unity, numbers, and commitment."[6] The challenge is sustained through various approaches that raise consciousness, support identity formation and solidarity, identify an agenda, and share information on issues. Repeated public displays include marches, rallies, strikes, petitions, and sit-ins; they may range in tenor from peaceful gatherings to violent actions. Such public displays may lead to broader impacts through individual and collective activities, including "lectures/speeches, solicitation for fund-raising, development of campaigns for change, occupation of public and private spaces, violation of laws, and the provocation of riots."[7] In particular, marches demonstrate solidarity among participants who represent a variety of viewpoints; they may disrupt the day-to-day flow and draw attention from media and the public. Such sustained efforts may eventually lead to substantive societal, institutional, and/or organizational change. Two frameworks describe how social movements have evolved in the past and provide relevant terminology and sequences for exploring elements of the current study.

Jerome Davis describes the historical evolution of social movements in seven successive steps:

> Every social movement tends to traverse a cycle of change. First of all, there arises a tangible need, and some individual or group begins to voice this need more or less publicly. Second, propaganda and agitation result. Third, there follows a growing consciousness of this need in a small or large group. Fourth, they organize. Fifth, concerted action and strong leadership development and new converts are won. Sixth, if the movement is successful it becomes institutionalized—becomes the pattern of the majority, and group control sets in. Anyone who does not conform to the new pattern code is disciplined. Seventh, eventually bureaucracy, inflexibility, and reaction become dominant. When this

---

[6] Charles Tilly, "From Interactions to Outcomes in Social Movements," in *How Social Movements Matter,* eds. Marco Giugni, Doug McAdam, and Charles Tilly (Minneapolis, MN: University of Minnesota Press, 1999), 257.

[7] Marie-Line Germain, Phyllis Robertson, and Sarah Minnis, "Protests, Rallies, Marches, and Social Movements as Organizational Change Agents," *Advances in Developing Human Resources* 21, no. 2(2019): 152.

> occurs someone usually feels a new need and either the institution changes to meet that need or in time it is superseded.[8]

Davis' cycle has been employed to examine the development of major US and Canadian library associations and will be explored further below.

Another social movement theory focuses on a critical incident or critical juncture and posits that successful protests "open spaces of encounter," break established norms, and trigger emergent norms that would have once seemed impossible.[9] The ruptures produced by protest movements can lead to aftershocks, and once the ground has stabilized, the "legacy of the rupture" is also stabilized, not only within the participants of the protests, but also within the larger society and its institutions via a change in collective senses of loyalty and need for action.[10] It is difficult to pinpoint the exact moment or event in a social movement that instigates real, lasting change without an ex-post analysis that examines how a critical juncture or eventful protest might have contributed to the institutionalization of emerging norms.[11] The current study is an effort to start such an ex-post analysis regarding the 2020 BLM protests and their perceived impacts on the LAM environments.

Social Movements Impact on Institutional Change

The aim of social movements is to enact change, and "social movements taking place in the broader society can incite discontent in the workplace."[12] Participants' collective energy and action have shaped values, policies, and practices in workplaces and professional institutions. Key factors in potential institutional change are individuals' level of engagement with the social movement and their confidence in those who are initiating social activism. "For people to engage in social movement activity, they must feel at least minimally swayed by the potential to create change…they need to be moved to activism by a belief in the opportunity for change through collective activism."[13] These factors will determine if the movement will gain traction and lead to organizational change. Examples of social movements' influence on workplace initiatives include organizations crafting

---

[8] Jerome Davis, *Contemporary Social Movements* (New York, NY: Century Company, 1930), 8.

[9] Robin Wagner-Pacifici and E. Colin Ruggero, "Temporal Blindspots in Occupy Philadelphia," *Social Movement Studies* 19, no. 5-6 (2020):675-696, DOI: 10.1080/14742837.2018.1474096.

[10] Donatella della Porta, "Protests as Critical Junctures: Some Reflections Towards a Momentous Approach to Social Movements," *Social Movement Studies* 19, no. 5-6 (2020): 556-575, DOI: 10.1080/14742837.2018.1555458.

[11] della Porta, 556.

[12] Germain et al., 151.

[13] Germain et al., 157.

their Equal Employment Opportunity Commission (EEOC) statements to include LGBTQIA+ communities and the resignations and firings of alleged perpetrators thanks to the #MeToo movement.[14]

The progression from protests and awareness to policy change may be long and iterative, moving in fits and starts over a long trajectory. A combination of factors may contribute to the pace of change: political opportunities, public opinion, and external and internal factors. Internal actors are important in translating mandates into action, collectively working with external forces to enact organizational change. Germain et al. describe how human resources professionals can use activists' statements and values/unity principles, plus newly passed relevant legislation, to open dialogue among employees and to align strategic objectives for a socially just organization.

Black Lives Matter Disrupting White Ignorance

The Black Lives Matter (BLM) movement began in 2013 as a response to the mainstream apathy in light of the murder of Trayvon Martin, an unarmed Black teenager killed for walking in a neighborhood where a white man decided that he did not belong. It is a movement that unapologetically centers Blackness and the concerns, issues and goals of the diverse Black community.[15] "The vast majority of BLM protests have been peaceful demonstrations, focused on the disruption of public spaces, everyday errands, and white indifference toward black suffering" although BLM as a movement refuses to hide its anger at the current state of racial subjugation and oppression faced by Blacks and other people of color.[16] Such refusals lead to complaints about its "aggressiveness."[17] Black people are often seen to be aggressive or intimidating, and the appropriateness of their response becomes the focus when they use the few tools in their possession to challenge

[14] Germain et al., 157. Germain et al. describe several examples, including social activists' impact on GMO legislation; US mayors, governors, university presidents, and hundreds of companies pledging to meet US gas emission targets despite President Trump's withdrawal from the Paris Climate Accords; and the fledgling #NeverAgain campaign, an effort to push for gun-law reform in the wake of the Marjory Stoneman Douglas High School mass shooting, which has led some lawmakers to propose tightening up gun restrictions.

[15] Alicia Garza, "A Herstory of the# BlackLivesMatter Movement," *Feminist Wire*, October 7, 2014, https://thefeministwire.com/2014/10/blacklivesmatter-2/.

[16] Debra Thompson, "An Exoneration of Black Rage," *South Atlantic Quarterly* 116, no. 3 (2017): 459.

[17] Thompson, 459.

systematic racism. [18] However, "complaint[s] about disruptive politics are moments when it is working."[19]

The disruptive politics of BLM seek to pierce the shield of "white ignorance," a term coined by the late Charles Mills to describe the historic cognitive phenomenon that supports white group interests, which are often seen to be in opposition to the interests of Blacks and other racialized groups. It is via white ignorance that "the white delusion of racial superiority insulates itself against refutation." [20] Mills explains that this is accomplished:

> through a strategic "color blindness" [whereby] they are assimilated as putative equals to the status and situation of nonwhites on terms that negate the need for measures to repair the inequities of the past. So white normativity manifests itself in a white refusal to recognize the long history of structural discrimination that has left whites with the differential resources they have today, and all of its consequent advantages in negotiating opportunity structures. If originally whiteness was race, then now it is racelessness, an equal status and a common history in which all have shared, with white privilege being conceptually erased.[21]

Mills is clear that the conceptualization of "white ignorance" implies the possibility of a contrasting "knowledge" by which whites are able to honestly acknowledge their historic and present-day group advantage over other racialized groups.[22] The Black Lives Matter movement, in openly and persistently discussing, displaying, and documenting systemic harms, offers white people ample opportunities to attain knowledge. However, this can only be done if white people actually believe what Black people are saying. Ignorance is successfully maintained when whites are able to explain away societal inequities without giving credibility to Black experiences of everyday racism. [23]

Mueller identified "four epistemic maneuvers" white Americans employ to maintain white ignorance: evasion, willful colorblindness, tautological ignorance, and

---

[18] Trina Jones and Kimberly Jade Norwood, "Aggressive Encounters & White Fragility: Deconstructing the Trope of the Angry Black Woman," *Iowa Law Review* 102, no. 5 (July 2017): 2017-2070

[19] Aaron Rosenthal, "Disrupting Ignorance: How Black Lives Matter Shapes White Political Attitudes" (Hazel Dick Leonard Faculty Seminar, Simmons University, Boston, MA, April 15, 2021).

[20] Mills, 19.

[21] Mills, 28.

[22] Mills, 15.

[23] Johanna C. Luttrell, White People and Black Lives Matter: Ignorance, Empathy, and Justice. (London, UK: Palgrave Macmillan, 2019), 6.

mystified solutions."[24] Most relevant to the topic of this paper is mystified solutions, wherein the whites who Mueller studied accepted the truth of racism and even "expressed concern about injustices" and yet still "generated doubt and mystery surrounding related, practical solutions—even [the] anti-racist praxes their research and experience would logically advise."[25] That is to say they erected a barrier to actually challenging racism which led to a de facto maintenance of white privilege. Mueller characterizes as "tenacious" the white commitment to "ignorance and racial domination."[26] In the end, she recommends that those doing anti-racism work make white ignorance harder to maintain while providing "clear examples of socially just public interventions and antiracist praxes, increasing the psychic work required to ignore, mystify, or retreat from concrete solutions and activism."[27] The catalytic events of 2020 seem to have made it harder for predominately white libraries, archives, and museums to maintain their ignorance, but it is not clear the extent to which it led to any tangible interventions in systematic racism in LAMs.

The Impact of Previous Social Movements on LAMs

Individuals' collective energy and action in social movements have shaped many of the values, policies, and practices in LAM environments. Several significant initiatives emerged in the wake of the civil rights movement of the 1950s and 1960s in the US, illustrated by the development of special interest groups within and affiliated with the American Library Association (ALA) and that recently celebrated their milestone 50th year. These special interest groups did not suddenly appear but were the culmination of the work of many individuals within the profession, inspired by the ongoing movements and policy changes in the broader society. This section offers a brief summary of a few significant special interest groups and associations that were founded around 1970 and a brief example of how the movement for equitable access for Black librarians became institutionalized in ALA.

In a volume commemorating a century of librarianship in the US and Canada, Comny and Coughlin used Davis' social movement cycle of change, discussed earlier, to examine the patterns of the development of the major library associations.[28] The authors

---

[24] Jennifer C. Mueller, "Producing Colorblindness: Everyday Mechanisms of White Ignorance," *Social Problems* 64, no. 2 (2017): 219.

[25] Mueller, 231.

[26] Mueller, 234.

[27] Mueller, 234.

[28] Peter Conmy and Caroline M. Coughlin, "Environment: The Principal Library Associations," in *A Century of Service: Librarianship in the United States and Canada*, eds. Sidney L. Jackson, Eleanor B. Herling, and E.J. Josey (Chicago, IL: American Library Association 1976), 260-280.

expand Davis' 6th step (into phases 3 and 4) to discuss how successful social movements become institutionalized, particularly in library associations: "The third stage [phase] of association life occurs when a decision is made to go beyond exhortations or demonstrations to assure the future viability of the chosen activity. Regulatory processes are incorporated in the mission of the organization, and attempts are made to stabilize and evaluate efforts in order to produce a consistent product that meets a recognized need."[29] In the fourth phase, members become concerned about their own welfare, and activists organize to develop a stable, effective structure to continue the new service.

Comny and Coughlin describe the decades-long struggle by Black librarians to achieve equality with their white counterparts as illustrative of the fourth phase of development of ALA. In 1936, ALA Council responded to the discriminatory conditions in the South, declaring that in future conferences, "… all members shall be admitted upon terms of equality."[30] ALA did not meet again in the South until after the Supreme Court ruled against the separate-but-equal provision in the Brown v. Board of Education case. The authors report a series of events leading up to the passage of a motion by E.J. Josey in 1964, which barred ALA officers from attending library meetings in states whose chapters were still segregated. This motion, along with the passage of the Civil Rights Act, served as a catalyst to bring equal membership status to all state library associations by 1966.

Several social justice-related groups were established in the late 1960s and early 1970s. ALA's Social Responsibilities Round Table was founded in 1969 with the mission to make ALA more democratic, to promote a more progressive agenda, and to promote social responsibility as a core value of librarianship.[31] Fifty-one years ago, the group that would later become known as the Rainbow Round Table of ALA was formed by a small group of activists and librarians. Under the auspices of the Social Responsibilities Round Table, it began in 1970 at ALA Annual (in Detroit) as the Task Force on Gay Liberation, and was apparently the "first gay and lesbian caucus in any national professional organization."[32] The formation of the Black Caucus of the American Library Association (BCALA) was spurred when, at ALA's Midwinter Meeting in 1970, "then-councilor E.J. Josey challenged the Association to better serve the needs of black library professionals."[33] REFORMA: The National Association to Promote Library & Information

---

[29] Conmy and Coughlin, 262.

[30] Conmy and Coughlin, 275.

[31] Social Responsibilities Round Tables (SRRT), accessed June 8, 2022, http://www.ala.org/rt/srrt.

[32] Anne Ford, "ALA's Rainbow Round Table Celebrates 50 Years of Pride," *American Libraries*, June 1, 2020, https://americanlibrariesmagazine.org/2020/06/01/the-rainbows-arc/.

[33] Anne Ford, "Living the Dream: At 50, the Black Caucus of the American Library Association Looks Toward the Future," *American Libraries*, March 2, 2020, https://americanlibrariesmagazine.org/2020/03/02/bcala-50-living-the-dream/.

Services to Latinos and the Spanish Speaking was established as an ALA-affiliate in 1971.[34] While established a few years later in 1976, the formation of the Committee on the Status of Women in Librarianship (COSWL) can also be seen as the institutionalization of emerging norms from the civil rights and women's movements.[35]

Occurring in the midst of the COVID-19 global pandemic, the catalytic events of 2020 ignited a series of ongoing protests in the US and around the world. Many people who took to the streets and to social media to express their outrage and solidarity "appear to be recognizing and acknowledging racism, systemic oppression, Black Lives Matter and police brutality for the first time."[36] Many LAMs-related organizations and associations, most of which already had diversity and inclusion committees and statements, published new statements apologizing for past racist acts and for perpetuating white supremacist systems, and vowed to do better. Six women of color LIS faculty and library professionals ask if this new fervor is a passing fad or will it result in long-lasting conviction and change?[37] At a one-year milestone, we explore the responses and their potential for lasting, systemic change in LAM organizations and associations.

Pre-2020 (Dis)Engagement with BLM by Libraries, Archives, and Museums

Although the values of libraries aligned with those of the Black Lives Matter organization and movement, many libraries in the United States were ignoring BLM in the name of "color-blind" neutrality.[38] Library neutrality manifests in support of the status quo, even when the norm is racist. For example, the collusion of libraries in the Jim Crow South barred Black patrons from using library services in the name of complying with state and local laws.[39] Gibson et al. cautioned that libraries' disengagement with and "avoidance of discussions about racism and police brutality" would actually contribute to the "maintenance of a second class."[40]

---

[34] "REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking," Affiliates, American Library Association, accessed June 8, 2022, http://www.ala.org/aboutala/affiliates/affiliates/reforma.

[35] Established by Council as a Council Committee on July 23, 1976 (on recommendation of the Ad Hoc Committee with the same name, which had been appointed by the President in December 1975), http://www.ala.org/aboutala/offices/hrdr/abouthrdr/hrdrliaisoncomm/statusofwomen/committeestatus.

[36] Amelia N. Gibson et al., "Struggling to Breathe: COVID-19, Protest, and the LIS Response," *Equality, Diversity and Inclusion* 40, no. 1 (2020): 74-82. DOI: 10.1108/EDI-07-2020-0178.

[37] Gibson et al., "Struggling to Breathe."

[38] Amelia N. Gibson et al., "Libraries on the Frontlines: Neutrality and Social Justice," *Equality, Diversity and Inclusion: An International Journal* 36, no. 8 (2017): 752.

[39] Gibson et al., "Libraries on the Frontlines," 753.

[40] Gibson et al., "Libraries on the Frontlines," 760.

On the other end of the spectrum, libraries actively engaging with the struggles to resist Black subjugation can be seen in the way the library in Ferguson, Missouri offered itself as a safe space and provided tailored services to the Black community as it dealt with the murder of Mike Brown by the police in 2014. The "proactive librarianship and archive building" that happened in the wake of the unfortunate events are examples of the libraries and archivists mirroring the mobilization of the activists in the streets.[41] Soon after the protests of Brown's murder, the librarians and archivists at Washington University in St. Louis collaborated with the community to create the digital archives, *Documenting Ferguson*, which was intended to provide an "alternative narrative other than what is being presented by the mainstream media regarding the community's response to what happened in Ferguson."[42]

Within the last decade, the nature and extent of anti-racism work in the field of archives in the US has been hotly debated and defended. Significant exhortations to address the ways in which white supremacy permeates the field have been made by archivists and archival scholars. The desire to maintain objectivity and neutrality of archives consequently leads to the "erasing [of] people, communities and their humanity from the historical record."[43] Caswell called for archival educators to acknowledge and identify the embeddedness of white privilege in archival studies and then outlined concrete anti-racist steps that they could take to work towards its eradication.[44] Robinson-Sweet called for archivists to acknowledge their complicity in structural racism and to use archival practices to support reparations for Black Americans.[45] Jarrett Drake is credited for inspiring the creation of the organization, *Archives for Black Lives* in Philadelphia (A4BLiP) in 2016, which identifies, addresses, and makes recommendations to remedy anti-Black racism in traditional archival description practices.[46] Black archivists

---

[41] Gibson et al., "Libraries on the Frontlines," 756.

[42] Makiba J. Foster and Meredith R. Evans, "Libraries Creating Sustainable Services During Community Crisis: Documenting Ferguson," *Library Management* 37, no. 6-7 (2016): 361.

[43] Bergis Jules, "Confronting our Failure of Care around the Legacies of Marginalized People in the Archives," *On Archivy*, November 11, 2016, https://medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in-the-archives-dc4180397280.

[44] Michelle Caswell, "Teaching to Dismantle White Supremacy in Archives," *Library Quarterly* 87, no. 3 (2017): 222-235.

[45] Anna Robinson-Sweet, "Truth and Reconciliation: Archivists as Reparations Activists," *The American Archivist* 81, no. 1 (2018): 23-37.

[46] Alexis A. Antracoli and Katy Rawdon, "What's in a Name? Archives for Black Lives in Philadelphia and the Impact of Names and Name Authorities in Archival Description," in *Ethical Questions in Name Authority Control,* ed. Jane Sandberg (Sacramento, CA: Library Juice Press, 2019), 307-336.

have been vocal in calling attention to the failings of the field and in working to valorize collections of the marginalized and address their absences in the historical record. This has included independent initiatives such as *A People's Archive of Police Violence in Cleveland* and *Project STAND* (Student Activism Now Documented), both established in 2016.[47]

The National Museum of African American History and Culture (NMAAHC) was proactive in collecting materials related to the Black Lives Matter movement, even before its historic opening at its permanent site in 2016, because it recognized the museum as an ideal space to confront the issues raised by the movement. The then-director of the NMAAHC saw the moment as one of "possibility" during which fundamental changes could take place.[48] The approach of the NMAAHC was not the norm for museums at the time. Brown notes that most museums in the US "chose not to hear or respond to Ferguson," and this became clear to her when she initiated the #museumsrespondtoferguson Twitter chat in 2014.[49] Beyond talking about racism on social media, Brown advocated for museums to make serious assessments of their hiring practices, collecting practices, and relationships with the communities they serve.[50]

Libraries Archives and Museums Respond to the Catalytic Events of 2020 and Calls for Social Justice

In the aftermath of a series of extrajudicial killings of unarmed Black people that seemed to be punctuated by the grotesque murder of George Floyd by a white police officer, live on camera, a multitude of libraries, archives, and museums, their corresponding institutions of higher learning, and professional organizations issued statements in support of Black Lives Matter.[51] Mehra criticized the multitude of statements issued by

---

[47] Jarrett M. Drake, "#ArchivesForBlackLives: Building a Community Archives of Police Violence in Cleveland," *On Archivy*, April 22, 2016, https://medium.com/on-archivy/archivesforblacklives-building-a-community-archives-of-police-violence-in-cleveland-93615d777289; "About," Project STAND (Student Activism Now Documented), https://standarchives.com/about/.

[48] Rod Clare, "Black Lives Matter: The Black Lives Matter Movement in the National Museum of African American History and Culture," *Transfers* 6, no. 1 (2016): 125.

[49] Aleia Brown, "On Race and Museums: Starting Conversations, Embracing Action," *Museums & Social Issues* 10, no. 2 (2015): 109.

[50] Brown, "On Race and Museums," 112.

[51] Jennifer Schuessler, "What Should Museums Do with the Bones of the Enslaved?" *New York Times*, April 20, 2021, https://www.nytimes.com/2021/04/20/arts/design/museums-bones-smithsonian.html. See also Gary Price, "Statements from Libraries and Library Organizations Re: Racism, Black Lives Matter, and Increased Violence," InfoDocket, June 1, 2020, https://www.infodocket.com/2020/06/01/statements-from-library-organizations-re-racism-and-increased-violence/.

libraries, library organizations, and library and information science (LIS) departments as being seemingly "performative" and "inadequate" acts of solidarity that did not acknowledge the past silence on and collusion with white supremacy and white elitism that operates freely throughout the organizations.[52] Furthermore, Mehra held that the performative nature of anti-racist statements from LIS institutions is "motivated by a political will to influence perceptions and develop trust without acknowledging that a majority of its constituents stayed neutral as passive bystanders to racism in historical and modern practice."[53] Mehra suggests that more authentic statements would begin by acknowledging the historic and present complicity of libraries.[54] Instead, by issuing performative anti-racist statements, the libraries seek "to gain from the anti-racist movements without owning their silent majority's complicity as perpetual spectators [and culprits] of systemic racism."[55] Hudson was pessimistic about the longevity of performative statements and their accompanying anti-racist book clubs—awareness work that for some is the most they will ever do to oppose systemic anti-Black racism. He writes that the "frenzied sprint will collapse, and the lists will come down, pages everywhere [will become] littered with dead links.[56]

Noting the "unprecedented number of statements" issued in June 2020 by predominantly white museums in support of BLM, *Museums as Sites for Social Action* characterized many of them as acts of "virtue signaling" or assurances to their Black staff and patrons.[57] Many of the statements actually backfired as current and former Black employees cried foul at the disconnect between their experiences working in the museums and the racial solidarity expressed in the statements.[58] The aforementioned *Project STAND* began archiving the statements issued by institutions as a way of holding them accountable further down the line.

The reverberations of the reignition of Black Lives Matter protests were not confined to LAMs in the United States. Protests of George Floyd's murder encouraged anti-racist protests in the United Kingdom (UK) and "finally sparked a conversation in the

---

[52] Bharat Mehra, "Enough Crocodile Tears! Libraries Moving beyond Performative Antiracist Politics," *Library Quarterly* 91, no. 2 (2021): 138.

[53] Mehra, "Enough Crocodile Tears!" 139

[54] Mehra, "Enough Crocodile Tears!" 141

[55] Mehra, "Enough Crocodile Tears!" 143

[56] David J. Hudson, "The Displays: On Anti-Racist Study and Institutional Enclosure," *up//root: a we here publication*, October 22, 2020, https://www.uproot.space/features/hudson-the-displays.

[57] Gretchen Jennings, "A Statement of Acknowledgement," Museum Commons, May 31, 2020, https://museumcommons.com/2020/05/a-statement-of-acknowlegement.html.

[58] "From Statements of Solidarity to Transformative Action & Accountability," MASS Action, August 21, 2020, https://www.museumaction.org/massaction-blog/2020/8/31/from-statements-of-solidarity-to-transformative-action-amp-accountability.

UK archives sector about structural racism and white supremacy," which spurred subsequent anti-racist actions in the sector.[59]

In April 2021, Bunch, then serving as President of the Smithsonian, appeared to reference the events of the preceding year during which the videotaped murder of George Floyd forced many non-Blacks in the country to come to terms with the realities of anti-Black oppression. He referred to the time as "a season" during which everyone had become "more enlightened about structural racism and anti-Black racism.[60] Our survey sought to understand the extent to which any newfound enlightenment on racism had changed the working realities of LIS faculty and LAM professionals. Clearly, certain sectors of the profession had been working on equity in their fields and supporting social justice initiatives prior to 2020, but did the catalytic events of 2020 trigger a significant transformation on race in LIS and LAMs? In the next section, we outline our method for surveying professionals in order to answer this question.

METHODS

This study explored the impact(s) of the catalytic social justice events of the spring and summer of 2020 in the workplace and profession of Libraries, Archives, and Museums (LAMS). We captured the voices of LAMs professionals in their responses to these questions: 1) Have conversations, social spaces, teaching practices, policies, workplace dynamics, demands and statements, changed in response to the Black Lives Matter (BLM) protests, and if so, how? 2) Have we witnessed institutional changes that are perceived as responses to BLM protests? 3) What are the nuances behind such behavioral changes (e.g., opportunity, compulsion, peer pressure)?

The researchers asked participants to consider specific observed occurrences they witnessed when answering the survey questions in order to utilize a retrospective Critical Incident Technique (CIT). CIT is a qualitative method used to elicit self-reported and/or observed occurrences of human behavior related to a particular domain or environment. By examining real-life events as detailed by observers familiar with the context, we can begin to identify the essence of the activity.[61] The designation and scope of a "critical incident" is determined by the researcher with regard to the sphere of inquiry. In this study, we asked participants to describe behavioral incidents that they perceive to be empowered by or in response to the protests. We collected data through

---

[59] Alicia Chilcott, Kirsty Fife, James Lowry, Jenny Moran, Arike Oke, Anna Sexton, and Jass Thethi, "Against Whitewashing: The Recent History of Anti-Racist Action in the British Archives Sector," *The International Journal of Information, Diversity, & Inclusion* 35, no. 1 (2021): 35.

[60] Schuessler, "What Should Museums Do with the Bones of the Enslaved?"

[61] Max Van Manen, *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy* (New York, NY: State University of New York Press, 1990).

a brief, broadly distributed online questionnaire. This article reports the responses to questions about the perceived impact on both the workplace environment and overall profession.

The online survey instrument was developed during January and February of 2021. The researchers piloted the survey with five professionals to ensure both ease of navigation of the survey and gain feedback regarding the survey question design. Additionally, the researchers engaged with a survey design expert for review and feedback. The researchers updated the preliminary survey to create the final 27 question survey instrument based on the pilot participants and the survey design expert's feedback. All researchers followed the IRB requirements of their institution. As this is a multi-institution collaboration, IRB was obtained via each institution's requirements. Indiana University approved IRB # 10287 and included the researcher from the University of Tennessee at Knoxville as a non-affiliated researcher. The University of North Carolina at Chapel Hill approved IRB #21-0831 and Simmons University approved IRB #21-026.

The final instrument consisted of 27 online survey questions, including yes/no, Likert-scale, and open-ended questions (see Appendix A). Six questions asked participants to indicate how knowledgeable they are regarding the 2020 incidents and if the incidents changed their workplace and profession. Two questions asked participants to reflect on changes in workplace practices. Three questions asked participants to reflect on specific observations of occurrences in the workplace and professional community. Additionally, four open-ended questions provide participants the ability to describe in more detail their observations of the impact of the 2020 events. Lastly, participants were asked eleven demographic questions. Participants were also provided the opportunity to participate in a drawing for a $50 gift card. The personally identifiable information for the drawing was kept separate from the research data by having participants enter their information via a Google Form. The researchers then used a random number generator to determine the winner of the two gift cards, which were sent via email to the winners.

To ensure that survey participants understood how we operationalized terminology, we included the term definitions throughout the survey and also provided a link to a Google Doc with the term definitions. We defined the following terms as follows:

- **2020 catalytic incidents:** specific events, such as the deaths of Breonna Taylor and George Floyd or the harassment of Christian Cooper (NYC bird-watcher incident).
- **Subsequent calls for social justice**: Black Lives Matter protests and other calls for social justice.
- **Workplace:** a participant's direct place of employment.
- **Professional community:** the greater LIS professional community, such as professional organizations, colleagues that you interact with that you do not directly work with, etc.

- **Conversations and Social Spaces:** casual communication and environments that exist in the workplace (e.g., conversations in the breakroom, work-related social functions).
- **Policies and Statements:** policies and statements (e.g., mission, diversity statements) created and enforced by your workplace organization.
- **Teaching Practices:** teaching or instruction conducted throughout your organization.
- **Initiatives and Demands:** new requests for action (e.g., new committees, programs, calls for action).

Additionally, participants were recruited through Library, Archive, and Museum professional email lists to participate in the online survey administered via Qualtrics. The survey was distributed via an email recruitment message on April 9th, 2021. The following were used to recruit participants: ALISE, JESSE, ALA (Library Research Round Table, YALSA, AASL), ACRL, AERI, Medical Library Association, Music Library Association, RUSA, Public Library Association, IFLA, Society of American Archivists, BCALA, REFORMA, SPECTRUM, ATALMA, Middle East Library Association, ARLIS, ICA, ICOM International Council of Museum, and social media, including Facebook, Twitter, and LinkedIn. The survey was closed on April 19th, 2021.

The data were cleaned and analyzed using Microsoft Excel and SPSS. Excel and SPSS were used to produce basic descriptive statistics for the nominal, ordinal, and categorical data. A total of 947 responses were recorded. Duplicates and spam responses were removed for a total of 645 final responses. Two of the researchers separately examined the results of the survey and open-ended questions to help determine spam and compared their results for final approval and cleaning. On some occasions, whether a result was truly spam was hard to discern; therefore, the researchers discussed these results to decide whether to keep them in the data set or remove them.

RESULTS

A total of 645 LAM professionals completed the survey's required questions. Of those 645 participants, 489 completed the demographic portion of the survey. Approximately 300 participants completed the open-ended questions. Due to the large number of responses, the qualitative data from the open-ended questions will be analyzed and presented in future publications. This paper will present data from the required questions and the demographic questions.[62]

[62] See Appendix; required questions included questions 1 through 11, open-ended questions included questions 12 through 15, and demographic questions included questions 16 through 26.

Demographic Results

Four hundred eighty-nine participants completed the demographic portion of the survey. Participants indicated their gender, age, and years in the profession (see Table 1). Nearly half of the participants were male, and forty-six percent were female. Additionally, we had several participants who identified as non-binary. Our participants represented multiple age groups, from 18 to above 65, with most participants between 25 and 34 (38.7%) or 35 and 44 (36.6%). The average age of our participants was 36.8 years old. The majority of our participants had been in the profession between 5 and 9 years, and our participants represented professionals from 0 to 20+ years in the profession. The average years in the profession for our participants was 8 years.

Table 1. Gender, Age, and Years in Profession of Participants (n = 489)

Gender	Count (%)	Age	Count (%)	Years in Profession	Count (%)
Male	240 (49.1%)	18 to 24	25 (5.2%)	0 to 4 years	156 (31.9%)
Female	228 (46.6%)	25 to 34	185 (38.7%)	5 to 9 years	188 (38.4%)
Transgender	1 (0.2%)	35 to 44	175 (36.6%)	10 to 14 years	60 (12.3%)
Non-binary/ Third gender	11 (2.2%)	45 to 54	59 (12.3%)	15 to 19 years	28 (5.7%)
Other	2 (0.4%)	55 to 64	24 (5.0%)	20 + years	57 (11.7%)
Prefer Not to Answer	7 (1.4%)	Above 65	10 (2.1%)		

Participants reported their professional affiliations. The majority of our participants stated they were in the archive and library profession (see Table 2).

Table 2. Participants' Professional Affiliations (n = 489)

Professional Affiliation	**Count (%)**
Museums	43 (8.8%)
Libraries	153 (31.3%)
Archives	230 (47.0%)
Educator/Faculty	39 (8.0%)
Other	15 (3.1%)
Prefer Not to Answer	9 (1.8%)

Participants specified which type of organization they worked for (e.g., academic library, community archive, public museum). The majority of LAM professionals worked in the academic setting (Table 3). However, there was representation from various types of settings, particularly archives. Regarding the Other category, the most common was non-profit.

Table 3. Detailed Professional Settings (n = 489)

Setting	**Count (%)**	**Setting**	**Count (%)**	**Setting**	**Count (%)**
Museum - Academic	24 (4.9%)	Libraries - Academic	113 (23.1%)	Archives - Academic	90 (18.4%)
Museum - Public	8 (1.6%)	Libraries - Public	22 (4.5%)	Archives - Community	45 (9.2%)
Museum - Government	8 (1.6%)	Libraries - Corporate/ Special	6 (1.2%)	Archives - Government	62 (12.7%)
Museum - Other	3 (0.6%)	Libraries - Government	5 (1.0%)	Archives - Private	23 (4.7%)
		Libraries - Other	7 (1.4%)	Archives - Other	10 (2.0%)

Most participants held master's degrees (41.9%), while 13.3% held a PhD or higher. Some participants indicated that they held two master's degrees and other professional degrees, such as JDs. The majority of the participants work in full-time positions and considered their role to be staff/faculty/librarian/archivist (see Table 4). For these questions, we allowed participants to check all that applied. For the role question, 34 participants choose more than one role, and for employment status, 11 participants choose more than one answer.

Table 4. Role (left) and Employment Status (right)

Role	**Count (%)**	**Employment Status**	**Count (%)**
Manager / Supervisor	120 (22.9%)	Full-time	410 (82.0%)
Administration	110 (21.0%)	Part-time	47 (9.4%)
Staff/faculty/librarian/ archivist	272 (52.0%)	Independent Contractor	23 (4.6%)
Other	14 (2.7%)	Retired	8 (1.6%)
Prefer Not to Answer	7 (1.3%)	Adjunct	3 (0.6%)
		Not currently working	5 (1.0%)
		Other	2 (0.4%)
		Prefer Not to Answer	2 (0.4%)

The majority of the participants reported income between $35,000 and $49,999 and $50,000 to $74,999 (56.3%).

Participants worked primarily within the United States, were fairly evenly distributed among states in the Northeast, Midwest, South, and West, and made up approximately 86% of our participants while the remaining 13% were from outside of the US. The majority of the participants are white (63.5%), followed by Black/African/African American (13.6%), and American Indian or Alaska Native (7.8%). Additionally, we provided participants the option to choose more than one race/ethnicity, and 24 participants indicated two or more ethnicities. See Tables 5a and 5b.

Table 5a. Participant Income (n = 489)

Income	Count (%)
Less than $20,000	24 (4.9%)
$20,000 to $34,999	64 (13.1%)
$35,000 to $49,999	123 (25.2%)
$50,000 to $74,999	152 (31.1%)
$75,000 to $99,999	63 (12.9%)
Over $100,000	39 (8.0%)
Prefer Not to Answer	24 (4.9%)

Table 5b. Job Location (left) and Race/Ethnicity (right) of Participant

Job Location (n = 489)	Count (%)	Race/Ethnicity	Count (%)
Northeast	98 (20.0%)	American Indian or Alaska Native	40 (7.8%)
Midwest	97 (19.8%)	Asian	28 (5.5%)
Southern	125 (25.6%)	Black, African, or African American	70 (13.6%)
Western	100 (20.4%)	Native Hawaiian or Other Pacific Islander	8 (1.6%)
Canada	11 (2.2%)	White	326 (63.5%)
Mexico, Central and South America, and the Caribbean	20 (4.1%)	Latino or Hispanic	20 (3.9%)
Europe	9 (1.8%)	Arab/Middle Eastern	7 (1.4%)
Asia	12 (2.5%)	Other	1 (0.2%)
Africa	9 (1.8%)	Prefer Not to Answer	13 (2.5%)
Other	5 (1.0%)		
Prefer Not to Answer	3 (0.6%)		

Lastly, we asked participants to indicate their political views. As seen in Table 6, the majority of our participants indicate very liberal or slightly liberal political views.

Table 6. Participant Political Views (n = 489)

Political Views	**Count (%)**
Very Liberal	251 (51.3%)
Slightly Liberal	119 (24.3%)
Moderate	64 (13.1%)
Slightly Conservative	25 (5.1%)
Very Conservative	4 (0.8%)
Other	17 (3.5%)
Prefer Not to Answer	9 (1.8%)

Level of Knowledge and Change

In order to gauge participants' familiarity with the events of 2020, we asked each to describe their basic knowledge of the 2020 catalytic events and subsequent calls for social justice (see Tables 7 and 8). 98% of participants identified as moderately to very knowledgeable, with less than 2% unaware of the catalytic incidents; 97% indicated moderately to very knowledgeable regarding the subsequent calls for social justice, with just 2% unaware. These reports demonstrate a high degree of awareness among responding LAM professionals regarding the racial and socio-political fractures and calls for social justice.

Table 7. How knowledgeable are you regarding the 2020 catalytic incidents? (n = 645)

	Frequency (%)
Very knowledgeable	311 (48.2%)
Moderately knowledgeable	322 (49.9%)
Not aware	12 (1.9%)
Total	645 (100%)

Table 8. How knowledgeable are you regarding the subsequent calls for social justice? (n = 645)

	Frequency (%)
Very knowledgeable	322 (49.9%)
Moderately knowledgeable	307 (47.6%)
Not aware	16 (2.5%)
Total	645 (100%)

We then asked our participants whether the 2020 catalytic events and subsequent calls for social justice prompted any change in their workplace or profession. 71.5% of respondents witnessed some form of change in their workplace based upon the catalytic incidents and 75.5% in response to the subsequent calls for social justice (see Tables 9 and 10). Regarding some degree of change in the overarching profession, 69.5% reported change in response to 2020 catalytic events and 76.1% in light of social justice calls (see Tables 11 and 12). Thus, the calls for social justice were perceived as slightly higher in prompting change than the precipitating violence.

Table 9. Did the 2020 catalytic incidents prompt any change at your workplace? (n = 645)

	Frequency (%)
Yes	461 (71.5%)
No	184 (28.5%)
Total	645 (100%)

Table 10. Did the subsequent calls for social justice prompt any change at your workplace? (n = 645)

	Frequency (%)
Yes	487 (75.5%)
No	158 (24.5%)
Total	645 (100%)

Table 11. Did the 2020 catalytic incidents prompt any change in your profession? (n = 645)

	Frequency (%)
Yes	448 (69.5%)
No	197 (30.5%)
Total	645 (100%)

Table 12. Did the subsequent calls for social justice prompt any change in your profession? (n = 645)

	Frequency (%)
Yes	491 (76.1%)
No	154 (23.9%)
Total	645 (100%)

Workplace Practices and Professional Community

To paint a more detailed picture of these perceived changes in both the workplace setting and professional community more broadly, we asked participants to identify specific incidents or spaces in which they witnessed change. 67.8% reported changes in conversations and social spaces in their workplace (e.g., conversations in the breakroom, work-related social functions). 60.9% identified change in policies and statements (e.g., mission, diversity statements) created and enforced in the workplace organization. 48.8% noticed changes in teaching practices or instruction; 11.9% indicated that this was not applicable, and so perhaps beyond the scope of their particular workplace responsibilities. 59.7% reported change with regard to initiatives, demands, and calls for action (see Table 13).[63]

[63] Note: The survey instrument did not allow participants to further explain the "no change" or "not applicable" response options so nuances were not captured. For example, it is possible some workplace settings had already implemented initiatives supporting diversity or articulated policy statements of racial equity, so changes were already in motion.

Table 13. Did these workplace practices change following the events of 2020? (n = 607)

	Yes	No	Not Applicable
Conversations and Social Spaces	437 (72.0%)	133 (21.9%)	37 (6.1%)
Policies and Statements	393 (64.7%)	182 (30.0%)	32 (5.3%)
Teaching Practices	315 (51.9%)	215 (35.4%)	77 (12.7%)
Initiatives and Demands	385 (63.4%)	180 (29.7%)	42 (6.9%)

The initiation of change in workplace practices stems from several points as reported by respondents and reflected in Table 14 below. Organizations or institutions and upper management were identified as the prime initiators of change. These findings raise interesting questions about the power dynamics of change which should be addressed in further studies.

Table 14. Who initiated workplace practice changes? (Check all that apply)

	Frequency (%)
Organization/Institution	283 (43.9%)
Upper Management	281 (43.6%)
Direct Management	148 (22.9%)
Peer/Co-workers	195 (30.2%)
Professional/Social Pressure	178 (27.6%)
Not applicable	43 (6.7%)

Additionally, we asked participants if they observed direct impact or change in their profession, organization, department, peers, or themselves. As reflected in Table 15, participants perceived the greatest impact personally and within the profession, followed by peers and their organization. Change within a department ranked smallest, mirroring the low level of perceived workplace change initiated by direct management.

Table 15. To what extent did you observe direct impact or change in the following? (n = 591)

	A great deal	A lot	A moderate amount	A little	None at all
Your Profession	79 (13.4%)	176 (29.8%)	189 (32%)	104 (17.6%)	43 (7.3%)
Your Organization	57 (9.6%)	173 (29.3%)	201 (34%)	104 (17.6%)	56 (9.5%)
Your Department	58 (9.8%)	149 (25.2%)	195 (33%)	123 (20.8%)	66 (11.2%)
Your Peers	62 (10.5%)	168 (28.4%)	198 (33.5%)	114 (19.3%)	49 (8.3%)
Yourself	86 (14.6%)	175 (29.6%)	191 (32.3%)	97 (16.4%)	42 (7.1%)

Finally, we asked participants about specific types of response behavior they may have observed in their workplace and professional community (see Tables 16 and 17). These actions included expressions of solidarity, calling in (e.g., privately/politely asking a person to change behavior), arguments and hostility, calling out (e.g., publicly/impolitely demanding a person to change behavior), and breaking of norms (e.g., changing of routines/social practices). Expressions of solidarity were reported most frequently, with rates reported higher in the wider professional community than the individual workplace setting.

Table 16. To what extent did you observe the following types of occurrences in your workplace? (n = 583)

	A great deal	A lot	A moderate amount	A little	None at all
Expressions of solidarity	101 (17.3%)	205 (35.2%)	164 (28.1%)	71 (12.2%)	42 (7.2%)
Calling in	47 (8.1%)	123 (21.1%)	146 (25%)	123 (21.1%)	144 (24.7%)
Arguments and hostility	44 (7.5%)	102 (17.5%)	129 (22.1%)	151 (25.9%)	157 (26.9%)
Calling out	43 (7.4%)	93 (16%)	155 (26.6%)	112 (19.2%)	180 (30.9%)
Breaking of norms	47 (8.1%)	126 (21.6%)	155 (26.6%)	140 (24%)	115 (19.7%)

Table 17. To what extent did you observe the following types of occurrences in your professional community? (n = 591)

	A great deal	A lot	A moderate amount	A little	None at all
Expressions of solidarity	137 (23.2%)	215 (36.4%)	165 (27.9%)	50 (8.5%)	24 (4.1%)
Calling in	61 (10.3%)	126 (21.3%)	178 (30.1%)	119 (20.1%)	107 (18.1%)
Arguments and hostility	47 (8%)	113 (19.1%)	174 (29.4%)	155 (26.2%)	102 (17.3%)
Calling out	48 (8.1%)	121 (20.5%)	183 (31%)	124 (21%)	115 (19.5%)
Breaking of norms	51 (8.6%)	124 (21%)	161 (27.2%)	167 (28.3%)	88 (14.9%)

DISCUSSION / IMPLICATIONS

Our survey of LIS faculty and LAM professionals suggests that the catalytic social justice events of 2020 did trigger some slight quakes toward opening up spaces of encounter, breaking established norms, and triggering emergent norms within workplaces and professional organizations. However, further analysis of our own data and future research will determine if any of the perceived changes will gain traction, become permanent, provide remedies for white ignorance, or change the working realities of LIS faculty and LAM professionals.

As stated in the literature review, the current study is the beginning of an ex-post analysis of the catalytic events of 2020 and the subsequent calls for social justice and their perceived impacts on LAM organizations. For fields that tend to be predominately white and female, our sample was uncharacteristically nearly equal males to females, but still predominantly white. The majority of our respondents worked in the United States, in the field for an average of eight years, and younger in age than the average professional. The majority of our participants were archives professionals, and therefore the archives profession is somewhat overrepresented in our findings. Nearly 75 percent considered themselves politically liberal, with 50 percent also considering themselves very knowledgeable about the catalytic events of 2020 and the subsequent calls for social justice.

Based on these reported responses, individuals overwhelmingly express that they observed change in workplace practices and the breaking of norms. These observances are in alignment with steps 1-5 of Davis' historical evolution of social movements. (In summary: A tangible need expressed publicly; agitation; growing consciousness; organizing; action and new converts). The survey responses suggest we could be witnessing the breaking of existing norms and emerging norms that characterize the beginnings of institutionalization, Davis' 6th step (and Comny and Coughlis' 3rd and 4th phases). Future analysis of the qualitative data from the survey will allow us to interpret if the changes reported might be leading to the incorporation of new processes and policies and the development of stable structures to support new norms, such as new hiring practices and strengthening relationships with communities they serve. The calls for social justice prompted slightly more change in workplaces and professional organizations than the catalytic events themselves. Respondents reported changes in workplace conversations, policies and statements, and teaching practices. It is not yet clear the extent to which respondents who replied in the negative were at workplaces already working for racial equity and social justice or were at workplaces that ignored the significance of the events. We hope that future analysis of the data from open-ended questions will clarify this issue.

It is clear, however, that the events of 2020 and subsequent calls for social justice did "stir the pot" in many LIS and LAM work and professional environments. Key factors in social movements' gaining traction are individuals' level of engagement, individuals' confidence in those initiating activism, and internal actors translating mandates into action.[64] While most changes were initiated by upper management, respondents reported that their peers also took initiative in the wake of the events. It is interesting to note that direct managers were not perceived as taking much initiative; this is indicative of the complicated roles middle managers have in our organizations. Amidst the concern that newly published DEI statements are performative and inadequate,[65] the responses suggest that there are internal actors (e.g., human resources departments, administrators) who are translating mandates into action. This action impacts the pace at which emerging norms are institutionalized. Did the protests on the streets (and online) bolster people to speak about race and social justice issues in ways and in places in which they would have previously been uncomfortable? Were co-workers and administrators more open to influence on these topics because they too had seen the images and heard the calls for justice? As we continue to analyze the survey data, we hope to answer these questions with the details shared by respondents.

1969 to 1971 was a momentous era in LIS for the institutionalization of the civil rights movement and legislation of the period, as several significant policies, practices, and associations emerged around that time. In the future, will the 2020 catalytic events be considered "eventful protests" that break established norms?[66] Will new norms emerge and be stabilized and institutionalized as has been observed in other social movements? From our scan of the literature, many LIS and LAM professionals are hesitant to define any post-2020 protests change in the field as significant or long-lasting.[67] There is a trepidation that statements issued by institutions, for example, will not be followed by action. And yet, 70 percent of our respondents reported that the catalytic events of 2020 and the subsequent calls for social justice did result in the breaking of (presumably white supremacist) norms in their workplace. This is noteworthy because it shows that "racial data storms" that "make ignorance more difficult" did seem to reach LIS and LAM sectors via the events of 2020 and the calls for social justice.[68]

---

[64] Germain et al., 157

[65] Mehra, "Enough Crocodile Tears!" and Hudson, "The Displays."

[66] della Porta, "Protests as Critical Junctures."

[67] Gibson et al., "Struggling to Breathe,"; Peace Ossom-Williamson, Jamia Williams, Xan Goodman, Christian I. J. Minter, and Ayaba Logan, "Starting with I: Combating Anti-Blackness in Libraries," *Medical Reference Services Quarterly* 40, no. 2 (2021): 139-150, DOI: 10.1080 /02763869.2021.1903276.

[68] Mueller, "Producing Colorblindness: Everyday Mechanisms of White Ignorance," *Social Problems* 64, no. 2 (2017): 235.

Social scientists have already begun to try to understand the social and political aspects of the COVID-19 crisis and how they contributed to the protests and activism of 2020.[69] It was clear to many that the COVID-19 pandemic placed societal inequities in sharp relief, with marginalized people suffering the most adverse health and employment outcomes and shouldering disproportionate care responsibilities. The crisis brought on by the once-in-a-lifetime COVID-19 pandemic was capitalized upon by social movements which "impose[d] their interpretation of the crisis" to create a narrative that outlined their vision of society and the policies necessary to achieve that vision.[70] BLM used the crisis to increase its advocacy for Black communities, for example, "successfully petitioning the Center for Disease Control to aggregate racial data about the spread of the virus," to inform future work to address the effect of the virus on Black communities.[71] This study did not specifically ask participants how the COVID-19 pandemic may have been a factor in the social justice responses they observed, but the forthcoming analysis of open-ended question responses may reveal its role.

CONCLUSION

This study provides a snapshot of the perceived impact of the 2020 catalytic incidences and calls for social justice on the LAM community. As described in the results and discussion sections, this study answers specifically how knowledgeable the LAM community is regarding these events and the impact on the workplace and profession. Additionally, this research captures changes in workplace practices and change initiation agents. Lastly, this research explores the types of observations that occurred in LAM workplaces and the professional community.

Limitations

Research designs using CIT face challenges in terms of reliability on three fronts. First, data collection relies on participants' engaged and accurate observations of specific events, which can be difficult to authenticate. The effects of the COVID-19 global pandemic on LAM workplace environments are unprecedented; the disruption of normal channels of communication and even potential processes for purposeful change may make it difficult for professionals to discern the actual impact of the 2020 catalytic events and social justice movements. However, our intent has been to capture participants'

[69] Geoffrey Pleyers, "The Pandemic is a Battlefield. Social Movements in the COVID-19 Lockdown," *Journal of Civil Society* 16, no. 4, (2020): 295-312.
[70] Pleyers, 295-312.
[71] Brennan, 12

"perceptions" of any impact. Second, the point of saturation or comprehensiveness of the data may be cloudy and complicated by practical limitations. Although our recruitment of survey participants was operationalized on numerous email lists populated by LAM professionals, these lists did not provide an exhaustive sample frame of the population. While generalizations are not possible, the findings do highlight the experience and perceptions of 645 professionals. A third reliability concern involves consistency and subjectivity in categorizing the observations and inter-coder reliability. To address these concerns, the researchers cleaned and coded the dataset independently and then compared the entire dataset to resolve differences.

Capturing the nuances of this topic in an online survey can be quite difficult. This study aimed to explore the perceptions of the impact of the 2020 catalytic events and subsequent social movements. In order to try to ensure these nuances were captured, the research team made great effort to ensure that terminology was defined throughout the survey and that the survey participants had access to a definitions list they could open in another window. Even with these efforts, it is possible that participants may not have understood precisely the meanings of these terminologies.

Additionally, differentiating between the 2020 catalytic events and the subsequent social movements was something that the research team felt would be important to capture for this research. However, for some participants, this differentiation may have been difficult to clarify in a survey. Furthermore, in some cases, participants may not have seen any change in their workplace because 1) their workplace already had effective diversity, equity, and inclusion efforts in place and a positive work environment, 2) their workplace did not address the social movements, or 3) the participant did not observe any specific occurrences regarding the social movements. We tried to capture these possibilities in the survey questions; however, this is a nuance that is difficult to capture.

Future Work and Importance of Study

This study presents preliminary findings of the quantitative data produced from the survey questions. The project team will continue to analyze these data and produce future research with the results of this analysis. The project team will analyze subsets of this data to determine how these events impacted specific LIS communities, such as the academic librarian community and the archives community. Lastly, the researchers will qualitatively analyze the open-ended questions for a future study. As described in the limitations, capturing the nuances of this topic is difficult in a questionnaire. The project team plans to learn from this survey to create an interview protocol for semi-structured interviews and/or focus groups.

This study captures the LAM community's response to pivotal events and captures a meaningful documented record for future research and practice. First, this study provides a benchmark for the LAM community's response to these events in the

year following the catalytic events, as well as the months leading up to the murder trial of George Floyd. By gathering this data at the near moment in time of the occurrence, this study has provided a meaningful snapshot of the LAM community's response that can serve as a baseline for future studies. The research team plans to produce a future study that will examine the changed response over time. This will be accomplished through subsequent surveys and interviews to produce a comparison to the initial response.

Secondly, this study also gathered data during the months of the COVID-19 pandemic. Although it was not the researchers' goal to capture data related to the COVID-19 pandemic, this inadvertently captured meaningful data on how the pandemic impacted the LAM community's response to the catalytic events and subsequent social justice movement. While these data were unwittingly gathered, preliminary analysis of the qualitative data provides some understanding as to how the COVID-19 pandemic impacted the LAM community's response to Black Lives Matter movements. Therefore, these data can be used to further our understanding of both the impact of the COVID-19 pandemic and the Black Lives Matter movement, how these impacted each other, and provide preliminary data for future study.

Thirdly, the data from this study can be utilized to understand the similarities and differences as to how specific groups within the LAM community responded to the catalytic events and subsequent calls for social justice. The research team has been examining the data captured in the survey from the archives community and presented preliminary findings in July 2021 at the Archival Education and Research Initiative Conference. Given the large amount of data from each distinct discipline, the research team plans to conduct comparative studies to gain an understanding of any differences among the various groups represented in the data.

Lastly, the open-ended questions of the survey generated large amounts of data, and the research team plans to conduct inductive qualitative analysis as well as textual analysis through natural language processing and topic modeling to help gain an understanding of the major themes.

The results from this study provide feedback to the LAM professional community as to the types of impact the catalytic events of 2020 have had on the community and by knowing these impacts, we can strive for long-term structural, transformative change in the LAM community.

APPENDIX. SURVEY QUESTIONS

Question Block One: Level of Knowledge and Change

For this survey, we are asking you to reflect upon and consider observed occurrences or incidences in your workplace that you believe were galvanized by the *2020 catalytic incidents* (e.g., Breonna Taylor, Christian Cooper, George Floyd) and *subsequent calls for social justice*, particularly the Black Lives Matters protests.

Definitions for this Survey

- 2020 catalytic incidents refer to specific events such as the deaths of Breonna Taylor and George Floyd or the harassment of Christian Cooper
- Subsequent calls for social justice refer to the Black Lives Matter protests and other calls for social justice.
- Workplace refers to your direct place of employment.
- Professional community refers to the greater LIS professional community, such as professional organizations, colleagues that you interact with that you do not directly work with, etc.

Answer these questions from your perspective.

Q1. How knowledgeable are you regarding the 2020 catalytic incidents?
- Very knowledgeable (e.g., followed news/social media frequently)
- Moderately knowledgeable (e.g., followed news/social media occasionally)
- I was not aware of these events at all

Q2. How knowledgeable are you regarding the subsequent calls for social justice?
- Very knowledgeable (e.g., followed news/social media frequently)
- Moderately knowledgeable (e.g., followed news/social media occasionally)
- I was not aware of these events at all

Q3. Did the 2020 catalytic incidents prompt any change at your **workplace**?
- Yes
- No

Q4. Did the subsequent calls for social justice prompt any change at your **workplace**?
- Yes
- No

Q5. Did the 2020 catalytic incidents prompt any change in your **profession**?

- Yes
- No

Q6. Did the subsequent calls for social justice prompt any change in your **profession**?

- Yes
- No

Question Block Two: Workplace Practices and Professional Community

Reflect upon and consider observed occurrences or incidences in your workplace that you believe were galvanized by the 2020 catalytic incidents (e.g., Breonna Taylor, Christian Cooper, George Floyd) and subsequent calls for social justice, particularly the Black Lives Matters Protests.

Definitions for this Survey

- Conversations and Social Spaces refers to casual communication and environments that exist in the workplace (e.g., conversations in the breakroom, work-related social functions).
- Policies and Statements refers to policies and statements (e.g., mission, diversity statements) created and enforced by your workplace organization.
- Teaching Practices refers to the teaching or instruction conducted throughout your organization.
- Initiatives and Demands refers to new requests for action (e.g., new committees, programs, calls for action).

Answer these questions from your perspective.

Q7. Did these workplace practices change following the events of 2020?

	Yes	No	Not Applicable
Conversations and Social Spaces	o	o	o
Policies and Statements	o	o	o
Teaching Practices	o	o	o
Initiatives and Demands	o	o	o

Q8. Who initiated workplace practice changes?

	Yes	No	Not Applicable
Organization/Institution	o	o	o
Upper Management	o	o	o
Direct Management	o	o	o
Peer/Co-workers	o	o	o
Professional/Social Pressure	o	o	o

Question Block Three: Workplace Practices and Professional Community continued

Now, reflect upon and consider observed occurrences or incidences in your workplace that you believe were galvanized by the 2020 catalytic incidents (e.g., Breonna Taylor, Christian Cooper, George Floyd) and subsequent calls for social justice, particularly the Black Lives Matters Protests.

Definitions for this Survey

- Conversations and Social Spaces refers to casual communication and environments that exist in the workplace (e.g., conversations in the breakroom, work-related social functions).
- Policies and Statements refers to policies and statements (e.g., mission, diversity statements) created and enforced by your workplace organization.
- Teaching Practices refers to the teaching or instruction conducted throughout your organization.
- Initiatives and Demands refers to new requests for action (e.g., new committees, programs, calls for action).

Q9. To what extent did you observe direct impact or change in the following?

	A great deal	A lot	A moderate amount	A little	None at all
Your Profession	o	o	o	o	o
Your Organization	o	o	o	o	o
Your Department	o	o	o	o	o
Your Peers	o	o	o	o	o

Yourself	o	o	o	o	o

Q10. To what extent did you observe the following types of occurrences in your **workplace**?

	A great deal	A lot	A moderate amount	A little	None at all
Expressions of solidarity	o	o	o	o	o
Calling In (e.g., privately / politely asking a person to change behavior)	o	o	o	o	o
Arguments and hostility	o	o	o	o	o
Calling Out (e.g., publicly / impolitely demanding a person to change behavior)	o	o	o	o	o
Breaking of norms (e.g., changing of routines / social practices)	o	o	o	o	o

Q11. To what extent did you observe the following types of occurrences in your **professional community**?

	A great deal	A lot	A moderate amount	A little	None at all
Expressions of solidarity	o	o	o	o	o
Calling In (e.g., privately / politely asking a person to change behavior)	o	o	o	o	o
Arguments and hostility	o	o	o	o	o
Calling Out (e.g., publicly/impolitely demanding a person to change behavior)	o	o	o	o	o
Breaking of norms (e.g., changing of routines/social practices)	o	o	o	o	o

Question Block Four (Open-Ended Questions)

Here is an opportunity for you to explain your perceptions in your own words. Your experiences are extremely valuable for our understanding and we appreciate any and all details you can provide. We will de-identify any potentially identifying information in all publications related to this research. Please provide as little or as much detail as you feel comfortable for all questions.

Definitions for this Survey

- Conversations and Social Spaces refers to casual communication and environments that exist in the workplace (e.g., conversations in the breakroom, work-related social functions).
- Policies and Statements refers to policies and statements (e.g., mission, diversity statements) created and enforced by your workplace organization.
- Teaching Practices refers to the teaching or instruction conducted throughout your organization.
- Initiatives and Demands refers to new requests for action (e.g., new committees, programs, calls for action).

Q12. Regarding the 2020 catalytic incidents and subsequent calls for social justice, were there particular events that notably prompted change at your workplace? Please describe the events and demonstrate how they were particularly catalytic for your workplace.

Q13. Please share your thoughts and views if you feel that little to no change occurred in your workplace or profession, as a result of the 2020 catalytic incidents and/or subsequent calls for social justice.

Q14. Please describe any workplace changes that you perceive were in response to the 2020 catalytic incidents and/or subsequent calls for social justice.

Q15. Is there anything else you would like to share with us regarding how the 2020 catalytic incidents and/or subsequent calls for social justice impacted your workplace or profession.

Question Block Five (Demographic Questions)

Q16. What is your professional affiliation?

Museums
- Academic
- Public
- Government
- Other _____

Libraries
- Academic
- Public
- Corporate/Special
- Government
- Other_____

Archives
- Academic
- Community
- Government
- Private
- Other_____

- Educator/Faculty
- Other _____
- Prefer not to answer

Q17. How long have you been a Library, Archives, or Museum professional?
_____

Q18. What is the highest degree or level of education you have completed?
- High school or equivalent degree
- Bachelor's degree
- Master's degree
- Ph.D. or higher
- Other_____
- Prefer not to answer

Q19. What is your current age?

_____

Q20. Gender

- Male
- Female
- Transgender
- Non-binary / third gender
- Other _____
- Prefer not to answer

Q21. What is your race or ethnicity? (check all that apply)

- American Indian or Alaska Native
- Asian
- Black, African, or African American
- Native Hawaiian or Other Pacific Islander
- White
- Latino or Hispanic
- Arab/Middle Eastern
- Other ____
- Prefer not to answer

Q22. How would you describe your political views?

- Very Liberal
- Slightly Liberal
- Moderate
- Slightly Conservative
- Very Conservative
- Other____
- Prefer not to answer

Q23. Where is your job located?

- United States
    - Northeast (CT, ME, MA, NH, RI, VT, NJ, NY, PA)
    - Midwest (IL, IN, MI, OH, WI, IA, KS, MN, MS, NE, ND, SD)
    - Southern (DE, FL, GA, MD, NC, SC, VA, DC, WV, AL, KY, MS, TN, AR, LA, OK, TX)
    - Western (AZ, CO, ID, MT, NV, NM, UT, WY, AK, CA, HI, OR, WA)

- Canada
- Mexico, Central and South America, and the Caribbean
- Europe
- Asia
- Africa
- Other_____
- Prefer not to answer

Q24. What is your role at your employer? (check all that apply)

- Manager/supervisor
- Administrator
- Staff/faculty/librarian/archivist
- Other_____
- Prefer not to answer

Q25. What is your employment status? (check all that apply)

- Full-time
- Part-time
- Independent Contractor
- Retired
- Adjunct
- Not currently employed
- Other_____
- Prefer not to answer

Q26. What is your income?

- Less than $20,000
- $20,000 to $34,999
- $35,000 to $49,999
- $50,000 to $74,999
- $75,000 to $99,999
- Over $100,000
- Prefer not to answer

Q27. For your participation, you may choose to enter into a $50 gift card drawing. Would you like to be entered into the drawing?

- Yes
- No

BIBLIOGRAPHY

Ahmed, Sumayya, Rachael Clemens, and Angela P. Murrillo. "What Matters to Archives? Preliminary Survey Results of Archivists and Archival Scholars on Institutional Responses to 2020 BLM Calls for Social Justice." Presentation at the Archival Education and Research Institute (AERI), Virtual, July 15, 2021.

Andrews, Penny. "Receipts, Radicalisation, Reactionaries, and Repentance: The Digital Dissensus, Fandom, and the COVID-19 Pandemic." *Feminist Media Studies* 20, no. 6 (2020): 902-907.

Antracoli, Alexis A. and Katy Rawdon. "What's in a Name? Archives for Black Lives in Philadelphia and the Impact of Names and Name Authorities in Archival Description." In *Ethical Questions in Name Authority Control*, edited by Jane Sandberg, 307-336. Sacramento, CA: Library Juice Press, 2019.

Brennan, Elliott. "Coronavirus and Protest: How COVID-19 has Changed the Face of American Activism." United States Studies Centre, University of Sydney, May 2020. https://united-states-studies-centre.s3.amazonaws.com/uploads/765/24e/d43/76524ed43ee1667068b7e7004cd6466803d43aec/Coronavirus-and-protest-How-COVID-19-has-changed-the-face-of-American-activism.pdf

Brown, Aleia. "On Race and Museums: Starting Conversations, Embracing Action," *Museums & Social Issues* 10, no. 2 (2015).

Caswell, Michelle. "Teaching to Dismantle White Supremacy in Archives." *Library Quarterly* 87, no. 3 (2017): 222-235.

Chilcott, Alicia, Kirsty Fife, James Lowry, Jenny Moran, Arike Oke, Anna Sexton, and Jass Thethi. "Against Whitewashing: The Recent History of Anti-Racist Action in the British Archives Sector." *The International Journal of Information, Diversity, & Inclusion*, 35 no. 1 (2021): 33-59.

Clare, Rod. "Black Lives Matter: The Black Lives Matter Movement in the National Museum of African American History and Culture." *Transfers: Interdisciplinary Journal of Mobility Studies* 6, no. 1 (2016). DOI: 10.3167/TRANS.2016.060112.

Conmy, Peter and Caroline M. Coughlin. "Environment: The Principal Library Associations." In *A Century of Service: Librarianship in the United States and Canada*, edited by Sidney L. Jackson, Eleanor B. Herling, and E.J. Josey, 260-280. Chicago, IL: American Library Association, 1976.

Davis, Jerome. *Contemporary Social Movements*. New York, NY: Century Company, 1930.

della Porta, Donatella. “Protests as Critical Junctures: Some Reflections Towards a Momentous Approach to Social Movements.” *Social Movement Studies* 19, no. 5-6 (2020): 556-575, DOI: 10.1080/14742837.2018.1555458.

Drake, Jarrett M. “#ArchivesForBlackLives: Building a Community Archives of Police Violence in Cleveland.” *On Archivy*, April 22, 2016. https://medium.com/on-archivy/archivesforblacklives-building-a-community-archives-of-police-violence-in-cleveland-93615d777289

Ford, Anne. “ALA’s Rainbow Round Table Celebrates 50 Years of Pride.” *American Libraries*, June 1, 2020. https://americanlibrariesmagazine.org/2020/06/01/the-rainbows-arc/.

Ford, Anne. “Living the Dream: At 50, the Black Caucus of the American Library Association Looks Toward the Future.” *American Libraries*, March 2, 2020. https://americanlibrariesmagazine.org/2020/03/02/bcala-50-living-the-dream/.

Foster, Makiba J. and Meredith R. Evans. “Libraries Creating Sustainable Services During Community Crisis: Documenting Ferguson.” *Library Management* 37, no. 6-7 (2016): 352-362. DOI: 10.1108/LM-06-2016-0049.

“From Statements of Solidarity to Transformative Action & Accountability.” MASS Action, August 21, 2020. https://www.museumaction.org/massaction-blog /2020/8/31/from-statements-of-solidarity-to-transformative-action-amp-accountability.

Garza, Alicia. “A Herstory of the# BlackLivesMatter Movement.” *Feminist Wire*, October 7, 2014. https://thefeministwire.com/2014/10/blacklivesmatter-2/.

“George Floyd died on Memorial Day, May 25, 2020. How George Floyd Died, and What Happened Next.” *New York Times*, April 21, 2021. https://www.nytimes.com /article/george-floyd.html

Germain, Marie-Line, Phyllis Robertson, and Sarah Minnis. “Protests, Rallies, Marches, and Social Movements as Organizational Change Agents.” *Advances in Developing Human Resources* 21, no. 2 (2019): 150-174.

Gibson, Amelia N., Renate L. Chancellor, Nicole A. Cooke, Sarah Park Dahlen, Beth Patin, and Yasmeen L. Shorish. “Struggling to Breathe: COVID-19, Protest, and the LIS Response.” *Equality, Diversity and Inclusion* 40, no. 1 (2020): 74-82. DOI: 10.1108/EDI-07-2020-0178.

Gibson, Amelia N., Renate L. Chancellor, Nicole A. Cooke, Sarah Park Dahlen, Shari A. Lee, and Yasmeen L. Shorish. “Libraries on the Frontlines: Neutrality and Social Justice.” *Equality, Diversity and Inclusion: An International Journal* 36, no. 8 (2017): 751-766. DOI: 10.1108/EDI-11-2016-0100

Hudson, David J. “The Displays: On Anti-Racist Study and Institutional Enclosure,” *up//root: a we here publication*, October 22, 2020. https://www.uproot.space/features/hudson-the-displays.

Gretchen Jennings, “A Statement of Acknowledgement,” Museum Commons, May 31, 2020, https://museumcommons.com/2020/05/a-statement-of-acknowlegement.html.

Jules, Bergis. “Confronting our Failure of Care around the Legacies of Marginalized People in the Archives.” *On Archivy*, November 11, 2016. https://medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in-the-archives-dc4180397280.

Marshburn, Christopher K., Abigail M. Folberg, Chelsea Crittle, and Keith B. Maddox. “Racial Bias Confrontation in the United States: What (If Anything) Has Changed in the COVID-19 Era, and Where Do We Go from Here?” *Group Processes & Intergroup Relations* 24, no. 2 (February 2021): 260-269, DOI: 10.1177/1368430220981417.

Mehra, Bharat. “Enough Crocodile Tears! Libraries Moving beyond Performative Antiracist Politics.” *Library Quarterly* 91, no. 2 (2021): 137-149.

Mills, Charles. “White Ignorance.” In *Race and Epistemologies of Ignorance*, edited by Shannon Sullivan and Nancy Tuana, 13-38. Ithaca, NY: State University of New York Press, 2007.

Mueller, Jennifer C. “Producing Colorblindness: Everyday Mechanisms of White Ignorance.” *Social Problems* 64, no. 2 (2017): 219-238.

Ossom-Williamson, Peace, Jamia Williams, Xan Goodman, Christian I.J. Minter, and Ayaba Logan. “Starting with I: Combating Anti-Blackness in Libraries.” *Medical Reference Services Quarterly* 40, no. 2 (2021): 139-150, DOI: 10.1080/02763869.2021.1903276.

Pleyers, Geoffrey. “The Pandemic is a Battlefield. Social Movements in the COVID-19 Lockdown.” *Journal of Civil Society* 16, no. 4, (2020): 295-312.

Robinson-Sweet, Anna. “Truth and Reconciliation: Archivists as Reparations Activists.” *The American Archivist* 81, no. 1 (2018): 23-37.

Rosenthal, Aaron. “Disrupting Ignorance: How Black Lives Matter Shapes White Political Attitudes.” Hazel Dick Leonard Faculty Seminar, Simmons University, Boston, MA, April 15, 2021.

Schuessler, Jennifer. “What Should Museums Do with the Bones of the Enslaved?” *New York Times*, April 20, 2021. https://www.nytimes.com/2021/04/20/arts/design/museums-bones-smithsonian.html.

Thompson, Debra. “An Exoneration of Black Rage.” *South Atlantic Quarterly* 116, no. 3 (2017): 457-481.

Tilly, Charles. “Conclusion: From Interactions to Outcomes in Social Movements.” In *How Social Movements Matter*, edited by Marco Giugni, Doug McAdam, and Charles Tilly, 253-270. Minneapolis, MN: University of Minnesota Press, 1999.

Van Manen, Max. *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. New York, NY: State University of New York Press, 1990.

Wagner-Pacifici, Robin and E. Colin Ruggero. “Temporal Blindspots in Occupy Philadelphia.” *Social Movement Studies* 19, no. 5-6 (2020): 675-696. DOI: 10.1080/14742837.2018.1474096.

Wamsley, Laurel. “Derek Chauvin Found Guilty of George Floyd's Murder.” NPR, April 20, 2021, https://www.npr.org/sections/trial-over-killing-of-george-floyd/2021/04/20/987777911/court-says-jury-has-reached-verdict-in-derek-chauvins-murder-trial.