

**Technical Services, Social Justice, and LibGuides: A Model for Impact**

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## **Abstract**

In June 2020, news of police violence and murder, and the resulting protests, dominated the national conversation. Those acts threw a spotlight on the need for diversity, equity, and inclusion to be at the center of library collection development policy and resource offerings. As providers of information to their communities, librarians in all parts of the profession were feeling the impact of these events and moving to address information needs during a tumultuous time. This feeling was acknowledged in an Association of Research Libraries statement which issued a call to action for librarians to become more proactive in supporting social justice movements and dismantling systemic racism. This article details how Technical Services librarians at the Cracchiolo Law Library, traditionally viewed as behind-the-scenes members of the library, chose to heed that call and expand their roles to combat injustice and address systemic racism. This article will detail the work creating and promoting an Antiracist and Social Justice Resources guide and collection and demonstrate the impact of these efforts. Additionally, this article may serve as a model for other Technical Services librarians who wish to participate in the social justice movement by expanding their customary duties.

## **Introduction**

On June 5th, 2020, in the midst of national protests spawned by numerous, highly publicized incidents of police murdering Black people, the Association of Research Libraries (ARL) issued a statement condemning the killings and supporting the protests. Included in the statement was a call to action:

“It is incumbent upon leaders of libraries and archives to examine our institutions’ role in sustaining systems of inequity that have left Black communities and other people of color in the margins of every aspect of our profession. Moreover, we must work deliberately and intentionally to counter racist and oppressive systems that dehumanize communities of color and that create well-documented disparities in education, health, housing, employment, criminal justice, and every other structure of our society. As trusted sources of information and data, and as curators of the historical record, libraries and archives, and ARL, can facilitate learning and societal transformation through a number of means.”  
(Aiwuyor, 2020)

The Technical Services unit of the Daniel F. Cracchiolo Library at the University of Arizona James E. Rogers College of Law met to discuss how to answer this call. One of the suggested means of answering the call to action in ARL’s statement was, “Developing and curating collections and other resources that represent the voices and expressions of BIPOC and other underrepresented communities” (Aiwuyor, 2020). Staff who wished to participate answered the ARL call to action by creating an online resource guide on racial and social justice topics. A committee, open to all library employees interested in working on the project, was formed soon afterward. Taking the lead on this project empowered Technical Services personnel to expand beyond their traditional roles into areas related to collection development and responding to questions from library users. The result has been a living resource guide, recognized and used at the national level, and a transformed print collection, more relevant and accessible than before.

This article will discuss how that result was achieved. The history of how the group working on the project was formed will be outlined. A review of literature on other similar projects will be shared. The major challenges faced by those working on this project will be

described, along with resolutions. Finally, the impact of the project will be demonstrated through examples of how it influenced work at other institutions. Throughout, it will be shown how this call to action inspired Technical Services staff members to step beyond their traditional behind-the-scenes roles and begin leading and contributing to public-facing projects and services.

### **A Platform for Practical Action**

The June 5, 2020, ARL statement that condemned racism and violence against Black communities and supported protests against police brutality included half a dozen suggested actions that libraries could take in an effort to “work deliberately and intentionally to counter racist and oppressive systems” (Aiwuyor, 2020). The ARL statement and the action items were shared via email by the Head of Technical Services with colleagues at the Cracchiolo Law Library to start a dialogue on how Technical Services personnel could work toward answering ARL’s call to action.

The dialogue that ensued at a follow-up meeting was begun with an understanding that those in higher education need to factually acknowledge and address systemic racism problems in American society. A few in the Technical Services unit felt a personal obligation to answer the ARL call to action given the platform available to law library professionals. This call was an opportunity to positively and actively use that platform to inform others in an educational and meaningful way. Some of the ideas exchanged included creating displays of Black Lives Matter (BLM) related books in our collections, dedicating a portion of the library collections budget to obtain material on antiracism and social justice, and the creation of a research guide for students on the existing LibGuides system.

Capitalizing on practical actions demonstrates the impact that Technical Services personnel can have within the library and outside it. With the ever-evolving forms of library service, there is a greater need for Technical Services staff to think creatively in their approaches to signify their value and capitalize on the tools they work with regularly; library guides are one example. This type of work furthers the justification of a Technical Services unit within all law libraries.

Furthermore, such work increases the impact that law libraries and those of us working in them have within higher education to promote antiracism and combat systems of oppression. Often viewed as a behind-the-scenes facet of law libraries and libraries in general, there is a need for those working in Technical Services departments to be strategic in their efforts to engage with and serve users on a larger scale. Identifying practical actions is a necessity given the varied duties associated with technical services personnel and their often-overlooked contributions to the greater library community.

### **Providing Staff Opportunity**

In June 2020, the Technical Services unit consisted of five people including the department head. In that group were two staff members classified as professional level: a Collections Management Specialist, and an Archivist. The professional staff were among the first to contribute to the dialogue initiated in response to the ARL call to action. They shared how they could work toward, or had previously worked toward, the action items given their roles in the library. Beyond the creation and maintenance of a COVID-19 library guide for the College of Law, collaborative contributions the professional staff made to the greater Arizona Law

community was limited. By extension, the contributions of the Technical Services unit to the greater Arizona Law community were limited as well.

With the ARL call to action, the Head of Technical Services saw an opportunity to provide personnel with the chance to further the impact the department could have collectively on the Arizona Law community. The Law Library Director also contributed to the dialogue within Technical Services providing necessary support for staff to move forward in a manner they saw best. Soon after initial exchanges, the Director shared the units' efforts with College of Law leadership. Technical Services personnel would soon discover that they were not the only ones interested in creating practical change.

### **Creation of the Antiracist and Social Justice Working Group**

To extend the dialogue beyond the Technical Services unit of the library, the Racial and Social Justice Working Group was created. To assist in library wide engagement, in June 2020 a Microsoft Teams Channel was created for all Cracchiolo Law Library employees who wanted to contribute to racial and social justice efforts. The channel allowed employees to share learning opportunities with one another, highlight resources for possible inclusion in the resource guide, and to create wider collaboration in the library. A number of College of Law faculty members reached out to Technical Services staff after the Director shared their efforts with College of Law leadership. Faculty shared resources they had been compiling to assist in teaching, to exchange ideas, and further engage with racial justice subject matter. They thanked Technical Services personnel for agreeing to compile, organize, and disseminate curated resources with the broader Arizona Law community.

Early in the Technical Services dialogue it became obvious that the phrase “racial justice” did not adequately reflect the intention of the project, nor did it contribute to the desired antiracist stance. To better demonstrate the Cracchiolo Law Library’s ideals, the Racial and Social Justice Working Group was changed to the Antiracist and Social Justice Working Group. Ultimately, the Microsoft Teams Channel was used to streamline the sharing of resources from library staff and College of Law faculty. A majority of these resources eventually made their way into the antiracist and social justice library guide that was created.

### **Literature Review and Review of Academic Law Library Antiracist and Social Justice Resource Guides**

The desire to promote antiracism and social justice was not limited to the efforts in the Cracchiolo Law Library. Academic law libraries across the country created their own versions of library guides promoting antiracism and social justice or linked to guides that shared similar resources. A 2021 informal study completed by Kara Lea Phillips (2021) included the identification and review of guides from thirty-four academic law libraries. For this article, seventy-five academic law library websites were selected from the American Bar Association’s “List of ABA-Approved Law Schools in Alphabetical Order” to review forms of antiracist and social justice guides (American Bar, 2022). Of the seventy-five guides reviewed, over half, 51% or thirty-eight of seventy-five, contained some form of an antiracist and social justice library guide. This review took place in December 2021, February 2022, March 2022, and May 2022 and is limited to forms of antiracist and/or social justice library guides associated with or created by academic law libraries that extend beyond specific courses and are broader in nature. Statistical insight does not extend beyond the data provided above.

### *Legal Resources*

With the primary audience of the guide being the Arizona Law community, it was important to point to legal resources including current legislation and linking to civil society organizations and non-government organizations. This is a concrete way to positively contribute to practical action. Legal resources are organized according to the specific topic being highlighted in the guide. This includes a section of legal resources related to racial justice and antiracism. Highlighting such resources was not unique to this guide. A number of other academic law libraries choose to link to legal resources and did so in various forms.

### *Focus on School*

To demonstrate the importance of the College of Law's stance and contribution to antiracism and social justice, a "University of Arizona Law" page was created to highlight "a selection of scholarship and opinion produced by the faculty exploring the various topics and issues found" in the *Antiracist and Social Justice Resources* (ASJ) guide (University of Arizona Law, 2022). The "University of Arizona Law" page serves as the guide's homepage.

Highlighting law school contributions specific to the topics discussed in antiracism and social justice guides was not unique to this guide, but it was not prevalent among other guides. The ASJ guide contained written statements of solidarity produced by numerous College of Law student groups, law reviews, and administration. Similar collections of statements were found in other law library guides.

### *Guide Purpose*

The majority of the guides reviewed contain written language discussing the purpose of the guide. One such example comes from the "Black Lives Matter Resource Guide" at the Legal



Research Center at the Thomas R. Kline School of Law at Drexel University. Their purpose statement is as follows: “The Drexel University Thomas R. Kline School of Law Legal Research Center is putting together action steps and resources for any and all to connect with their communities and protect and assist people of color” (Kline School of Law, 2022). Another example comes from the law library at the University of Pennsylvania Carey Law School. Their purpose statement is as follows: “A starting point for Penn Law community members interested in resources for self-education on anti-racism” (Penn Carey Law, 2022).

### *Living Guides*

The LibGuides review indicated that the majority of guides are not updated with any regularity. This conclusion is based on a review for language found in guide statements of purpose, guide introductions, and the LibApps page update indicator located at the bottom of academic law library guides created through LibApps.

### *Literature on Antiracist and Social Justice Guides*

The literature on library guides is ubiquitous. The literature on antiracist and social justice library guides is not. According to Neuhaus, et. al (2021), “a title search for “LibGuides” in the database Library Literature & Information Science Full Text uncovers over [one hundred] articles, while the search “intitle:LibGuides” in Google Scholar yields over [six thousand] results with over [one-hundred] results published since 2020.” Running a title search for “LibGuides” and “Antiracist” or “LibGuides” and “Social Justice” produces no results in the Library Literature & Information Science Full Text database. An “intitle:LibGuide” and “Antiracist” or “intitle:LibGuide” and “Social Justice” search via Google Scholar yields ninety-eight total results.

With a focus on academic law libraries, HeinOnline's Law Journal Database was also used to review literature on antiracist and social justice library guides. A general search for "LibGuides" in HeinOnline's Law Journal Library Database produces over four hundred results. The same search for "LibGuides" with the addition of "Antiracism" or "Social Justice" produces a total of forty-seven results. An advanced full text search of all HeinOnline Databases for "LibGuides" produces over six hundred results. However, if "Antiracist" or "Social Justice" is included in the search there are only sixty-five total results. Curating relevant resources from the search results above is beyond the scope of this review and these searches were run in spring 2022.

### **Creating the Antiracist and Social Justice Resources Guide**

The living resource guide was born out of a deep desire to take a stand against police violence and to factually acknowledge systemic racism with a recognition of the intersectional nature of these topics and other social issues. With these themes in mind, the guide was originally titled *Racial Justice LibGuide*. After establishing the structure of the guide and populating it with multi-media resources, a draft was shared with College of Law faculty and other Cracchiolo Law Library personnel for feedback and recommendations. Participation was limited but impactful; most being suggestions for books and resources.

Early in the process, debate began on the parameters of the guide and what it should represent. From the beginning of this project, it was agreed that this guide would be different from any of the prior LibGuides authored at the library. This would be a living guide that was regularly updated as resources became available and as history was made; it would have resources in a variety of formats including links to websites and documents and embedded audio, media, and photographs; and it would be intended to inform all members of the Cracchiolo Law

Library community including students, faculty, alumni, and public patrons. Most importantly, it would not be a space to debate issues such as whether systemic racism exists or whether police violence is an epidemic that currently needs to be addressed. The guide would not be a space to equally represent “both sides” of these and many other arguments. Rather it would serve as a space to examine current events and their historical context as they relate to law and justice.

With faculty, students, and the Law Library Director, the debate continued to solidify the definition and scope of the guide, eventually updating the name to better reflect the intent:

*Antiracism and Social Justice Resources.*

Although the original response to ARL’s call to action originated within the Technical Services department, the invitation to participate was extended to all library staff. This was done via the creation of an open committee and a Microsoft Teams channel. Everyone in the library was able to submit resources and events for inclusion in the LibGuide that was being developed. At first, there was a flurry of submissions and a high level of interest in participating in the creation of the guide and other related activities. Over time, active participation dwindled back to a core group within Technical Services, who continue the work to this day.

Approximately half of the library staff were very active participants in the Microsoft Teams chat, suggesting resources for the guide. Of the remaining staff, most others offered verbal or written support of the project but did not actively contribute to the work. Another portion of the remaining staff remained silent about the project, offering neither support nor opposition. A very small portion of the staff verbalized concerns about the project and stressed that they did not want to personally be associated with it.

The staff who were opposed to the project were concerned about potentially negative impacts on the reputation of the College of Law. There was concern the guide might be

perceived as “anti-police” and, if it were, would that deter some prospective students from applying to the College of Law. There was also expressed concern for current students who could potentially experience difficulty finding certain types of jobs if their law school had a reputation for being too far to the left on the political spectrum.

In response to these concerns, the purpose of the guide was reiterated; answering the call to action for libraries to address the very real problems of systemic racism, including police brutality. It was pointed out that, while some prospective students might possibly be deterred from applying to a law school actively addressing these issues, other potential students might very well be attracted to a school with a reputation for working on social justice issues. Everyone on the staff received reassurance that participation in the committee working on this project was entirely optional and that there was no expectation that they participate if they did not wish. They were also reassured that there would be no negative repercussions for not participating and that they would still have the opportunity to work on other special projects.

When the first iteration of the resource guide was published, under the original title *Racial Justice LibGuide*, response from library users, mostly College of Law faculty and students, was overwhelmingly positive. No one questioned or protested the existence of the guide. However, questions were raised why certain scholars and social commentators were not included in the guide. These comments mentioned “underrepresented voices,” who “would add to the conversation about how best to improve the lives of all Americans” (Law Students, personal communication, February 2021). However, the list of these voices included such names as Larry Elder (Korte, 2021) and Thomas Sowell (Creitz, 2020), both of whom have denied the existence of systemic racism and its impact on communities of color.

How to respond appropriately to these questions was vigorously debated over the course of several separate discussions and meetings. In the meantime, the Library Director sought opinions from College of Law faculty while the group working on the guide researched the names of the scholars and commentators mentioned in the comments as well as an expanded list of conservative academics and authors to determine whether their work had a place in the *Racial Justice LibGuide*. The group developed arguments about why these voices did not belong in the *Racial Justice LibGuide*. Though very spirited and passionate, the debate remained collegial.

The group working on the guide by this point consisted of Technical Services personnel, none of whom had a legal background. Likewise, none had previously in their library careers been called upon to defend what was essentially a collection development policy decision. The debate over how to respond to these suggestions and the future of the resource guide became a microcosm of larger trends in libraries; the decreasing number of law librarian jobs that require a JD degree, now less than 20%, (American Association of Law Libraries, 2022) and the expanding roles of Technical Services librarians. To fully participate in this debate, the Technical Services personnel involved had to stretch themselves and acquire debate and reasoning skills different to what had traditionally been expected from them.

The discussion also helped to clearly define the purpose and scope of the guide. To reflect this, the title of the guide was changed to *Antiracist and Social Justice Resources*. The intent of the new title was to make it more clear to users the purpose and content of the guide. The new title reflects that the guide was created to answer the call for libraries to address systemic racism, not debate the existence of systemic racism. With that decision, the suggestions to include authors who disagree with the existence and impact of systemic racism became moot as those authors fell outside the defined scope of the guide.

That is not to say that these comments were completely rejected. Though it was determined that the suggested authors and their works did not belong on the guide, a place was found for them in our collection. A decision was made to further research their works and add what was available to our print collection. In this way, the suggestion was answered without defeating the purpose of the guide.

Another outcome of the discussion related to this suggestion was the creation of a standard response to be sent to anyone offering resources for the guide: "Thank you for your submission to the Antiracism and Social Justice Resources Guide. We appreciate every suggestion and will consider each one for addition to the guide. If we have any questions, we will be in touch." This standard response provides acknowledgement that all recommendations will be considered while providing library staff the time to research and decide the appropriate way to act on the recommendation.

No additional concerns about the content of the guide have been received since these changes were implemented. However, students, faculty, lawyers, and civil service organizations (CSO) have suggested resources to add to the guide. Library staff who continue to work on the guide regularly have taken many opportunities to share the guide outside of the original scope to other law libraries, academic library associations, and other University of Arizona colleges and programs.

This became another example of how, throughout this project, the Technical Services staff expanded beyond traditional duties, becoming more actively involved in developing the library collection as opposed to acquiring and cataloging materials selected by others. In addition to the online resources collected in the *Antiracist and Social Justice Resources* guide, the library also decided to begin acquiring monographs on related topics for the print collection. This led to

further debates about how to locate these materials in our library: should they be integrated with the rest of the treatises or housed in a separate location.

Through discussion, it was decided that creating a separate location would fracture the collection, actually making it harder for library users to browse for related works, as treatises on antiracist topics fall into a wide range of subject areas. However, there was a strong desire to make these materials more prominent. In compromise, it was decided to feature these materials in a display. Monthly, library staff create displays on antiracism and social justice topics. These displays share space with the new materials display in the main lobby of the library. Combining recent acquisitions with previously purchased materials, this display area is the first thing library users see upon entering the building. The increased visibility of these materials in a high-traffic area of the library has increased their use. At the end of the month, the antiracist and social justice materials are integrated into the regular library collection. A new topic is chosen and materials assembled for a new display, usually accompanied by a post on the library blog.

### **Designing the Look of the Guide**

To maximize resource use, the Antiracist and Social Justice Guide was built with an intent to showcase the plethora of features a LibGuide can include. Though staff working on the guide had previous experience creating resource lists and work procedures in the LibGuides platform, minimal features of the platform were used. The LibApps training, “Build-a-LibGuide: Community Activism,” was instrumental in shaping guide design and the features used in it.<sup>1</sup> This training provided ideas on how to highlight material and provide access to them, embed documents and media, and the instruction necessary to implement the ideas the guide creators had.

Stock images are included at the top of each box and relate to the subject matter found in them. Most images were culled via the Getty Embedded Collection to avoid copyright issues.<sup>ii</sup> Links to resources are prevalent throughout guide boxes and are set to open in a new window when accessed. A blog was created with the ability to opt-in to receiving new post announcements that share upcoming events related to antiracism and social justice. New events are continually being added to the guide to further demonstrate the library's commitment to antiracism and social justice.

To illustrate the College of Law commitment “to building a more equitable and just world,” a section was created and serves as the homepage for the ASJ guide.<sup>iii</sup> This page highlights the college's community action in matters related to social justice, antiracism, and beyond. An example of this action were solidarity statements produced by numerous College of Law student groups in support of a joint statement co-authored by the Black Law Student Association and Student Bar Association following the death of George Floyd and the ensuing protests. The “Gallery” feature of LibGuides was used to showcase these statements; a feature that was discovered in the “Community Activism” training. It is the first LibGuide feature users see when visiting the ASJ Guide as a top, centered column. Images were created from the statements for gallery purposes. PDF or Word documents of those statements are also collected and linked to in a regular, tabbed area within the University of Arizona Law page. A bibliography of College of Law faculty scholarship dating back to 2011 related to antiracism and social justice is included in the guide. The bibliography makes use of other LibGuide features such as link URLs and books from the catalog. This section of scholarship is updated periodically.



Designed for the College of Law community, it was necessary that the guide point to legal resources and assist faculty with their respective teaching. “Legal Resources” and “Teaching & Talking” serve as box titles and are found in relevant sections of the guide. Legal resources boxes are organized as follows: primary and secondary sources, the White House, the Supreme Court, Congress, and city and state. The review of other academic law library LibGuides showed that sharing legal resources is not unique to the ASJ Guide, but its organization of these legal resources is. How-to information is also shared for faculty use. “Teaching & Talking” boxes are further organized based on resource type including but not limited to: books, charts, databases, syllabi and curriculum, and videos.

### **The Impact of The Guide**

The impact of the guide, though not always quantifiable, can be measured qualitatively by its reach locally at the College of Law, on the University of Arizona campus, and nationally with its influence on other academic libraries and library associations.

The guide’s themes of antiracism and social justice served as the foundation of the *Law Library’s Strategic Plan 2022-2027* as well as the proposal for the development of the library’s Inclusion, Diversity, Equity, Allyship, and Sovereignty (IDEAS) Committee to “formulate initiatives, [sic] and develop assessments in relation to the fundamental values” and to “foster positive change through leadership and mentorship opportunities.” (Cracchiolo Law Library, 2022) Additionally, with one of the guide’s creators also serving as the chair of the College of Law’s Diversity Committee, recommendations were sought from student associations for additions to the guide.

As discussed previously, the library has been developing the Antiracist and Social Justice Collection comprising books by, for, and about historically marginalized and underrepresented topics, people, groups, and communities. To support this collection, the library established the New Arrivals location, in the front lobby of the library, that contains display and shelf space to highlight books from the collection. This browsable space is intended to increase awareness of and access to these resources as well as highlight current events and historical and culturally focused observations and celebrations. Staff also write posts for the library blog and social media accounts to share these curated displays and highlight books, resources, and historical and topical resources from the guide.

Awareness of both the guide and the collection has traveled by word of mouth and via presentations,<sup>iv</sup> scholarly authorship,<sup>v</sup> and discussions about the guide. On campus, the Cracchiolo Law Library staff had the opportunity to consult with and provide resources to colleagues at University of Arizona Libraries who have since begun developing their own Books that Matter collection.<sup>vi</sup> A local high school librarian asked for guidance and assistance to aid in the development of their own teen-focused resource guide.<sup>vii</sup> Other academic libraries and associations have asked to consult and learn from the experiences, processes, and resources used in the creation of the guide. The guide has been included in the American Association of Law Libraries (AALL)'s *Antiracism, Diversity, Equity & Inclusion and Social Justice Resources*<sup>viii</sup> and the *American Bar Association (ABA) Legal Education Police Practices Consortium Police Practices Resources*<sup>ix</sup> databases as well as the University of Arizona Libraries Equity, Diversity, and Inclusion: Guides<sup>x</sup> collection. One of the guide's creators collaborated on and co-authored the *Diversity, Equity, Inclusion, and Belonging in Library Collections Toolkit*,<sup>xi</sup> a toolkit

intended to inform other libraries of the resources available to them to support the development of their own diversity, equity, and inclusion (DEI) centered collections.

## Conclusion

Technical Services librarians have traditionally had indirect impacts on the social justice work done by many libraries. They have participated in this work mainly by supporting other types of librarians by ordering and cataloging relevant materials. The protests against police brutality in the summer of 2020 led to a call to action that one Technical Services department could not ignore. It resulted in their department taking a more active role in collection development and engaging with library users in ways that had not been previously required. The new experiences gained through creating and promoting the *Antiracist and Social Justice Resources* guide galvanized their commitment to addressing injustice. While these problems still exist, the guide has sparked debate, raised awareness, and inspired other libraries to address these issues. This article can serve as a model for other Technical Services librarians who also wish to answer this call to action.

## Notes

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<sup>i</sup> Guide creators attended the “Build-a-LibGuide: Community Activism” Learningxpress session created and offered by Springshare on June 15, 2020. The following session description was shared with all registered users: “LibGuides has always been a great way to share information with your patrons and community. In this special Build-a-LibGuide Session on Community Activism, we will talk about building a guide to help the community understand the history of social issues, get information and participate in community events. This session assumes a base knowledge of LibGuides. If you are new to LibGuides we recommend that you watch or attend the Building a Guides Session prior to this one. Following this session, you will be emailed the link to the Blue Print Guide for Community Resources. This session is for all user levels.” The session was recorded but is no longer available in the list of available session recordings for Springshare users.

<sup>ii</sup> Embed. (2022). *Getty Images*. <https://www.gettyimages.com/resources/embed>

<sup>iii</sup> Email from July 1, 2020

<sup>iv</sup> University of Pennsylvania Carey Law School, *Reframing the Nation: Working Towards Racial Justice*; 13th Annual Public Interest Week, Decolonizing the Stacks Panel,

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[https://www.youtube.com/watch?v=xGM9sPt\\_Uz0&feature=emb\\_logo](https://www.youtube.com/watch?v=xGM9sPt_Uz0&feature=emb_logo); and the AALL 2022 Conference Panel Presentation, *Collection Development and Acquiring with a Conscience*.

<sup>v</sup> Jessica K. Ugstad, *Law Libraries Answering the Call: Building Anti-Racism, Diversity, Equity, Inclusion & Social Justice Resources*, 25 (6), *AALL Spectrum* 16 (2021),

<https://aallspectrum.aallnet.org/html5/reader/production/default.aspx?pubname=&edid=6d075872-38b9-4cf4-bdf4-f0612db7f38d&pnum=18> and Daniel F. Cracchiolo Law Library Blog,

<https://libguides.library.arizona.edu/lawlibraryblog/home>

<sup>vi</sup> Provided access to resources and advised the development of a similar collection, called Books That Matter, and browsing location at University of Arizona Libraries Main Library (with Cindy Elliot, Collection management Librarian, Collection Management Unit Lead)

<sup>vii</sup> Provided access to resources and advised Kate Street, Head Librarian, Sunnyside High School in the development of an antiracist and social justice resource guide for high school students. *Social Justice Resources for Teens*, <https://sites.google.com/susd12.org/socialjusticeteens/home>

<sup>viii</sup> *Antiracism, Diversity, Equity & Inclusion and Social Justice Resources*, American Association of Law Libraries, <https://www.aallnet.org/ripssis/resources-publications/diversity-resources/>

<sup>ix</sup> *ABA Legal Education Police Practices Consortium Police Practices Resources*, American Bar Association, [https://www.americanbar.org/groups/criminal\\_justice/police\\_practices/](https://www.americanbar.org/groups/criminal_justice/police_practices/)

<sup>x</sup> Equity, Diversity, and Inclusion: Guides, University of Arizona Libraries, <https://libguides.library.arizona.edu/equity>

<sup>xi</sup> *Diversity, Equity, Inclusion, and Belonging in Library Collections Toolkit*, NELLCO Acquisition & Development Interest Group's Task Force on Diversity, Equity, Inclusion, and Belonging in Collection Development, <https://www.nellco.org/page/deibtoolkit>

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