

Leadership Council & Membership Meeting

AGENDA

Friday, June 21, 2019 • 1:30 – 4:00 p.m. EDT
Washington Hilton, Lincoln Meeting Room

1:30–1:35	1.0 Welcome & Introductions	Mary Ellen K. Davis ACRL Executive Director
1:35–1:40	2.0 President’s Annual Update	Lauren Pressley ACRL President
1:40–1:45	3.0 Vice-President’s Annual Update	Karen Munro ACRL Vice-President
1:45–1:50	4.0 Questions from the Membership	Lauren Pressley
1:50–2:50	5.0 Equity, Diversity, and Inclusion: How to be an Ally #3.0, #3.1, #3.2, #3.3, #3.4	Anne Phibbs Strategic Diversity Initiatives
2:50–3:50	6.0 ALA Reorganization #2.0 The Steering Committee on Organizational Effectiveness (SCOE) team will present possible new models for ALA structure solicit feedback on strengths/weaknesses of each.	Lessa Kanani’opua Pelayo- Lozada SCOE Chair Jim Meffert Tecker International
3:50–3:55	7.0 ACRL 2019 & ACRL Scholarship Campaign	Beth McNeil ACRL 2021 Conference Chair
3:55–4:00	8.0 Closing Remarks & Opening General Session	Lauren Pressley

Please complete the electronic meeting evaluation that will be sent to the email address with which you registered.

Documents

Doc #	Description
Doc 1.0	ACRL Plan for Excellence
Doc 2.0	Steering Committee on Organizational Effectiveness (SCOE) Preliminary Recommendations
Doc 3.0	How to be an Ally Implicit Bias
Doc 3.1	How to be an Ally Scenarios
Doc 3.2	How to be an Ally Tips
Doc 3.3	Virtual Participation Questions
Doc 3.4	Anne Phibbs Bio



Plan for Excellence

Association of College & Research Libraries

Approved April 20, 2011 — Effective July 1, 2011

Reaffirmed September 2013. Revised November 2018.

Preamble

The strengths and capacities of ACRL have enabled the association to sustain exemplary programs and results for its members and to shape policies and practices of vital interest to higher education.

ACRL's Plan for Excellence continues that path and focuses attention on four areas that capitalize on our strengths, deliver high member value, and heighten our impact:

- Value of Academic Libraries
- Student Learning
- Research and Scholarly Environment
- New Roles and Changing Landscapes

These strategic areas will be supported by financial and operational planning, and will guide the development and implementation of programs and services that target education, advocacy and member engagement.

ACRL's leadership views strategic thinking and planning as an ongoing process. Adoption of this plan for excellence affirms the general intent and direction articulated by the association's core ideology, envisioned future, shorter-term goals, and objectives. Progress will be assessed annually and will guide the operational planning process. The plan for excellence will be updated based on achievement of the goals and their continued relevance as new needs and opportunities arise.

Timeless Core Ideology

Core Purpose

To lead academic and research librarians and libraries in advancing learning and scholarship.

Core Organizational Values

ACRL is committed to:

- visionary leadership, transformation, new ideas, and global perspectives
- exemplary service to members
- equity, diversity, and inclusion
- integrity and transparency
- continuous learning
- responsible stewardship of resources
- the values of higher education, intellectual freedom, the ALA Ethics policy, and "The Library Bill of Rights"

Core Commitment

ACRL is dedicated to creating diverse and inclusive communities in the Association and in academic and research libraries. This core commitment permeates the work of the Association, cutting across all ACRL sections, committees, interest and discussion groups, and communities of practice. The Association will acknowledge and address historical racial inequities; challenge oppressive systems within academic libraries; value different ways of knowing; and identify and work to eliminate barriers to equitable services, spaces, resources, and scholarship.

Long-term Envisioned Future Vision

Academic and research librarians and libraries are essential to a thriving global community of learners and scholars.

Vivid Description of a Desired Future

ACRL elevates the position, recognition, and impact of all academic and research libraries and librarians as catalysts in exceptional research and learning. Academic libraries play a critical role in building diverse, welcoming, and equitable communities; developing inclusive spaces and services; guarding against policies and practices that intentionally or unintentionally create racial inequalities; embodying diversity in the profession; and creating conditions so that all users are respected and supported in their intellectual dialogues and pursuits. Librarians and their colleagues design services that provide scholars and learners the unfettered ability to create, access, evaluate, and use knowledge. College and university students are information literate, informed scholars and citizens who value the opinions, perspectives, and experiences of others. Facile use of information sources and discovery techniques enables them to succeed in their coursework and future careers preparing them to lead new national and global initiatives. Partnering with academic librarians to collect and organize research data, faculty break new ground in their respective fields. Academic libraries, constantly transforming to meet the evolving needs of their campuses, are central to educational and research efforts.

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800-545-2433, ext. 2523
acrl@ala.org | www.acrl.org

Five-Year Goals and Objectives

Value of Academic Libraries

Goal: Academic libraries demonstrate alignment with and impact on institutional outcomes.

Proposed Objectives:

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
2. Promote the impact and value of academic and research libraries to the higher education community.
3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

Student Learning

Goal: Advance equitable and inclusive pedagogical practices and environments for libraries to support student learning.

Proposed Objectives:

1. Empower libraries to build sustainable, equitable, inclusive, and responsive information literacy programs.
2. Collaborate with internal and external partners to expand understanding of the impact of information literacy on student learning.



Research and Scholarly Environment

Goal: The academic and research library workforce accelerates the transition to more open and equitable systems of scholarship.

Proposed Objectives:

1. Increase the ways ACRL is an advocate and model for more representative and inclusive ways of knowing.
2. Enhance members' capacity to address issues related to scholarly communication, including but not limited to data management, library publishing, open access, and digital scholarship, and power and privilege in knowledge creation systems.
3. Increase ACRL's efforts to influence and advocate for more open and equitable dissemination policies and practices.

New Roles and Changing Landscapes

Goal: The academic and research library workforce effectively fosters change in academic libraries and higher education environments.

Objectives:

1. Deepen ACRL's advocacy and support for the full range of the academic library workforce.
2. Equip the academic library workforce to effectively lead, manage, and embrace change, advocate for their communities, and serve as a catalyst for transformational change in higher education.
3. Increase diversity, cultivate equity, and nurture inclusion in the academic library workforce.





A Better **ALA**

**A Modern Association
for a
Modern Profession**

***Preliminary Recommendations
ALA Annual Conference 2019***

Project Charge

The charge is to develop and recommend strategies and tactics to create an ALA with the agility to respond to current challenges and opportunities, and to focus energy and resources on its mission and members in the decades to come. Ultimately, it is to design *a modern association for a modern profession*.

Steering Committee on Organizational Effectiveness (SCOE) Charge

Appointed by 2017-2018 ALA President Jim Neal in June 2018, the charge of SCOE is to: Carry out a comprehensive review and study of ALA's governance, member participation and legal structures and systems, with the goal of proposing changes that will vitalize its success, strength and agility as a 21st century association.

The Steering Committee on Organizational Effectiveness (SCOE) will provide advice and support to the Executive Board on priority improvements. The work of the Steering Committee will focus on membership development and engagement, and on encompassing the diversity of voices that enrich ALA through incorporating the perspectives, interests and contributions of a wide variety of stakeholders and affiliated groups. Its work will be mission driven and embrace the Association's core values.

Through input and feedback from across the Association, the Steering Committee will explore alternative models and reorganization possibilities. It will work with the Executive Team and a consultant to formulate and present its findings and recommendations to the Executive Board.

The Foundation

Any assessment of organizational effectiveness begins with the question: “What is the most effecting and effective structure to fulfill our mission, achieve our vision and reach our goals?”

To that end, it is important for us to remind ourselves of that foundation.

Mission

The mission of the American Library Association is to “provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all.”

Core Organizational Values

The Association is committed to:

- Extending and expanding library services in America and around the world
- All types of libraries - academic, public, school and special
- All librarians, library staff, trustees and other individuals and groups working to improve library services
- Member service
- An open, inclusive, and collaborative environment
- Ethics, professionalism and integrity
- Excellence and innovation
- Intellectual freedom
- Social responsibility and the public good

Steps and Timeline

Committee review and development of preliminary recommendations	May 2019
Further review of recommendations	May - June
Staff input discussions	May
Presentations and discussion of next steps at the ALA Annual Meeting	June
Council focus groups	June
Staff input discussions	July
Integration of Chapters and Ethnic Affiliates, fiscal analysis, and further presentations/review of recommendations with members.	July – September
Development of final recommendations (SCOE Meeting)*	September
Presentation of recommendations to ALA Executive Board	October
Final fiscal, legal, and constitution and bylaws analysis	Oct, Nov
Develop final Council presentation	Nov, Dec
Determine implementation strategy	TBD
Presentation to Council	MW 2020
Council vote 1**	Annual 2020
Council vote 2	MW 2021
ALA membership vote	Spring 2021

*Timeline subject to change based upon member feedback.

**Per Bylaws, any changes to the constitution and bylaws of the ALA must be voted on twice by Council.

Successful Organizational Effectiveness Projects do the following:

- Develop strategies for increased member engagement
- Identify ways to improve alignment across the organization
- Balance reliability, speed and quality
- Balance effectiveness and efficiency
- Ensure structures and processes are built to support continuous improvement
- Ensure structures and processes support equity, diversity, and inclusion

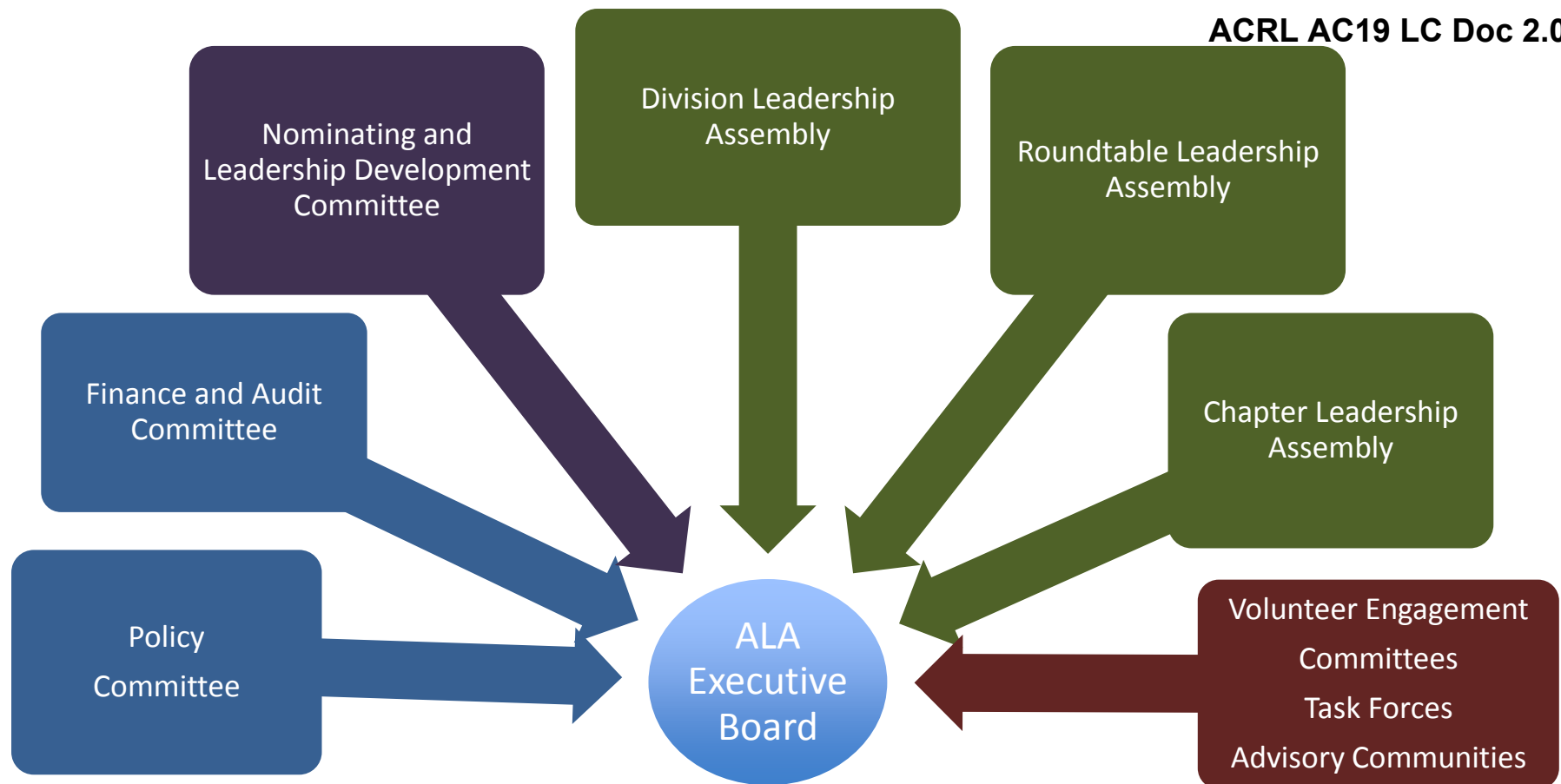
Preliminary Recommendations

For the last year, ALA has received significant input into the “ideal” operational structure to serve libraries and librarians for the next 150 years (or more). The following recommendations have been developed as a result of numerous surveys, countless hours of conversation, discussions of ideas and models, examination of effective practices by other associations and a consolidation of ideas. They are preliminary recommendations.

The preliminary recommendations are intended to achieve the following goals:

AGRL AG19 LC Doc 2.0

- Enable consistent, strategic, and effective member engagement
- Enable organization-wide planning focused on a common mission and vision for library workers, library supporters, and libraries
- Be financially sustainable
- Enable sustainable, long-term change (including evaluation of progress and more frequent future adjustments)
- Allow stakeholders to have confidence in decisions made when they are *not* in the room
- Deliver high value products, services, and impact for members



Blue - Elected by and direct input from membership

Purple – Appointed by the Executive Board and receives direct member input

Green - Direct input from membership groups

Red – Appointed by the executive board and receives input from membership

Redesigned ALA Executive Board

The ALA Executive Board will be comprised of seventeen voting members including:

- The following officers elected by the membership:
 - President
 - President-Elect
 - Immediate Past-President
 - Treasurer (three-year term)
- Eight at-large members of the board elected by the membership
- Five members selected by the Executive Board for unique skills required to govern the organization
- The ALA Executive Director will be an *ex officio*, non-voting member of the board
- An Executive Committee will be made up of the officers and Executive Director

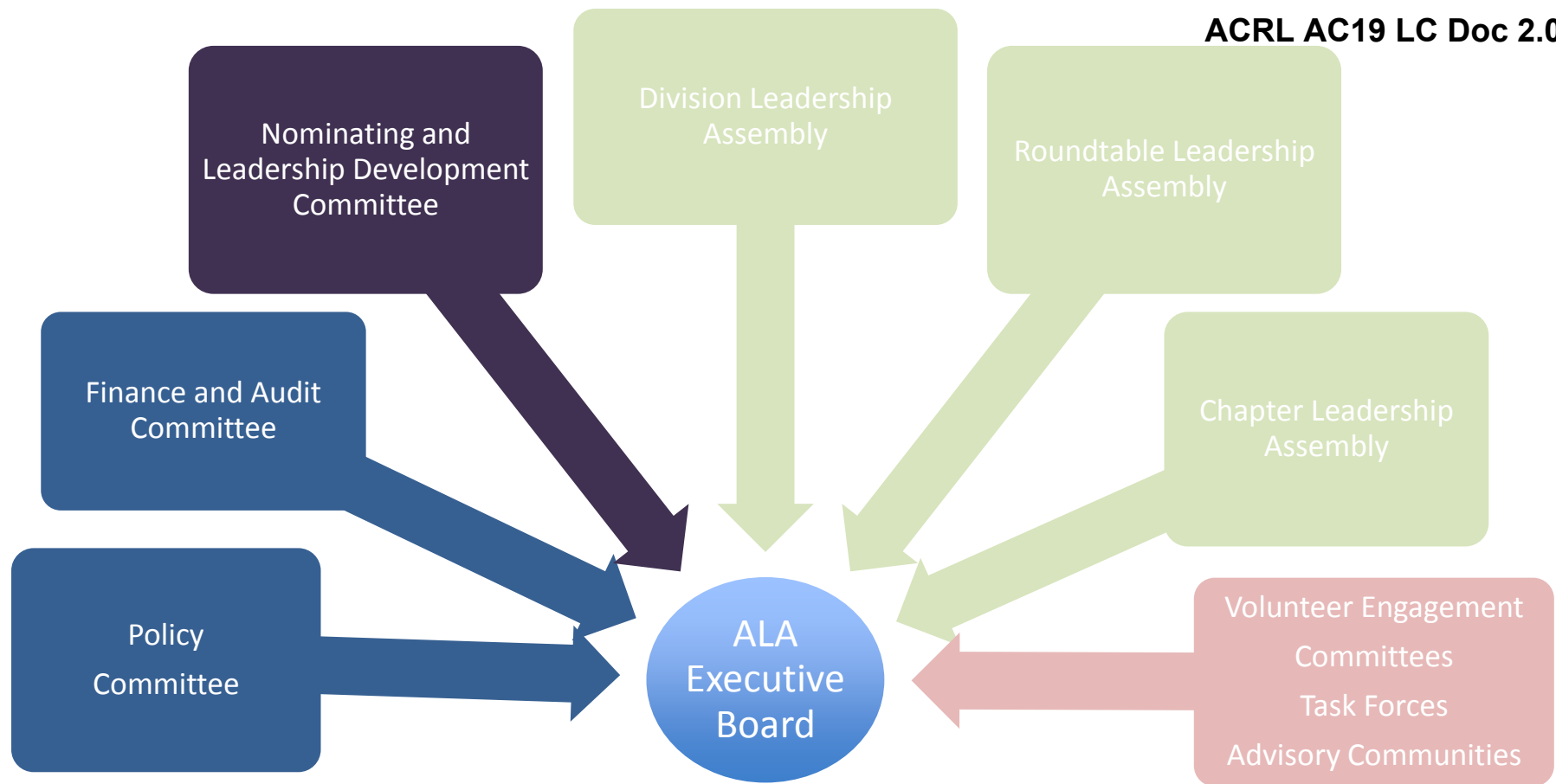
The Executive Board will be the policy-making body of the organization and will utilize the following structure to gain input into the prioritized needs of members.

Board Input

The ALA Executive Board will require focused, transparent and efficient input to set the priorities and allocate resources.

Three primary committees will support the board:

- Nominating & Leadership Development Committee
- Policy Development Committee
- Finance & Audit Committee



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Nominating & Leadership Development Committee

A fifteen-member committee shall be nominated by the ALA President and elected by the ALA Executive Board to assist in the identification and development of ALA leadership.

- Members may serve one three-year term. Terms will be staggered.
- The committee will be chaired by an ALA Executive Board Member
- The committee will be supported by ALA Staff
- The committee will work with all ALA groups (divisions, roundtables, etc.) to develop a consistent leadership development program
- The committee will vet and select a slate of candidates for ALA elections
- The committee will establish a prioritized set of criteria to select a slate of candidates and attempt to create a balance of experience and perspectives on the ALA Executive Board and committees
- ALA members will have the opportunity to self-nominate for elected positions

Policy Development Committee

The ALA membership will elect a fifteen-member **Policy Committee**. The committee will make recommendations to the ALA Executive Board on new or revised ALA policy (internal operations and public policy).

The Committee will hold a **Policy Assembly** for member input during the Annual and Midwinter meetings. In addition, the Committee will host a virtual assembly on priority issues that arise between meetings. *The assemblies shall be open to all ALA members for participation.*

Additional details include:

- Committee members will serve three-year terms. The terms will be staggered. A maximum of two consecutive terms may be served at any time.
- The committee will recommend a set of criteria to the ALA Board to help prioritize issues. That criteria may include impact to the profession, ability of ALA and groups within ALA to have impact on the desired result, and timeliness of the issue.
- The committee may take policy recommendations from members, groups within the ALA, or requests from the ALA Executive Board for member discussion of issues.

Finance & Audit Committee

The Finance and Audit Committee will provide input to the ALA Executive Board on the current and future financial priorities of the ALA.

- There will be fifteen members on the committee: Twelve will be elected by the ALA membership to no more than two, three-year terms. Three members will be ALA Executive Board members. Terms will be staggered. A maximum of two consecutive terms may be served at any time.
- The Committee will be chaired by the ALA Treasurer.
- The ALA CFO and staff will work with the committee to establish an annual budget.
- The committee will hold a budget assembly at ALA meetings (replacing BARC and PBA).
- With staff, the committee will evaluate the fiscal impact of proposed policies.
- The committee will oversee the annual audit.

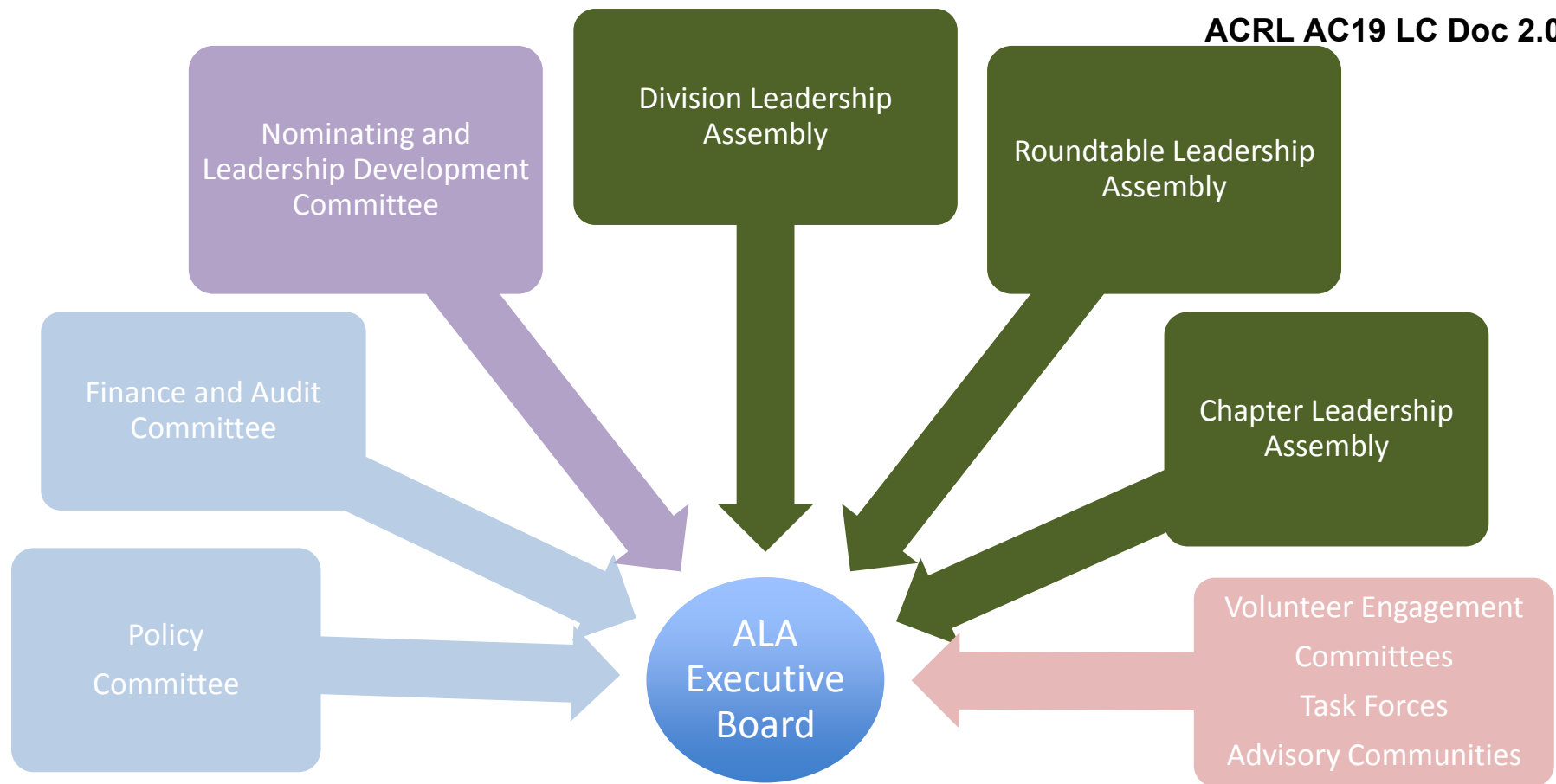
Planning and Engagement Leadership Assemblies

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Leadership Assemblies will be established to provide an open communication exchange to and from the ALA Executive Board and all ALA members. They will also provide opportunities to bring efficiency and consistency to the related organizations along with reinforcing a common sense of purpose. This structure will reduce the current barriers for communication to the Executive Board where members must communicate first through council who then may communicate to the Executive Board.

The following Assemblies will be convened at the ALA Annual Meeting, the Midwinter meeting and virtually throughout the year.

- Division Leadership Assembly
- Roundtable Leadership Assembly
- Chapter Leadership Assembly



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Planning and Engagement Leadership Assemblies

ACRL AC19 LC Doc 2.0

Each Assembly will focus on three important activities:

1. Offering input to the ALA Executive Board on critical issues identified by the ALA, groups or members.
2. Serving as a forum for integrated planning and prioritization.
3. The sharing of effective practices among the groups represented.

Participation:

Assembly participants will include two elected leaders from the oversight body of the participating groups, the senior staff leader of the group, and a designated ALA Liaison from the group represented.

An ALA Executive Board liaison will convene the Assemblies in consultation with staff and represented groups. A co-convenor will be selected from the group and by the participants. Liaisons will be responsible for developing compelling agendas and ensuring communication throughout the year. All ALA members are invited to participate in the Assemblies.

The Assembly structure is designed to consolidate and/or utilize existing meetings to create efficiency and streamlined lines of communication to the Executive Board and reduce barriers to communication. For example, the Chapter Leadership Forum will consolidate the chapter leaders meeting and chapter relations meeting into one, ongoing assembly. The Roundtable Leadership Assembly will replace the Roundtable Coordinating Committee and provide more support and structure for the work of that group.

Additional ALA Leadership Groups

- **Endowment Trustees** will continue to manage the investments of the Association. They will provide an Annual Report at the Finance and Audit Assembly.
- There will be a general **Membership Meeting**. The most effective timing and structure are to be determined.
- An **Accreditation Commission** to best support accreditation activities will be explored

The Volunteer Work of the ALA

Meaningful, effective and efficient volunteer engagement is the cornerstone of any successful association. The following recommendations are intended to bring a streamlined method of engagement with consistency for **all** ALA members.

It will be critical to utilize new digital tools to streamline the identification and selection of participants to any volunteer group. That process should be consistent across all ALA related organizations and should be integrated with work of the Nominating and Leadership Development Committee. All members of ALA Volunteer Work Groups will be appointed by and accountable to the ALA Executive Board.

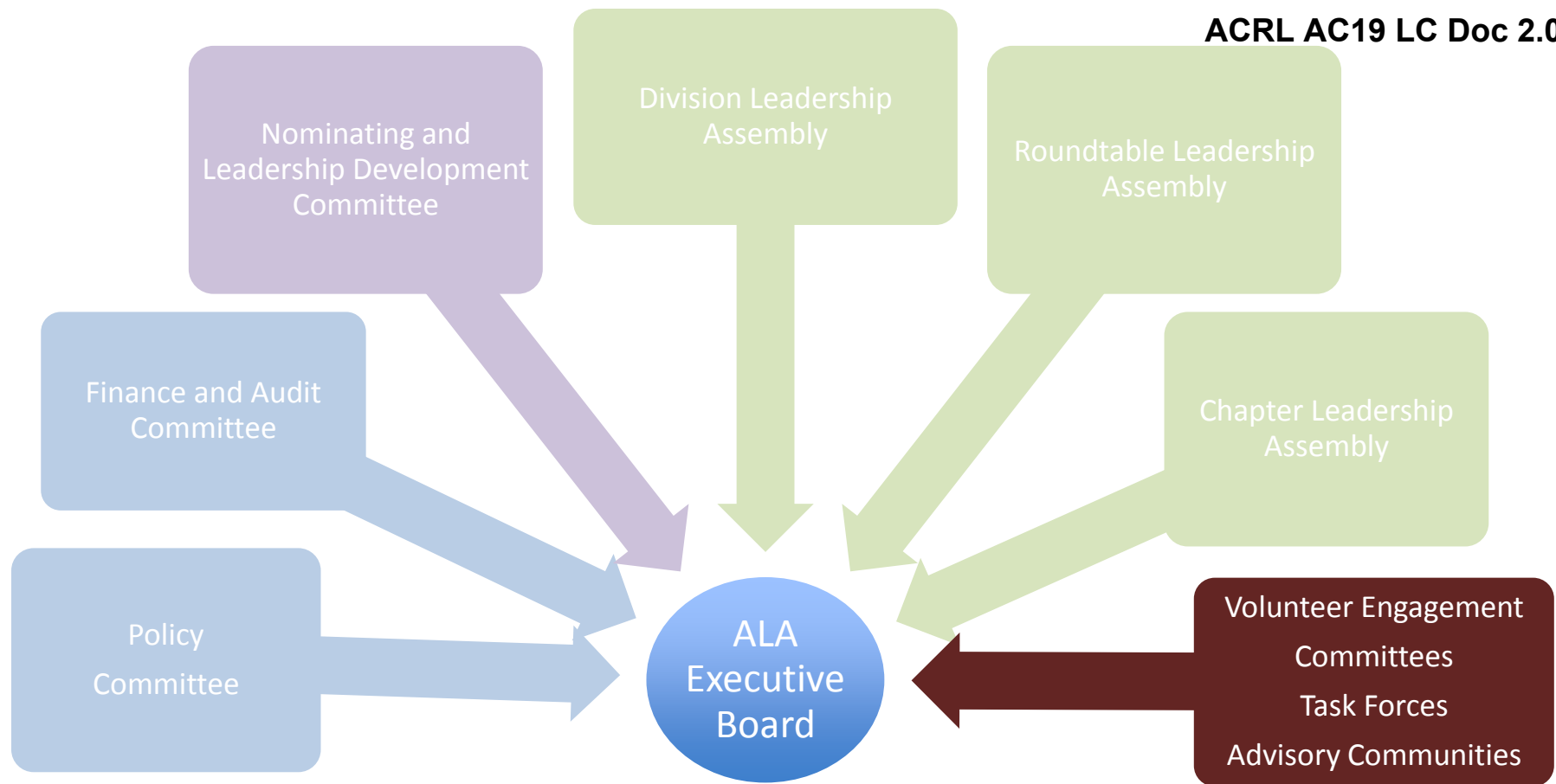
Volunteer Engagement Groups

The Work of the Association

Advisory Communities – charged by the ALA Executive Board to advise on important, timely issues across the profession and the association. May recommend working groups.

Working Groups – appointed groups with a specific charge, defined timeframe, clear deliverables tied to ALA's strategic directions

Communities of Practice/Engagement/Interest – groups that give members the opportunity for socializing and sharing common experiences and interests



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Advisory Communities

Purposes:

- Allow for member input and ongoing support for ALA offices and programs
- Provide critical member input into areas of concern and values
- May propose working groups to address specific projects or needs that may arise from member input

Function: Advise Executive Board or ALA Offices

Example: Center for the Future of Libraries Advisory Group

Accountability: Executive Board or ALA Offices

Composition: Executive Board appoints member leaders to cultivate and coordinate discussions. Appointments will be informed by volunteer interest forms, ALA staff recommendations and other methods that may be identifies to engage members.

Relationship to Staff: Staff Liaison

Working Groups

Purposes:

- Carry out the work of the Association
- Focus on important, timely issues
- Focus on specific projects to promote the Association's strategic directions

Function: Carry out specific, time-bound charges set by Board

Example: Task Force on Sustainability

Accountability: Executive Board

Composition: Appointed by the ALA President with emphasis on diversity and inclusion as well as relevant experience/expertise. Members are not required to be ALA members if their expertise is necessary. Year-round volunteer form and a call for volunteers for specific projects will help inform the appointments to Working Groups.

Relationship to Staff: Staff Liaison

Communities of Practice/Engagement/Interest

Purposes:

- Provide opportunities for members to socialize and share common experiences and interests
- Through discussion, members may propose a working group or program

Function: Provide opportunities for members to network, share common experiences, and learn from each other

Examples: LITA Interest Groups, AASL Special Interest Groups, Entrepreneurship and Maker Spaces Member Interest Group

Accountability: Executive Board

Relationship to Staff: Limited staff oversight

Composition: Members may elect a leader through ALA Connect. Participation will be free of additional dues and open to all.

Member Engagement Divisions

60% of ALA members have also joined a Division. It is clear that there is a strong connection between many of the valuable programs and services offered by divisions and our members. This connection should be enhanced where possible.

It is also important to recognize that the library ecosystem is changing. The future of ALA member engagement must recognize those changes and adapt as necessary. The following structure was developed with that in mind.

Member Engagement Divisions

- ALA strategic plan and division strategic plans should be in alignment.
- Division leadership structures and volunteer engagement structures should be consistent with ALA leadership and volunteer structures. This will be more efficient for the organization and for members, allowing members to see paths to leadership and engagement.
- We envision the ALA Executive Board will look to Divisions for content expertise before initiating a new volunteer group.
- Current division consolidation and realignment efforts should be encouraged to continue.

Member Engagement Divisions

- A possible Division membership model that will be tested by Avenue M along with other pricing models is: Every member will be a member of the ALA and a division. There would be one dues amount for all members.
- There should be an examination of the most effective way to consolidate divisions (that may extend beyond the scope of the SCOPE project).

Member Engagement Roundtables

Roundtables are a growing percentage of ALA members. While the current structure of Roundtables has developed a depth of support, there is a strong sense that some structural consistency may lead to a breadth of increased connection and engagement with all ALA members.

We envision that:

- The ALA Executive Board will look to Roundtables for content expertise before initiating a new volunteer group.
- We will increase the minimum number of members required for ALA staff support. Currently, Roundtables need a minimum of 100 members. For an association of more than 50,000 members a larger minimum needs to be established -- this will help the organization prioritize efforts on areas of high value to a large percentage of members.

Member Engagement Roundtables

- All future documents will be located in Connect.
- All elections will be administered within Connect.
- The mission, values, and bylaws of Roundtables will be aligned with the ALA mission and values.
- All Roundtables will have the same operating document.
- A single dues structure will create administrative efficiency.

Member Engagement Membership Initiative Groups

- Transition to Connect online discussion groups
- Will be utilized as a mechanism to identify expertise for volunteer engagement groups
- Online discussion groups will be utilized to identify emerging issues and member trends

Keep the Conversation Going!

- For more information on the work of SCOE and to stay up to date, follow our ALA Connect Group: “Organizational Effectiveness (SCOE) Project: Discussion Forum” (<https://bit.ly/2ZGwxiC>)
- To provide feedback after Annual conference, post in the SCOE Connect group or email SCOE Chair, Lessa Pelayo-Lozada: lessalozada@gmail.com
- This presentation will be repeated virtually on July 8th, 2019 at 1pm Central

Strategic Diversity Initiatives

Training. Consulting. Direction.

How to be an Ally: Addressing Microaggressions and Implicit Bias ACRL Leadership Council June 21, 2019

Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University, kirwaninstitute.osu.edu

Defining Implicit Bias

Also known as implicit social cognition, **implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.** These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. **Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.** Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. **These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages.** In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

A Few Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

The Kirwan Institute worked with MTV to create an online race, gender, and LGBTQ bias cleanse. It provides daily tasks that will help you de-bias yourself. lookdifferent.org

Project Implicit, Harvard University, implicit.harvard.edu/implicit/research

Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. **The goal of the organization is to educate the public about hidden biases and to provide a "virtual laboratory" for collecting data on the Internet.**

Strategic Diversity Initiatives

Training. Consulting. Direction.

How Can We Challenge Implicit Bias in Ourselves and Our Organizations?

• **Self-reflection & Paying Attention.** Start noticing your own “internal dialogue” about all sorts of things. What assumptions do you make about other people? Are there people you inherently like or trust – or those you don’t like nor trust? Are there people or places that make you nervous or scared? People or places that you think are weird or abnormal or wrong? People or places you judge negatively? Are there people or places that you think are just inherently good or normal or right? Are there behaviors that seem ok when certain people do them but not when others do them? *The goal here is to be as honest as possible with yourself – just to notice how you feel and think.*

• **Analysis & Questioning.** Now ask yourself why you think and feel these things? What are the reasons behind your judgements? Maybe you have a good reason for why you feel the way you do. Or maybe you realize it’s just what you’ve been taught. *This is where you can start to notice patterns and bias.* For example, why do I notice (and care) if women are smiling but not men? Why do I mention someone’s race only when talking about a person of color? Why am I nervous to talk with someone who has an apparent disability? Why does it bother me to see two men kiss?

• **Educate Yourself about Myths and Stereotypes.** Take opportunities to understand what myths and stereotypes exist about different social identities. Recognize that stereotypes can be both broad and specific (all women are overly emotional; black women are always angry), and often *create negative emotional reactions like fear, distrust, pity, disgust, and hatred toward those with marginalized identities.* Also *recognize that the flip side of a negative stereotype is an unearned positive stereotype for those with privileged identities* (men are rational; white men are only appropriately angry).

• **Challenge Your Stereotypical, Biased Thinking – in Your Thoughts and Actions.** *This will be a daily practice.* The steps of paying attention, questioning, and learning are the core components of challenging your own biases. As you get better at these steps, you’ll see a change in your thoughts and your actions. This is lifelong work, so change won’t happen overnight. *It can be helpful to think of this work as the creation of a new lens, through which you view the world and your relation to it. With commitment and effort, you can continue to develop this “inclusion lens,” ensuring that your thoughts and actions become less and less biased.*

• **Organizations can also Commit to Self-reflection, Analysis, and Learning.** *Any organization can undertake a formal or informal audit to look for patterns that may be related to stereotypes and implicit bias.* Every part of an organization, from hiring and promotion to policies and procedures, from supplier diversity to outreach and community engagement, can be viewed through an inclusion lens. The same steps of noticing and awareness, analyzing, and gaining context through education can be applied to all parts of an organization. *As with individuals, this needs to be understood as a critically important, daily practice, that will run for the life of the organization.*

Resources:

Are you biased? I am, Kristen Pressner, TEDxBasel: [YouTube](#)
Microaggressions: power, privilege, and everyday life: [website](#)

Strategic Diversity Initiatives

Training. Consulting. Direction.

How to be an Ally: Addressing Microaggressions and Implicit Bias

ACRL Leadership Council

June 21, 2019

SCENARIOS

Note: All language used in these scenarios is intentional.

- What would you say if you wanted to address the issue and “reframe” the conversation?
- What would it look like to be an ally in the situation?
- How might your own social identities (race, gender, disability, religion, sexual orientation, etc.) affect how you would respond – and how you might be perceived?
- How might your role within your library/organization affect how you would respond – and how you might be perceived?

1. You and a few colleagues are talking informally at lunch. The conversation turns to interactions with supervisors. You all agree that most supervisors are great, but there are always a few that are particularly challenging. One of your colleagues, who identifies as a person of color, shares that they notice how they are treated differently by some supervisors. They say, “It can get really frustrating when they listen to a white staff member more than me, especially when we’re saying exactly the same thing. And I even feel it from some of the younger supervisors – it’s really subtle but I notice, of course. Sometimes the racism just gets really hard to deal with.”

Most of your colleagues are silent, but one colleague, who identifies as white, says, “That sounds hard. I hate it when a supervisor doesn’t listen to me, either. I’m not sure it’s always about race, though. Sometimes they just get so busy and stressed out. I just try to give them the benefit of the doubt. I think having a positive attitude can help a lot.”

2. You are attending a higher education conference. One break-out session is focused on hiring diverse staff. People from a number of colleges and universities share their challenges and successes with hiring staff who identify as people of color and/or indigenous.

One director of a student affairs unit shares, “We are also looking at how we can hire more staff with disabilities.” To this, a different participant, who also identifies as a director, says, “So I’m going to go out on a limb here – and probably say what a bunch of us are thinking but are afraid to say. While I try hard to be supportive of our staff with disabilities, I don’t understand actually seeking them out. They can be a drain on resources, with the accommodations we need to make. Some of my employees with disabilities have been very high maintenance, if you know what I mean. Am I missing something here?”

Strategic Diversity Initiatives

Training. Consulting. Direction.

3. You are in charge of planning an important discussion involving a number of faculty from different departments. At a planning meeting for this event, one of your staff suggests you try a new practice at this discussion – asking everyone to introduce themselves by sharing their names and which gender pronouns they use (she/her or he/him or they/them or no pronouns). They recently saw this modeled in a diversity workshop and were told it was becoming “best practice” for creating a welcoming and inclusive space for folks who identify as transgender and/or nonbinary.

Most folks in the meeting don’t say anything about this suggestion, and then one of your more outspoken staff members says, “I don’t really see the point in that. We need this discussion with faculty to go well, and we’ll be pressed for time as it is. Some of the older faculty may never have encountered this pronoun thing, and I don’t want to come across with a heavy, politically correct message about gender. It’s not our focus.”

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How to be an Ally: Addressing Microaggressions and Implicit Bias ACRL Leadership Council June 21, 2019

TIPS FOR ACTING AS AN ALLY : CONVERSATIONS ON DIVERSITY, EQUITY, AND INCLUSION

1. Assess your situation. Is this one where it makes sense for you to say something or otherwise interrupt some comments and/or behavior?

Consider:

- **What kind of risk will I be taking if I do this?** (e.g., Is the person I am confronting my supervisor? Do they have power over me that they could wield in a hurtful way? Do I trust that they will treat me in a respectful manner, even if they disagree with me? Do I risk some kind of physical, emotional, and/or spiritual harm if I take this risk?)
- **Is this particular action worth my time and effort?** Do I have some “capital” I can expend here? That is, will I be taken seriously if I speak up? Would my efforts be better spent sending an email or letter to someone else in this organization?
- **Do I know what I want to achieve?** Am I ok if the person I confront either doesn’t acknowledge my comment or reacts negatively? Am I “emotionally centered” enough to be able to handle any reaction that comes my way (e.g., am I, alone, confronting an entire group of hostile people)?

Remember that it’s ok to decide that the situation is not right for you to confront a person or group of people. Your first concern must be that you are safe from physical, emotional, or psychic abuse of any kind. If you’re feeling particularly vulnerable because of your own identity and/or situation, it’s ok to walk away to keep yourself safe – or to ask someone you trust to be with you as you speak up.

2. Always model the behavior you want from others. If you want a respectful, open, honest conversation, it starts with you. However hurtful, discriminatory, or wrong someone else’s comments and/or behaviors may be, it will be counterproductive to engage in language or actions that are demeaning, hurtful, rude or disrespectful.

It is also a good idea to stay away from being sarcastic, snide, mocking or arrogant (even though this can be very tempting). No one ever really learns or grows because someone made a snide or sarcastic comment. While it’s ok to be angry, try to avoid yelling or making threatening comments or gestures. ***Again, the goal here is education.*** It’s not about winning a point or making someone feel bad or wrong. It’s about helping them understand something from a different perspective.

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3. Model active listening behaviors. Listen carefully, no matter how wrong and hurtful you think someone is. *Listen not just for what they are saying, but for how you think they might be feeling. Sometimes comments that are overtly racist, sexist, ableist, heterosexist, etc... mask deeper feelings of anger, confusion, hurt, and even shame.*

While you don't want to pretend you are someone's therapist, it might move a conversation along if you can paraphrase back what you hear, emphasizing the feelings underneath (e.g., So it seems like you think you'll never get a job because you're a white man. That's got to feel frustrating – to worry about being employed).

4. Use yourself as an example. None of us were born with the knowledge we now have about equity and diversity. *Use your own stories of how you've "unlearned" certain hurtful, inaccurate, and misleading information.* You'll be modeling how to own our mistakes; you'll send a message that we're all good people, even as we hold stereotypes and biases; and you'll demonstrate that all of us have the capacity to educate ourselves so we can be allies to those with less privilege.

5. Reframe. Reframe. Reframe. The best "diversity and inclusion education" comes when we are able to help someone understand a particular topic or issue using a different frame – with different assumptions and different conclusions. *One example of this kind of "reframing" is pointing out the difference between creating public policy based on identity and creating it based on behavior.*

- **Consider the recent attempts in many states and school districts to pass "bathroom bills," which would restrict access to restrooms and other sex-segregated facilities like locker rooms.** Under this legislation, a person would be legally required to use the facility that matched their sex assigned at birth. Supporters of such legislation claim it creates safer spaces for children and adults, while there is no data to suggest a problem with violence or inappropriate behavior in gender-segregated spaces like restrooms. *Anyone, of any gender identity, is capable of inappropriate behavior in any space. It's a matter of behavior, not identity.*

- **Affirmative Action. It can be helpful to point out that the U.S. has a strong history of "preferential treatment."** For example, giving preference to veterans on tests for civil service jobs or giving preference in admission to students whose parent(s) attended a particular college or university are types of preferential treatment that rarely cause alarm. In fact, white, middle and upper-class, Christian, able-bodied males have been given preferential treatment for much of this country's history. The reframe here is that "preferential treatment" has been a part of U.S. public policy and public discourse long before affirmative action began being debated. *What is new is just WHO the preferential treatment benefits.*

ACRL Leadership Council & Membership Meeting: How to be an Ally
Discussion Questions for Virtual Participants

1. How much do you think about - and talk about - your social identities (these are the identities involving race/ethnicity, age, gender, class, disability, sexual orientation, religion/spiritual identity, nationality, etc.)?
2. How do you think your social identities impact your experience of the world, including the workplace?
3. What is your experience with microaggressions? Have you witnessed some? Do you experience them? Do you think you've ever committed one? How do you think microaggressions might show up in your workplace?
4. What is your experience with implicit bias? Do you know much about it? How do you think implicit bias might show up in your workplace?
5. Have you thought much about the privilege you have - white privilege? male privilege? heterosexual and/or cisgender privilege? privilege around your ability/class/age, etc? Do you ever talk with others about privilege?
6. Do you consider yourself to be an ally? What does it mean - to you - to act as an ally toward those with marginalized/oppressed identities?

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Anne Phibbs Bio

Anne Phibbs, PhD is Founder and President of Strategic Diversity Initiatives and brings over 25 years' experience helping organizations advance their equity, diversity, and inclusion goals. Anne has extensive experience in training, teaching, curriculum development, and training of trainers, and has delivered workshops and classes to participants in corporate, government, higher education, nonprofit, healthcare, and faith community settings. Anne served as GLBT Student Services Director at Metropolitan State University, and at the University of Minnesota she served as Director of the GLBTA Programs Office and Director of Education in the Office for Equity and Diversity. Anne built a successful diversity and inclusion leadership program at the University of Minnesota, with a focus on emotional intelligence (EI), and she is an EI Practitioner certified in the EQ-i2.0 and EQ360 method. Anne earned her PhD in Philosophy and Feminist Studies from the University of Minnesota and lives in Minneapolis.

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