Antiracism Toolkit for Black, Indigenous, and People of Color

The third in a series of three toolkits:

Toolkit 1: Antiracism Toolkit for Allies
Toolkit 2: Antiracism Toolkit for Organizations
Toolkit 3: Antiracism Toolkit for Black, Indigenous, and People of Color
Note: Use of This Toolkit

The content contained within each of the Toolkits for Equity in Scholarly Publishing is for informational and educational purposes only. It is NOT intended to be used as legal advice. Always research local, state, and national laws and consult with a lawyer before making any legal decisions regarding workplace antiracism.

This document is published under a CC BY-NC-SA 4.0 (https://creativecommons.org/licenses/by-nc-sa/4.0/legalcode) license. As a result, you are free to copy and redistribute the material in any medium or format and remix, transform, and build upon the material. However, we ask that if you are adapting or customizing the content you not substantially dilute the language or materially alter the spirit in which the content was originally written. We welcome others’ efforts to customize these guides to reflect their own specific contexts (regional, professional, etc.).

You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner but not in any way that suggests the licensor endorses you or your use. You may NOT use the material for commercial purposes. If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

This license does NOT extend to third-party content, text or images that have been cited. Please contact the original authors of any third-party content if you wish to reuse or adapt.

If you are using this toolkit, we’d love to hear about it so we can track its impact in our community. Please contact the publishers directly at equitytoolkits@gmail.com to let us know how the toolkits have helped you or your organization.
Acknowledgements

So many people put a tremendous amount of time into making this toolkit a reality. First are the BIPOC writers, readers, and editors who shared their experiences, knowledge, and training to the shaping of this content. A full list of contributors can be found at the end of this toolkit. We also thank the Coalition for Diversity & Inclusion in Scholarly Communications (C4DISC) and the Society for Scholarly Publishing (SSP) for supporting this work as well as the Knowledge Futures Group for committing resources towards producing this toolkit and hosting it on PubPub, the open-source community-led publishing platform. Additionally we would like to thank the GRAPHEK design team that graciously volunteered their time and skills to create the visual concept for this toolkit. We wanted specifically to share GRAPHEK’s notes on how they envisioned this thoughtful design:

“This concept is based on embroidery as a way to show the resilience of the BIPOC community in academic research and the networking encouraged by the toolkit. When cloth is damaged, embroidery and patches not only repair, they reinforce the cloth to be stronger and more resilient to future wear & tear. Even though each individual goes through their own unique experiences and tribulations, there are connecting threads that create solidarity. By sharing stories, crossing paths, and giving each other the resources necessary to navigate spaces riddled with systemic biases and racism, this toolkit can help BIPOC shape a more just and inclusive field.”

Note to Reader

This toolkit is different from previously published toolkits: although its access is not limited, it has been created by BIPOC in publishing, and is intended to be a resource primarily for BIPOC.
Navigating academic publishing as a racialized person, be it Black, Indigenous, or from another racialized group, can be a very challenging experience. The *Scholarly Kitchen* articles, “On Being Excluded: Testimonies by People of Color in Scholarly Publishing,” and “On Being Excluded: Testimonies by People of Color in Scholarly Publishing, Part II” showcased brave, personal testimonies from Black, Indigenous, and other People of Color (BIPOC) across different organizations. Published in 2018, they were the first of their kind to elevate the voices of directly affected scholarly publishing staff for whom navigating the predominantly white academic publishing industry had been difficult and often painful. The conversations those articles sparked have been instructive for many in the industry and, since their publication, many exciting new initiatives have begun to spring up; however, there is still much that can be done to support BIPOC staff.

Since the *Scholarly Kitchen* articles revealed critical problems within the academic publishing industry and due to the exacerbated effects of racial capitalism in our society—from the murders of Black people at the hands of police in the United States to the continued ravaging of impoverished nations in the Southern Hemisphere for profit—the scholarly publishing industry has renewed its commitment to addressing the issues endemic to its structure. The *Toolkits for Equity* project emerges as one such mechanism to work toward a more equitable, affirming, and just industry. In the larger scope of an increasingly unequal world where racialized people suffer in many different ways, this particular toolkit, the *Antiracism Toolkit for Black, Indigenous and People of Color (BIPOC)*, is a small yet specific contribution, and one that we hope will be meaningful and useful to BIPOC-identifying individuals navigating an industry that can be wonderful, but also hostile.

The two previous toolkits, the *Antiracism Toolkit for Allies* and the *Antiracism Toolkit for Organizations*, serve as wonderful resources to understand the structural problems...
that exist within the industry, to gain a working analysis of antiracism, and to access resources for individuals and institutions looking to be more inclusive. The contributors of this toolkit have felt the ways in which the opportunity to confide securely with other BIPOC staff in our careers helped validate our experiences, gain new perspectives, and brought comfort in knowing that we are not alone in our struggles and joys as we do our work. But we also know that sometimes it is not easy or indeed, possible, to confide in someone at our own workplaces and we have had to find networks and ways to meet other BIPOC editors, designers, marketing, and business staff at other organizations to talk to. In other words, the contributors of this toolkit, BIPOC-identifying publishing professionals of all levels from across the United States and Canada, envision it to be a conversation between us, as well as a resource for future generations of BIPOC workers who will enter the academic publishing industry. With that in mind, the toolkit will reflect our positionality and limitations as individuals whose experiences have been shaped by navigating North American organizations. We hope that BIPOC publishing staff from across the world will feel encouraged to share their perspectives here. This toolkit is intentionally designed as a living document that will give BIPOC readers with different experiences the opportunity to contribute to this ever-changing conversation. It draws largely from personal experience as a legitimate and generative source of knowledge.

Though grounded in personal experience, most of the contributions in this toolkit are anonymous. This Toolkit is authored by Nobody, speaking on behalf of everybody who can only share their stories by remaining nameless, camouflaged in the shadows of anonymity to protect themselves from professional retaliation and persecution. We share the anxieties of being outed, identified by the way in which we structure our sentences, frame our position, articulate dissent, illustrate objections, and justify our right to sit at the table. We bear the burdens of finding nooses in the restroom or banana peels on our desks. “Don’t let them change you,” said Bob Marley, “or even rearrange you.” We are invisible, unseen, except as targets of off-color jokes embedded with microaggressions, strategically designed to trigger reactions and to provoke responses to justify our classification as “Other.” So, we choose to be Nobody. Nobody connected to everybody who is a Nobody at the table, in a room of few.

As BIPOC, we are not a monolith—we share diverse perspectives, intersectional identities, and experiences that are impacted differently by systems of oppression.
Our goal with this toolkit is not to paint our perspectives broadly, but rather, to draw from personal experiences so that other BIPOC might be seen, to provide practical advice, and to share resources that we hope will help BIPOC staff not just survive but thrive in academic publishing.

In this toolkit, the contributors discuss issues BIPOC individuals commonly face while navigating the scholarly publishing industry, provide critical reflections on building solidarity between BIPOC, and offer practical advice and resources for networking, navigating careers, building a support system, and prioritizing self-care.

We offer this as a gift to you, our fellow BIPOC colleagues.

Notes from the Co-Leads of this Toolkit:

*Kerry Webb, Senior Acquisitions Editor at the University of Texas Press,*

*and Alejandra Mejía, Assistant Acquisitions Editor at Duke University Press:*

As co-leads of this toolkit, we have had the great pleasure of collaborating with so many amazing and courageous contributors who are passionately committed to making the scholarly publishing industry more just and welcoming. Because the toolkit draws largely on the power and knowledge embedded within lived experiences, we have decided to briefly share our testimonies as women of color publishing in the hope that others might resonate and/or feel empowered to share their own stories. Our working relationship as co-leads has been especially generative because we have been able to learn from each other, particularly because Kerry has been in the industry for long and holds a senior position, and because Ale is just starting her journey in academic publishing.
A PERSONAL NARRATIVE: KERRY WEBB

I began my career in publishing nearly seventeen years ago at two university presses in the South. I’d already moved from California to Austin, Texas for grad school, so I already had some experience with the culture shock of leaving a very ethnically and racially diverse place to suddenly finding myself at a school with statues of Jefferson Davis and confederate generals which were prominently placed in the center of campus (thankfully, no longer) and trying to figure out my place. I guess as a Bi-racial and Black woman, I’ve constantly had to mediate where and how I fit in, but moving away from family to a place that straddles both the West and the South was strange. I made the decision to look for a job in scholarly publishing at a time when transitioning from grad school to a job that wasn’t teaching at a Research One school was common. This paradox was not really discussed openly; you were left to figure out how to gain enough experience to get a foot in the door and secure an actual job. It isn’t the easiest thing to do when you lived far from cities that are publishing centers like New York, Chicago, and San Francisco, were not plugged into a network of folks in publishing (online resources were almost unheard of outside of information on trade publishing), or if you did not have parents who could financially support you in the meantime. But like many of us who are refugees from graduate programs, I found that scholarly publishing was the kind of work that was most exciting and closest to my heart. The scope of scholarly publishing, in which publishers are spread throughout the country, inherently made it more accessible than the large trade houses from a practical and financial viewpoint for many of us at that time.

I learned so much from all of my colleagues at these presses, but it was still difficult to adjust to living in small southern cities and adapting to the local culture. Still, it made a huge difference to me that I was lucky enough to work closely with and become friends with staff members at each press who were African American women like me. Our shared life experiences gave me a special sense of comfort knowing that I had people that I could talk to and rely on, and in moments where I experienced micro (and more rarely, macro) aggressions in professional settings, I knew that I wasn’t imagining things, that there were people that would “get it.” In particular, being able to discuss these experiences with my late friend and publicist at Tennessee, Cheryl White Carson, really helped. Her warmth, wicked sense of humor, and ability to get to the heart of an issue were a balm
for my many anxieties. Her advice helped in a time when there wasn’t much structural support for the issues we sometimes face within academic settings. She was a guide for me to negotiate how to make myself seen and heard, but also in how to support and empathize with potential authors whose work was meaningful, but also sometimes ignored. I think that a mechanism that a lot of BIPOC people in publishing have found is that in feeling excluded ourselves, it informs our work within our presses and also amplifies the need to recognize scholars and writers who are also excluded, or lack access to the usual channels of mentorship, and ability to make sure their work is published and supported. Now that I am back in Austin and working at the University of Texas Press, I have taken those experiences and have known that in working with my colleague Angelica Lopez-Torres, I have been able to confide in with trust when I am thinking through an issue or work experience that troubles me. It underscores a key theme that the volunteers on the BIPOC Toolkit wanted to stress–how do we find ways to support each other, while also acknowledging our different experiences and identities as BIPOC people.

We’ve seen a lot of really encouraging change, especially in recent years by scholarly publishing to recognize the need to think about how we do our work, how it affects all of us, and to more purposefully reach out to and support these authors, as well as staff in important ways. But generationally it does feel like this work has been done quietly, but with great purpose by BIPOC staff for decades to create a space for our authors and ourselves. I think of these friends who were so vital to me early in my career (and still are); and when I remember Cheryl, I see my model of how I strive to be as a friend, a colleague, and hopefully, a source support to younger BIPOC staff that I’m so happy to see being hired now–I hope I can live up to her example.
ANOTHER LIVED EXPERIENCE: ALEJANDRA MEJIA

My story is about how I have relied on support networks and collective action to thrive in predominantly white spaces. I first joined the academic publishing industry in 2018, shortly after graduating from Williams College. As a Central American immigrant raised in the racially diverse city of Atlanta, attending a secluded, predominantly white school in Western Massachusetts was one of the biggest culture shocks I have experienced in my life, second only to migrating from my home country of Panama. My involvement with BIPOC affinity groups at Williams, which included the Latinx student association and the first-generation student organization (made up largely of racialized students from working-class backgrounds), allowed me to build support networks and survive an elite institution where I often felt deeply alienated due to my racial and socioeconomic background. When I began working as an Editorial Associate at Duke University Press, I found that joining our in-house antiracist task force similarly helped me navigate an industry that shared some of the same structural issues as my undergraduate institution and academia more broadly.

Not only was the academic publishing world predominantly white, but I learned that it often relied on the underpaid or sometimes unpaid labor of students and entry-level staffers. Moreover, through working in Acquisitions specifically, I learned that choosing who and what to publish could significantly impact the diversity of entire fields of study. Our Acquisitions editors taught me about the importance of including the voices of scholars from underrepresented backgrounds, including BIPOC, queer, undocumented or previously undocumented, and first-generation scholars, who were challenging the bounds of traditional disciplines via critical scholarly interventions and inclusive citational and methodological practices. And I was lucky enough to work at a press where important anti-racist work was already taking place within and outside the Acquisitions department. Part of this work was spearheaded by my supervisor and mentor Gisela Fosado, a Chicana editor and one of the initial founders of the Toolkits for Equity Project, and by Cathy Rimer-Surles, a white colleague who taught me many valuable lessons about white supremacy and allyship. Their work included founding a press-wide Equity and Inclusion taskforce composed of several working groups. These working groups are dedicated to various projects like organizing reading circles and hosting trainings to raise consciousness about racial (in)justice in our society and in
our workplace. I am deeply grateful for this important work and to Gisela specifically for modeling courage, thoughtfulness, and leadership. She encouraged me to attend meetings and step up into leadership roles, including as a contributing writer for the Antiracism Toolkit for Allies, an experience which paved the way for me to become one of the co-leads for this new toolkit.

While so much great work has been done, as a junior-level staffer and a woman of color, I remain affected by issues systemic to the industry. As you’ll read later in the toolkit, publishing salaries are notoriously low, especially for entry-level staff. I have had many conversations with colleagues both at my own press and at other presses across the country about how difficult it is to make publishing a viable career when you live paycheck to paycheck. These conversations at Duke University Press have materialized into us organizing as the Duke University Press Workers Union (DUPWU). While there is still a long road ahead, our union will allow staff, including BIPOC, to have a seat at the table and negotiate for better benefits and working conditions with management. Moreover, I hope we can work in tandem with already existing Equity and Inclusion initiatives to continue to make our workplace more equitable and anti-racist. From my experiences with the affinity groups at Williams, the Equity and Inclusion task force, DUPWU, and working on this toolkit, it has become crystal clear to me that collective action is essential for BIPOC to thrive in spaces in which we are traditionally alienated.

If anyone reading is curious to learn more about unionized academic presses, the Resources Working Group of the AUPresses’ Equity, Justice, and Inclusion Group has generously shared a table they created with us, and it can be found in the “Further Guidance and Support” section of this toolkit.
Entering the Industry: BIPOC barriers to entry

INACCESSIBLE RESOURCES

How many of us have had to, upon answering the question about what you do for a living, immediately followed that with explaining that we are not “those type of publishers”, i.e., we don’t write or edit content as in trade publishing but we are publishing managers/business managers/partnership managers/account managers. The scholarly communications community has not done a great job of marketing itself or making itself accessible to the BIPOC community. Many undergraduate students have the opportunity and privilege to learn about scientific publishing by taking well known summer courses/programs offered by expensive universities. While these jobseekers lack direct experience, their participation in these courses bolster their résumé and make them attractive hires. Their BIPOC peers, who may not have accessibility/affordability to take such a course, miss out as they can’t gain the introductory knowledge about the industry to explore their potential interest and strengthen their résumé.

LOW SALARIES

Most of the scholarly publishers are based in cities with prohibitively high cost of living such as New York City, Boston, London, Cambridge, etc. Expensive cities are challenging to live in for any early career professional, but especially challenging for those looking to enter academic publishing given the low starting salaries. Therefore, it is not a surprise that this may not be the first profession of choice for many, but especially for those from the BIPOC community. For many, the first exposure to the industry is through a summer internship program offered by several of the publishers for a small stipend. Very often these lead to being recruited by the publishers for a full-time position upon graduation.
Given that thus far these programs have required in-person participation, this poses a challenge to attract diverse candidates, including BIPOC, who would see the internship as an opportunity to learn about the industry. In-person participation in expensive cities poses a barrier for students who reside outside the areas where the major publishers are located. Many of the graduates may be first generation, but with student loan debt. For these graduates, entering a profession with such a low starting salary and locations in expensive cities, the option may look unfeasible. With the workforce culture now shifting from primarily on location to hybrid or even primarily remote, I am hopeful to see more opportunities opening up for publishers to recruit candidates outside of their office areas, enabling them to improve the diversity of their workforce.

MARGINAL BIPOC REPRESENTATION

The challenge above is further exacerbated by the fact that the industry has dismally low BIPOC representation, particularly in positions of leadership. If, despite all the roadblocks above, a BIPOC early career entrant chooses to consider entering scholarly publishing they will find that there are very few to no BIPOC members in most of the publisher’s c-suite and several levels down. Further, upon joining the publisher, a publishing professional seeks leaders they can emulate and who inspire. As a BIPOC woman raising a family, I sought female leaders who not only embodied qualities of excellence, leadership, and drive, but also managed to balance her career with raising a family. Turns out these are not as common as one might think. And finding a BIPOC woman in this industry with these characteristics is like finding a unicorn. As a BIPOC professional in the industry, I had no BIPOC role models to emulate, and I found it disheartening that the few women in leadership were those without caregiver duties.

In order for more professionals from the BIPOC community to enter the scholarly publishing industry, stay, and thrive, we need more role models, mentors, and leaders that understand our needs, demonstrate an appreciation for how our different cultural backgrounds can impact our ability to succeed and develop in a professional environment. We need leaders who can understand BIPOC professional needs, demonstrate an appreciation for cultural differences, and are advocates for BIPOC professional advancement. And we need to recognize that allies do not get to declare themselves, they are chosen, by us.
LIMITED MENTORS

Mentorship provides an opportunity for people to share knowledge, gain insight and offer practical career advice to each other. It is often the birthplace for networking and relationship building within an industry that leads to job opportunities and other career advancements. The mentor and mentee relationship offers a safe space to discuss not just career growth, but also practical advice to help navigate and overcome industry challenges. Given the limited number of people who have leadership roles within our industry from the BIPOC community, mentorship offers the ideal roadmap to help. However, BIPOC mentors can find themselves suffering from “cultural taxation.” This is the particular forms of labor and burnout that come (without compensation) from being the representative, either officially or unofficially, on diversity and equity committees or task forces. As mentors, it is also important to think about intent. Are we mentoring in ways that encourage assimilation into our workspaces without much context for the specific experiences of the mentee?

ASSIMILATION VIA CULTURAL HIERARCHIES

“Culture” is a term that often makes its way into conversations regarding the BIPOC community by way of inclusivity and diversity. On the surface culture designates something about a specific group, including art, music and other refinements of haute culture. Overall, we tend to associate culture with customs and accumulated practices. However, when you begin to dig a bit deeper, culture also refers to the conventional beliefs and practices within a society [Ref Parenti] . And as with the introduction of customary standards that work to benefit one group, comes the introduction of disadvantages to another group. And in that way, culture becomes a “cloak for privilege and inequity.” Sigh. If it is not enough that members of the BIPOC community have to constantly navigate a multitude of intersectional identities, we also have to navigate cultural hierarchies. This includes navigating a subset of cultural hierarchies that can limit the success of BIPOC employees. Organizations are working to address DEI which both directly and indirectly impacts the BIPOC community, but they must also be simultaneously working to address workplace culture. “You can’t address DEI without addressing the culture because it influences every aspect of how a company operates. It’s what sets or erodes the conditions for diversity to succeed,” as stated in the Antiracism Toolkit for Organizations.
Creating community with and across groups of BIPOC

BUILDING AN ANTI-RACIST CULTURE

There is a high likelihood that you may be the only or one of a very few BIPOC employee(s) at your workplace. This is isolating. You may also find yourself in an environment where there is an unspoken expectation that you represent the needs for all BIPOC groups, and this creates very awkward and uncomfortable situations. Approaching work from a solidarity framework may help us to better understand and to overcome the racism and strange situations related to race that we encounter at work. Because systemic racism seeks to highlight differences rather than find similarities, this type of framework can facilitate the coming together of BIPOC employees so we can find support and validation in what we experience as individuals.

The building of an antiracist culture calls for all members to cooperate and engage in acts of solidarity. This is much easier to propose than to actually make happen. Different racial groups’ historical contexts and conditions vary greatly and BIPOC members may find it very difficult to look at racism outside of our own lenses and without comparing injustices. And of course, we each come to work with our own individual histories and understandings of how the world works.

Because our workplaces are centered and structured around whiteness, it is important that as BIPOC colleagues we bring support and empathy for each other. In spite of the many differences there may be between and even within racial/ethnic groups, there are many commonalities. For example, we share experiences of not
being fully accepted or feeling that we are different because of our race. This is powerful and it creates a commitment and political will to change/bring down hierarchical and power structures based on racial identities.

ENGAGE IN A SOLIDARITY FRAMEWORK

Solidarity asks us to reflect upon and identify points of commonality. And this can allow us to learn and grow from points of difference, rather than keeping us separate. Increased solidarity across racial groups in scholarly communication could possibly illuminate new ways of nourishing and affirming racial identities, cultural strengths, and ways of knowledge that could radically change our field.

A solidarity framework allows us to:

- Use and seek to learn more about the diverse stories of migration, integration, and assimilation within the larger contexts of colonialism, imperialism, and conflicts to understand systemic oppression and racism. This can be a lot to unpack. Luckily, there are numerous resources available to us. Web searches for terms like decolonization or settler colonialism or sugar plantations or opium war bring us to a vast number of resources. If you’re inclined, start with an area of history that you’re interested in. But do know that there is no expectation for you to return to school and complete another degree. Simply being aware that human history is full of stories of exploitation and harm allows us to reconsider the past through another lens and brings a wider perspective.
- Reflect upon colorism and whiteness within your own communities and how power and privilege are linked to both.
- Consider your power and privilege at work. Reflecting upon various aspects that may give you more or different power than other racialized groups may help you to understand how your work experiences may be different. Think about how that may differentiate you from your BIPOC colleagues and what each of you brings to your workplace because of these differences. Some concepts to consider may be:
  - Being a member of a so-called model minority. This is a myth that portrays Asians as a polite, law-abiding group who have achieved a higher level of success through some combination of innate talent, working harder, not complaining, and immigrant striving. It is harmful. It ignores the diversity of Asian cultures; posits Asians as perpetual foreigners; erases the racism,
both historical and current, faced by them; and reinforces anti-Blackness by entrenching race-based differences between different racialized minorities. In the workplace it also serves as another way to keep different communities from coming together in solidarity.

- Being a native English speaker. As most of us are likely working for English-language publications, being a person whose first language may not be English is something that can easily be held against you, no matter your proficiency.
- Other aspects that may make give you certain power or privilege can be belonging to a particular economic class, religion, or sexual identity.

- Consider how your communities have benefited from Black liberation movements.
- Take ownership of studying and unpacking your own histories and biases.
- Strive not to flatten or diminish the histories or experiences with racism of other groups.
- Consider how your place of work reflects white privilege and power.
- Is privilege and opportunity viewed as a scarce resource where there are winners and losers? Who are the losers? Who are the winners? What ways of knowing and behaving are accepted and encouraged? And what is excluded and lost in this exclusion?
- Seek to understand and involve others--do not take on battles for others without consultation or being asked to do so.
- What would happen if white centeredness was moved to the periphery?
- Do your workplace colleagues believe in and trust in the agency of BIPOC members?

**ELEVATE COMMITMENT AND ACCOUNTABILITY**

All of this requires a lot of work and energy. Feeling overwhelmed by this is normal. Like most large projects breaking things down into smaller components may help. Also do not expect solidarity to happen effortlessly and quickly. Part of this work involves being reflective and curious. Because trust, loyalty, and mutual concern are crucial, approaching bridge building with authenticity may help. You will likely encounter BIPOC colleagues who are not comfortable with or are resistant to conversations around race. Forcing someone into being your ally against racism is not likely to be the most successful strategy. Stepping back and building a relationship with humility may be a better approach. With time and comfort, asking colleagues questions about
when they first become aware of their race, how their identity has affected their life experiences and world view, or how their identity has affected their experiences at work may be ways to begin a conversation. But do note that there is an incremental nature to building solidarity so don’t expect quick wins and do be mindful of your own self-care as you build bridges.

In your day-to-day work:

- In meetings and in staff encounters, pay attention to who is talking the most. Are certain voices privileged, encouraged, or given more space and time than others’? Is anyone talked over, dismissed, ignored?
- If BIPOC voices are lost/ignored, are you able to amplify these voices by reiterating what was said by your colleagues and using their name, so they also receive credit? This approach used by women members of the Obama administration is one that can be replicated.
- Do you actively listen when other BIPOC colleagues speak?
- How do you engage and support BIPOC colleagues when at work?
- Are there opportunities for you to promote other BIPOC colleagues’ work and/or amplify their needs?
- Have you reached out to BIPOC colleagues in your field?
- How do your BIPOC colleagues know you support them?
- If racist incidents occur in your workplace, record them as best as you can. If you are a witness, please check in with the victim.
- Are there ways you can build trust, relationships, collaboration, or knowledge sharing with BIPOC colleagues?
- How might you engage in more face-to-face meetings with other BIPOC colleagues?
- Are there opportunities you have to incorporate the research and works of BIPOC colleagues into coursework, training, or supervision?
- At large meetings and conferences, are you able to attend sessions where BIPOC colleagues are presenting?
- Model and praise antiracist language and actions.
- Seek mentorship from different racial or ethnic groups.
• Provide mentorship within and outside your cultural community.
• Would an Employee Resource Group (ERG) for BIPOC employees be something that could be useful in your workplace? ERGs create safe supportive spaces for employees of color. More information and a guide about ERGs are available from the Chartered Institute of Personnel and Development. However, considering the small number of BIPOC staff in most scholarly communication workplaces, there simply may not be enough people to consider a local ERG. If that’s the case, would it be possible to set something similar to an ERG through a parent organization or a professional organization? Luckily, because of the pandemic, meetings with folks from different time zones is now commonplace.

References


The Industry

NETWORKING

The field of scholarly publishing can feel very isolating. While organizations vary greatly in size and demographics, it can be challenging to network and connect with people whether you’re at a large or small publisher. Larger organizations tend to be very siloed, and you may feel discouraged from connecting with people outside of your immediate department. Of course, there are challenges to only networking with your direct coworkers, as this can limit honest conversations and relationships. Working for a smaller organization often means being one of a handful of employees, so your options to network may be limited to supervisors or a few other people. Furthermore, many university presses and scholarly societies and organizations are also in small, homogenous college towns, where it may be difficult to find people who you can connect with.

In addition to the social and psychological benefits of networking, it is also important to help share information and help each other work toward fair wages and equal treatment. As we know, supervisors and mentors often put more effort into training and helping junior staff who remind them of themselves. For an industry that is so homogenous, this means that the same types of people are prioritized for advancement. Through networking, you can discuss compensation, benefits, self-advocacy, opportunities for development/advancement, healthy relationships and work environments, and other factors that will help you assess whether your current role and employer is treating you fairly. As the #PublishingPaidMe hashtag showed, communication about compensation can expose discriminatory disparities. This kind of information sharing can help you advocate for yourself with your current employer or identify other organizations that you may or may not wish to work for.

It should be noted here that you may feel pressure to network even if you don’t feel like it. Don’t worry about it! Sometimes we’re all just trying to do our jobs and get by. It is not a competition to rack up as many industry connections as possible, and you do not need to network. If you feel it may be good for your wellbeing or career opportunities, go for it. But know that you don’t constantly need to be expending energy in this way if you don’t feel it is beneficial.

That said, here are some resources for networking and career development:

- **BIPOC in Scholarly Publishing listserv**: https://groups.google.com/u/1/g/bipoc-in-scholarly-publishing. Currently there are 80+ members on this listserv. You can adjust your settings to receive emails or not (so you can just bookmark it and check on the discussions when you feel like it). Common threads are about job openings, DEI initiatives, and BIPOC virtual events, but it can also be used to ask questions or network (e.g., arrange for in-person gatherings at conferences). Per the description: “This is a listserv for people who openly identify as Black, Indigenous, and/or Person of Color and who work in scholarly publishing to build community within our industry. Please feel free to send recommendations for other potential members to Caitlin (tylerri1@msu.edu) and Niccole (nkanecoggins@gmail.com) who are overseeing the listserv.”

- **AUPresses Diversity Job Boards resource page**: https://jobs.up.hcommons.org/career-resources/diversity-job-boards-career-resources/. Provides links to different societies and organizations that may be of interest.

- There’s info in the TFO Resources for job boards also.

- **People of Color in Publishing mentorship program**: https://www.pocinpublishing.com/mentorship. This program is not specific to scholarly publishing and includes trade publishing professionals. Per the website: “The People of Color in Publishing Mentorship Program is a volunteer-based initiative that aims to create mentorship relationships between entry-level and experienced-level POC industry professionals. The initiative’s goal is to provide entry-level POC professionals a personal resource for support, guidance, and encouragement, as they begin to navigate a career in publishing.”

- **Paths in Publishing mentorship program**: https://pathsinpublishing.wordpress.com/. Geared toward early career folks in general and not just BIPOC, but this program offers support in navigating one’s career. From the description: “A free mentorship program to help prepare early career applicants (moving into or out of entry-level jobs) for the work of applying to, interviewing for, and navigating negotiations of new positions in scholarly publishing.”
• **Employee resource groups or affinity groups:** Many organizations and universities have groups and listservs that facilitate connecting to those outside of one’s immediate business unit or press. [bipoc-in-scholarly-publishing@googlegroups.com](mailto:bipoc-in-scholarly-publishing@googlegroups.com)

• **BIPOC in adjacent industries:** Similar to above, for in-person networking, don’t limit yourself to only publishing folks. Booksellers, librarians, and other communication professionals (among others) can be wonderful to connect with in your city.

• **Mentorship Program — BIPOC of Publishing in Canada**

• Organizations outside of your employer that may offer free programming, scholarships, or other resources to help with professional development
  - NISO Scholarships
  - C4DISC Free programming
  - GWU Publisher Career Building Series
  - GWU Ethics in Publishing Conference
    [https://www.cps.gwu.edu/gw-ethics-publishing-conference-draws-large-virtual-crowd](https://www.cps.gwu.edu/gw-ethics-publishing-conference-draws-large-virtual-crowd)

For those working at a university press:

• **AUPresses Annual Meeting:** In recent years, AUPresses has hosted a BIPOC networking event. As the annual meeting is alternating between virtual and in-person, this could provide an opportunity to connect with other BIPOC in publishing even if you do not go to the in-person meeting.

• **AUPresses Grants:** You can apply to grants to cover expenses for attending the annual meeting, with specific grants for early career scholars, first-time attendees, and staff in different departments (which can be particularly useful, since some departments involve less travel and general networking opportunities than others).

• **AUPresses mentor-mentee pairings:** The AUPresses Professional Development Committee sends out a call for people who would like to connect with a mentor/mentee around the time of the annual meeting. This is just a jumping off point, and relationships can continue beyond the meeting. While this is not specifically aimed to BIPOC, you can request to be paired with an editor of color or someone from a specific department (if you’re interested in exploring a new career track, for example).
• **Early and mid-career buddy system**: Dom Moore and Becca Bostock started a buddy system in 2021 to foster peer-to-peer connections with people outside of your press. The sign-up for this program is closed currently but keep an eye out for this or similar initiatives via listserv announcements. For more background, see this Scholarly Kitchen interview.

• **AUPresses listservs**: You can sign up for a variety of listservs from the AUPresses, including ones for early career staff, directors, and certain departments (acquisitions, marketing, production, etc.). See https://aupresses.org/resources/tags/email-lists/.

• **UP Commons groups**: You can find additional discussions and groups through Humanities Commons. See https://up.hcommons.org/.

**BUILDING MENTORSHIP AND SPONSORSHIP RELATIONSHIPS**

**Mentorship**

Mentors serve many functions, but most importantly, they should listen to you and help you achieve your goals in a manner that best suits you. They may help to connect you with others to build new relationships and expand your network, demystify processes, inform you of potential opportunities, offer their stories about navigating their careers, troubleshoot issues, or advocate for you. When embarking on a mentorship journey, it’s essential to take the time to self-reflect, create a list of things you’re hoping to gain from your mentor, and then share this list with them. Doing so will facilitate matchmaking based on areas of interest and expertise.

For more on the different roles involved with mentorship and networking, see the Antiracism Toolkit for Organizations. It also offers best practices for effective mentorship.

Creating a “mentor map” can help you visualize your network of mentors and how these different connections may support you. The National Center for Faculty Development and Diversity offers a sample mentor map. Yours may be smaller or larger or contain different categories specific to your personal and professional goals.
Not all mentors are the same for everyone. Some communication styles work better together, and it is often better to find someone who you feel more comfortable with rather than forcing yourself to build a relationship that you think is clunky and ineffective. It’s okay to have different layers of mentorship and sponsorship relations—for example, someone may be an excellent resource for connecting you with potential opportunities, but you find that you don’t really learn much from them for whatever reason. To this point, you might wonder what is the difference between mentors and sponsors? Do you need them both? Under optimal circumstances, the answer to the latter is yes; you need both, mentors and sponsors. Mentors as described throughout this work are exceptional allies for assisting you in navigating a new organizational culture, learning the job, networking, and onboarding you into the dos and don’ts of a new work environment. Sponsors, on the other hand, are your best spokespersons. From personal experience, sponsors are more involved in your career success not necessarily your development, and are constant reminders of your discussed career goals. Sponsors find and often cede professional space for you to shine and to thrive."

Put your energy into fostering relationships that are the most positive for you, and if you have the capacity, maintain bridges to other people so you can connect as needed. It’s great to see people at conferences and chat with them, but you may not want to get dinner with them. This all seems obvious, but it’s good to remember not to overextend yourself. When seeking mentors and sponsors put your energy into fostering relationships that are the most positive for you.

Build a communicative relationship that works best for you. For example, some people may feel most comfortable talking to their mentor over coffee/drinks as needed, while others may want to set up formal meetings that are on a set schedule. Some mentors are capable of different styles of communication, and they can engage with you as you prefer. On the other hand, some mentors are more rigid in their view of mentorship and communication, and if you don’t think you’re getting value from the relationship, it’s okay to de-prioritize it and look for others instead.
Mentorship beyond your department

Try to connect with mentors outside of your organization, as they can offer additional perspectives and give you some distance from your immediate workplace. It’s immensely valuable to see how things work at other organizations, and you can leverage this knowledge to make positive changes in your own organization (not that you’re responsible for changes and improvements, but you can bring ideas to others who could implement them). Having a mentor within your own organization is also valuable, as they have institutional knowledge and can respond more precisely to particular issues or questions.

You can also find great mentors in other departments. They may not have in-depth knowledge about your work and department policies, but this can be valuable to provide a perspective that is a bit removed from your day-to-day work. And they can still advocate for you within the organization as well as provide an outlet for talking about your employer or the industry in general.

It should also be noted that you can be an effective mentor even as an early career professional. As calls for mentors go out in the industry, do not shy away from volunteering even if you just have a year or two of experience. You don’t have to be an absolute expert on everything in the industry in order to be extremely helpful to and supportive of others.

From the TFO: Authenticity at Work: Advice for BIPOC

As already described, code switching is stressful and tiring for many. Krystle Dorsey, M.Ed., career services professional, writer, and social justice advocate, has some tips for managing the side effects of code switching.

- **Be around those with whom you can be your true self.** Get involved with volunteer groups, etc., that align with your beliefs and values. Find your people.
- **Look for role models who have faced workplace challenges similar to yours.** Observe them, get to know them, and consider asking them to be your mentor.
- **Pay attention to how you are feeling.** Code switching takes a lot of energy. The more you have to do it, the more it wears you out mentally and physically. Listen to your body and allow yourself some self-care.
• **Build trust and publicize your cultural differences.** Some won’t understand your cultural background. Others may assume they do, leading to some uncomfortable interactions. If you think someone is making an effort to get to know you in a sincere way, consider opening yourself up.

• **Do not feel obligated to educate others in DEI settings.** Determine what you wish to share while realizing you have no obligation to do so. And if someone offends you but does not own the mistake, fails to apologize, or continues to offend you, let them go. It’s not worth your energy.

• **Know when it is not working for you.** If you find yourself emotionally drained, psychologically distressed, or mentally fatigued after trying these tips, consider moving on from your workplace. If you are being discriminated against, harassed, or attacked, and you do not feel safe even after taking the proper measures to alleviate your grievances, then it may be time to go. You deserve to work in an organization that treats you with respect.

• **Beware of tokenism.** When non-white people are allowed a seat at the table of the privileged, they are often expected to follow white norms and act accordingly. Having a few people of color in leadership positions can give an organization false assuredness about how equitable their workplace really is—they may believe their workplace inclusivity issues solved through these few hires. Additionally, “tokens” may be put in the uncomfortable position of representing or speaking for an entire minority group. In an institutional context, tokenism can be used to conceal discriminatory and racist practices. Marla Baskerville Watkins of Northeastern University, Aneika Simmons of Sam Houston State University, and Elizabeth Umphress of the University of Washington wrote that, if organizations with fewer than 15 percent BIPOC on a team or in a department, they are likely to suffer from harassment or discrimination.

---

Practicing Self-care

It is believed that Socrates, the philosopher from Athens, Greece, began the self-care movement in the fifth century. He believed that to find wisdom and virtue, one must look into themselves. Their soul should be taken care of before all else. For others, self-care is defined as taking care of your physical and mental health to be the best you can be. Many practice self-care but the idea was amplified in 2020 during the COVID-19 pandemic. For some people of color, practicing self-care seemed more than necessary after the murder of George Floyd.

Young people and those financially affected by the outbreak are experiencing more psychological distress

% of U.S. adults who fall into each category of psychological distress

<table>
<thead>
<tr>
<th>Category</th>
<th>High distress</th>
<th>Medium distress</th>
<th>Low distress</th>
</tr>
</thead>
<tbody>
<tr>
<td>All adults</td>
<td>24</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>Men</td>
<td>19</td>
<td>23</td>
<td>57</td>
</tr>
<tr>
<td>Women</td>
<td>28</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>White</td>
<td>22</td>
<td>26</td>
<td>50</td>
</tr>
<tr>
<td>Black</td>
<td>26</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>Ages 18–29</td>
<td>33</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>30–49</td>
<td>25</td>
<td>26</td>
<td>47</td>
</tr>
<tr>
<td>50–64</td>
<td>22</td>
<td>25</td>
<td>52</td>
</tr>
<tr>
<td>65+</td>
<td>15</td>
<td>23</td>
<td>61</td>
</tr>
<tr>
<td>Bachelor’s+</td>
<td>20</td>
<td>28</td>
<td>51</td>
</tr>
<tr>
<td>Some college</td>
<td>23</td>
<td>27</td>
<td>49</td>
</tr>
<tr>
<td>HS or less</td>
<td>28</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td>Rep/Lean Rep</td>
<td>17</td>
<td>23</td>
<td>59</td>
</tr>
<tr>
<td>Dem/Lean Dem</td>
<td>30</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Upper income</td>
<td>17</td>
<td>26</td>
<td>55</td>
</tr>
<tr>
<td>Middle Income</td>
<td>20</td>
<td>27</td>
<td>53</td>
</tr>
<tr>
<td>Lower Income</td>
<td>33</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Lost job or had pay cut</td>
<td>29</td>
<td>27</td>
<td>42</td>
</tr>
<tr>
<td>Neither</td>
<td>21</td>
<td>25</td>
<td>53</td>
</tr>
</tbody>
</table>

Note: Additive psychological distress scale based on responses to five standard measures of psychological distress adapted from GAD-7, CES-D, Impact to Scale-Revised. Share of respondents who didn’t offer an answer not shown. Whites and blacks include those who report being only one race and are non-Hispanic. Hispanics are of any race. “Some college” includes those with an associate degree and those who attended college but did not obtain a degree. Family incomes are based on 2018 earnings and adjusted for differences in purchasing power by geographic region and for household sizes. Middle income is defined here as two-thirds to double the median annual income for all panelists. Lower income falls below that range; upper income falls above it.


PEW RESEARCH CENTER
Being a citizen of the world is stressful, watching the news is stressful, life overall is stressful. Being BIPOC along with all that has been mentioned is even more stressful. If you need to step back, step down, or step away, you should. All of that is a form of self-care. It’s also a form of self-preservation but we will focus on self-care in this space.

Let’s start with defining what self-care is not and what it is. First, it is not an act of selfishness. Second, it is about caring for yourself in any way you choose. According to Essence magazine, “Self-care is about making an effort to focus on your own needs — whatever they may be.”

To me, self-care looks different but the same every day, in the sense that it looks like listening to my body and my heart, but can manifest as a dance session, sobbing like I need to flood my bedroom, dressing to the nines to go to the grocery store, or reaching out to my community. I intentionally practice self-care daily because there was a time when I took care of everyone but me, and it was killing my spirit. I realized I deserve to exist, to thrive and only through nurturing myself is that possible.

– Bianca Augustin, Black femme, she/her, constantly growing and healing

The National Museum of African American History and Culture in Washington, DC defines self-care as, “... a person’s effort to maintain their wellness and health. Initiated and maintained by each individual based on their own needs, self-care requires active engagement and conscious effort to form new, beneficial habits.”

If you’ve ever been on a plane, you may remember the instructions given to all passengers is to use the oxygen mask on yourself before giving the mask to someone else. You are of no use to anyone else if you are not your best self.

You don’t need an elaborate plan. Self-care can include reading daily affirmations, trips to the gym, a book and a glass of wine, or a weekly chat with close friends. You can also contact mental health organizations such as the National Alliance on Mental Health (NAMI), Better Help, or download the Youper app, Online Therapy With Or Without Insurance - Youper/. There are also many free emotional well-being resources. (see p. 33 for resources)

Watch: 5 Mental Health Stigmas That Need to Go!
https://youtu.be/hCiSE0nlfrg
8 AREAS OF SELF-CARE

1 Physical self-care
Movement of the body, health, nutrition, sleep and resting needs. Some examples of physical self-care:
- Going for a walk
- Taking a bath
- Getting enough sleep (7-9 hours per night)
- Eating nourishing foods

2 Psychological self-care
Learning new things, practicing mindfulness and creativity. Some examples of psychological self-care:
- Practicing mindfulness
- Reading a book
- Learning a new skill
- Doing a digital detox

3 Emotional self-care
Enhancing emotional literacy, navigating emotions, increasing empathy and managing stress effectively. Some examples of emotional self-care:
- Saying no
- Making time for reflecting on feelings
- Practicing self-compassion
- Being aware of your emotional boundaries

4 Social self-care
Having a supportive group and network of relationships around you that you can trust and turn to. Some examples of social self-care:
- Honoring your commitments to other people
- Asking for help when you need it
- Meeting new people
- Spending time with family and friends

5 Professional self-care
Sharing your strengths and gifts, having clear professional boundaries and living your purpose. Some examples of professional self-care:
- Eating a nourishing lunch each day at work
- Negotiating your needs
- Having clear professional boundaries
- Attending professional developing opportunities

6 Environmental self-care
Having an organized, well maintained and clutter-free work, business and home environment, having clean clothes and a clean and well maintained mode of transport. Some examples of environmental self-care:
- Decluttering your home or work environment
- Monitoring technology time
- Cleaning up after a meal
- Maintaining a clean and safe living environment

7 Spiritual self-care
Having beliefs and values that are important to you and guide your life. Some examples of spiritual self-care:
- Meditating
- Reflecting in a journal
- Going on a retreat
- Walking in nature

8 Financial self-care
Being responsible with your finances and having a conscious relationship with money. Some examples of financial self-care:
- Knowing where your income is coming in
- Knowing where your expenses are due and paying them on time
- Completing your tax responsibilities on time
- Spending and saving money wisely

Some of the benefits of practicing self-care include reduced stress and anxiety and it is also a way to recover from mental illness.

Source: https://moderntherapy.online/blog-2/areas-of-self-care
Leaving the Industry

Oftentimes, and sadly, the publishing industry is not necessarily the right career path for our skill sets, talents, and aspirations. From low wages, lack of promotion possibilities, long hours without extra pay, non-existent professional development opportunities, to the centered whiteness that becomes unbearable, there may come a time for you to leave the publishing field, not just the job. Yet leaving the publishing field does not mean you are leaving the professional world. And so, before you turn in your resignation letter, here are some helpful tips to keep in mind:

- **Exit Interview:** Even if it is not offered to you, you should request an exit interview with your supervisor and/or the head of your department/your organization. Additionally, planning an interview with your human resources officer or unit can be another option. An exit interview offers you the opportunity to have an honest and professional conversation about your experience from what worked well for you, challenges you faced, to sharing the reasons behind your departure from the job and publishing career path. For some folks, the exit interview is a moment to share only the bad and ugly with the Director. For others, it is an opportunity to offer constructive feedback with specific details so that the next BIPOC colleague does not encounter as many difficulties or challenges in the field. Lastly, before scheduling your exit interview, I would recommend that you write down your thoughts, organize them, and practice, practice, practice.

- **Request References:** While the exit interview can provide you some professional closure, it can also offer you the opportunity to ask your soon-to-be ex-supervisor to be a reference for you. One never knows when you will need a letter of reference and think of this request as maintaining good professional contacts and lines of communication open.

- **LinkedIn Connections:** Before your last day of employment, make certain to connect with co-workers on LinkedIn. There are many benefits to adding connections and developing a wide professional network, i.e., you will appear in peoples’ search results, and it will help you forge new professional connections across careers. And, if you do not have a LinkedIn profile, start one immediately and keep it up to date.
References
Indeed, Editorial Team, How to Ask Your Current Employer for a Reference (With Steps)
https://www.indeed.com/career-advice/finding-a-job/reference-from-current-employer

Kern Carter, Why are so many editors leaving publishing? And how does it impact authors?
https://medium.com/cry-mag/why-are-so-many-editors-leaving-publishing-8f4d9ee598b3

LinkedIn Youtube video, Adding Connections on LinkedIn https://www.youtube.com/watch?v=OliXrm38h8
Conclusion

We know that the challenges of working within the scholarly publishing are numerous, and that this toolkit cannot address the many specific experiences of BIPOC people who work within the industry. In particular, while we want to address the commonality of many of the issues that we face, we also understand that for several reasons it is difficult for this toolkit to address the specific ways in which our particular identities situate these experiences, whether it is the challenges of being confronted with model minority stereotypes by coworkers, or the myriad ways that colorism intersects with how we are accepted or denied opportunities within our work. Additionally, we want to stress and continue to think about the ways in which disability, gender and sexual identities intersect with our racial and ethnic ones. Perhaps the biggest challenge in writing this toolkit is that, due to the very nature of going into specifics about our experiences, we risk losing the protective anonymity we need in order to continue to have careers in this field, and opens us up to the possibility of indirect, or even direct retaliation, and damage to our careers.

So, this toolkit feels like a jumping off point, in many ways, a place where we wanted to stress the ways in which we can create community and support amongst each other, as much as it is a way to think about managing our work within a still-overwhelmingly white workforce. We intend for this toolkit to be, not only a source for support and advice, but also to continue on as a sort of living document, one which will continue to be added to, and reimagined over time so it can be a resource that we can turn to again and again as our workplaces change. Both trade and scholarly publishing had already begun to organize and challenge the structure of hiring, retention, and promotion practices before 2020, but the protests from that year and renewed national focus on racism in the U.S. and many other countries, gave more energy to these discussions and implemented some meaningful, if imperfect movement for change. Still, now
more than ever as other national and international events have begun to overshadow those discussions, it feels ever more important to keep the pressure on to advocate for ourselves and our BIPOC colleagues, including those who have not entered the industry but are looking to get a foot in the door. This toolkit hopefully serves as both an answer and a question for how we look forward to doing this.

**Further guidance and support**

- Texas A&M University, School of Law, [https://law.tamu.libguides.com/c.php?g=1054092&p=7656005](https://law.tamu.libguides.com/c.php?g=1054092&p=7656005)
- [https://nmaahc.si.edu/learn/talking-about-race/topics/self-care](https://nmaahc.si.edu/learn/talking-about-race/topics/self-care)
- Black Equity Index (BEI)
  - The Black Equity Index (BEI) is a new initiative for organizations to advance, and measure progress toward racial equity in the workplace. Informed by DE&I practitioners, the new set of standards harnesses the power of data to create opportunity for Black professionals. Designed to drive systemic, sustainable change, this independent and credible benchmark provides greater accountability for companies and their leaders, allowing organizations to track progress and improve their practices year after year.
  - [https://coqual.org/black-equity-index/](https://coqual.org/black-equity-index/)
- Self-care is a political act and always has been (mashable.com)
- Many in U.S. face mental health issues as COVID-19 enters year two | Pew Research Center
- Self-Care Is a Radical Act, But Not in the Way, We’re Practicing It (flare.com)
- ‘The Unbearable Whiteness of Publishing’ Revisited (publishersweekly.com)
- Use the graphic from this for the post.
- Racial Stress and Self-care: Parent Tip Tool
- RESilience — Uplifting Youth Through Healthy Communication About Race
- Reading and RES: Parent Tip Tool — Choosing and Using Books to Discuss Race and Ethnicity
- Resources for Self-Care | Anti-Racism Resources (harvard.edu)
Free emotional wellbeing resources

- 988 Suicide and Crisis Lifeline: https://988lifeline.org/
- Mindfulness Resources, The Center for Mindful Living: mindfullivingla.org
- Guided Meditations in English & Spanish: uclahealth.org/marc/mindful-meditations
- Breathing and Mindfulness Phone Apps: Breathe, Calm, Headspace.
- Online Yoga, All Levels: doyogawithme.com
- Crisis Text Line: free 24/7 text-based crisis intervention: text HOME to 741741 https://www.crisistextline.org/
- Perceived health and financial threats and childcare difficulty are associated with higher levels of psychological distress | Pew Research Center

List of Unionized University Presses

Last updated 6/23/22. This table was created by the AUPresses Equity, Justice, and Inclusion Committee. Please note that several of these unions cover a broader group than just Press staff, and some unions only include certain groups of Press staff members.

<table>
<thead>
<tr>
<th>Press</th>
<th>Union</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athabasca University Press</td>
<td>Athabasca University Faculty Association / Alberta Union of Public Employees</td>
<td><a href="https://aufa.ca/">https://aufa.ca/</a> / <a href="https://www.aupe.org/">https://www.aupe.org/</a></td>
</tr>
<tr>
<td>Duke Univ. Press</td>
<td>DUP Workers Union</td>
<td><a href="https://www.dupworkersunion.org/">https://www.dupworkersunion.org/</a></td>
</tr>
<tr>
<td>Harvard Univ. Press</td>
<td>Harvard Union of Clerical and Technical Workers</td>
<td><a href="https://huctw.org/">https://huctw.org/</a></td>
</tr>
<tr>
<td>Oxford Univ. Press</td>
<td>Oxford University Press Union</td>
<td><a href="https://oxfordpressunion.org/">https://oxfordpressunion.org/</a></td>
</tr>
<tr>
<td>Marine Corps University Press</td>
<td>American Federation of Government Employees</td>
<td><a href="https://www.afge.org/">https://www.afge.org/</a></td>
</tr>
<tr>
<td>University Press</td>
<td>Professional Association</td>
<td>Website</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Michigan State Univ. Press</td>
<td>MSU Administrative Professionals Association</td>
<td><a href="https://www.msuapa.org/">https://www.msuapa.org/</a></td>
</tr>
<tr>
<td>NYU Press</td>
<td>Union of Clerical, Administrative and Technical Staff at NYU</td>
<td><a href="http://ucats3882.org/">http://ucats3882.org/</a></td>
</tr>
<tr>
<td>San Diego State Univ. Press</td>
<td>California Faculty Association</td>
<td><a href="https://www.calfac.org/">https://www.calfac.org/</a></td>
</tr>
<tr>
<td>Temple University Press</td>
<td>Temple Association of University Professionals</td>
<td><a href="https://taup.org/">https://taup.org/</a></td>
</tr>
<tr>
<td>Univ. of Alberta Press</td>
<td>Non-Academic Staff Association &amp; Association of Academic Staff</td>
<td><a href="https://nasaunion.ca/">https://nasaunion.ca/</a></td>
</tr>
<tr>
<td>Univ. of California Press</td>
<td>University Professional and Technical Employees, CWA 9119</td>
<td><a href="http://www.upte.org/local/new/about/">http://www.upte.org/local/new/about/</a></td>
</tr>
<tr>
<td>Univ. of Georgia Press</td>
<td>United Campus Workers of Georgia</td>
<td><a href="https://www.ucwga.com/">https://www.ucwga.com/</a></td>
</tr>
<tr>
<td>Univ. of Hawai’i Press</td>
<td>Hawaii Government Employees Association</td>
<td><a href="https://www.hgea.org/">https://www.hgea.org/</a></td>
</tr>
<tr>
<td>Univ. of Massachusetts Press</td>
<td>Professional Staff Union of the University of Massachusetts</td>
<td><a href="https://www.umass.edu/psumta/">https://www.umass.edu/psumta/</a></td>
</tr>
<tr>
<td>Univ. of Washington Press</td>
<td>UW Libraries Union</td>
<td><a href="https://sites.google.com/view/uwlibunion/home">https://sites.google.com/view/uwlibunion/home</a></td>
</tr>
<tr>
<td>Univ. of Wisconsin Press</td>
<td>United Faculty &amp; Academic Staff</td>
<td><a href="http://ufas.wi.aft.org/">http://ufas.wi.aft.org/</a></td>
</tr>
<tr>
<td>Univ. Press of Florida</td>
<td>United Campus Workers</td>
<td><a href="https://www.unitedcampusworkers.org/">https://www.unitedcampusworkers.org/</a></td>
</tr>
<tr>
<td>Wayne State Univ. Press</td>
<td>UAW Professional and Administrative Union</td>
<td>UAW Staff Association</td>
</tr>
<tr>
<td>Yale Univ. Press</td>
<td>The Union of Clerical &amp; Technical Workers at Yale</td>
<td><a href="https://local34.org/">https://local34.org/</a></td>
</tr>
<tr>
<td>Univ. of Texas Press</td>
<td>Texas State Employees Union</td>
<td><a href="https://cwa-tseu.org/">https://cwa-tseu.org/</a></td>
</tr>
</tbody>
</table>
Contributors and Participants

Martha Alvarado Anderson, University of Arkansas
Amber Avila, George Washington University
Mike Baccam, University of Washington Press
Thane Chambers, University of Alberta
Niccole Coggins, American Psychological Association
Christina Davies, GRAPHEK
Harrison W. Inefuku, Iowa State University
Ellen Kim, GRAPHEK
Walter Kim, GRAPHEK
Shaina Lange, American Chemical Society
Nancy Lu, GRAPHEK
Rebecca S. McLeod, Harvard University
Alejandra M. Mejía, Duke University Press
Swapna Padhye, Oxford University Press (formerly at Wiley)
Mark A. Puente, Purdue University Libraries and School of Information Studies
Nhora Lucía Serrano, PhD, Hamilton College
Damita Snow, CAE, American Society of Civil Engineers
Dawit Tegbaru, Knowledge Futures Group
Randy Townsend, George Washington University and Public Library of Science
Jasmine Wallace, American Society for Microbiology
Kerry E. Webb, University of Texas Press