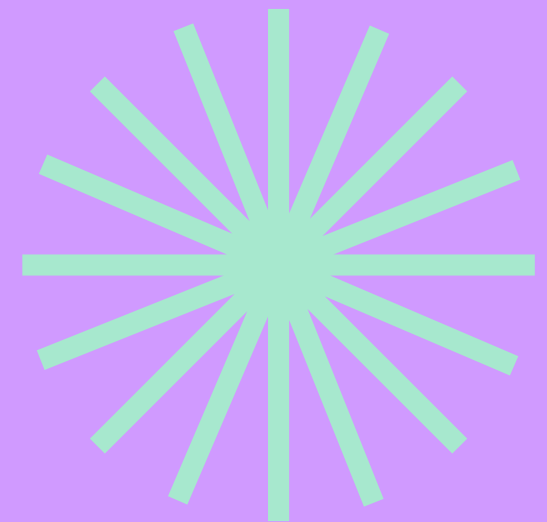
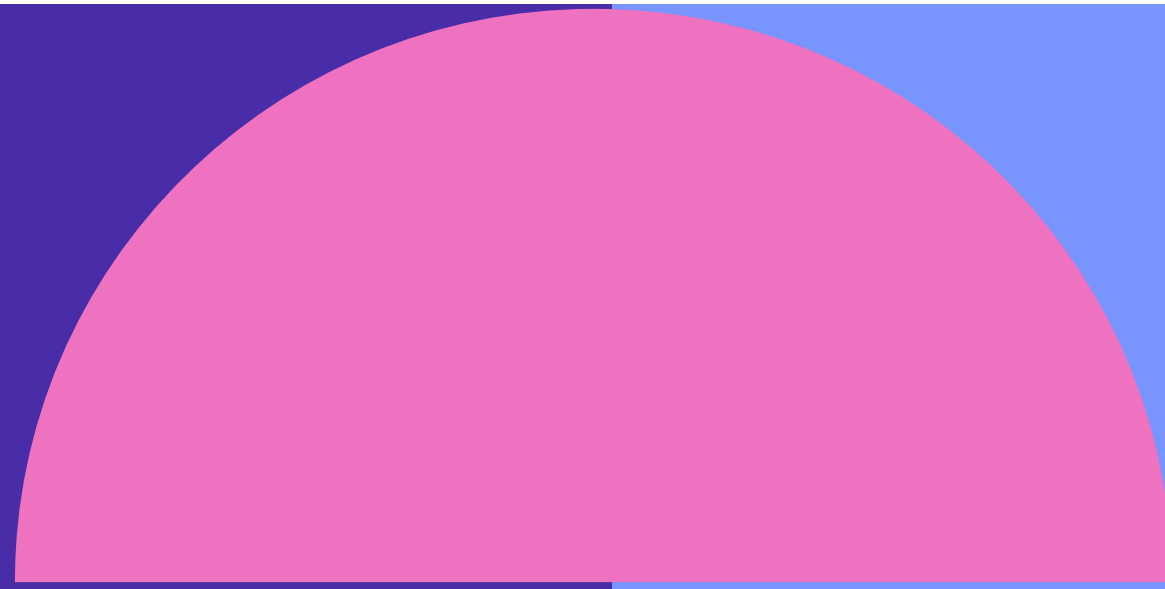
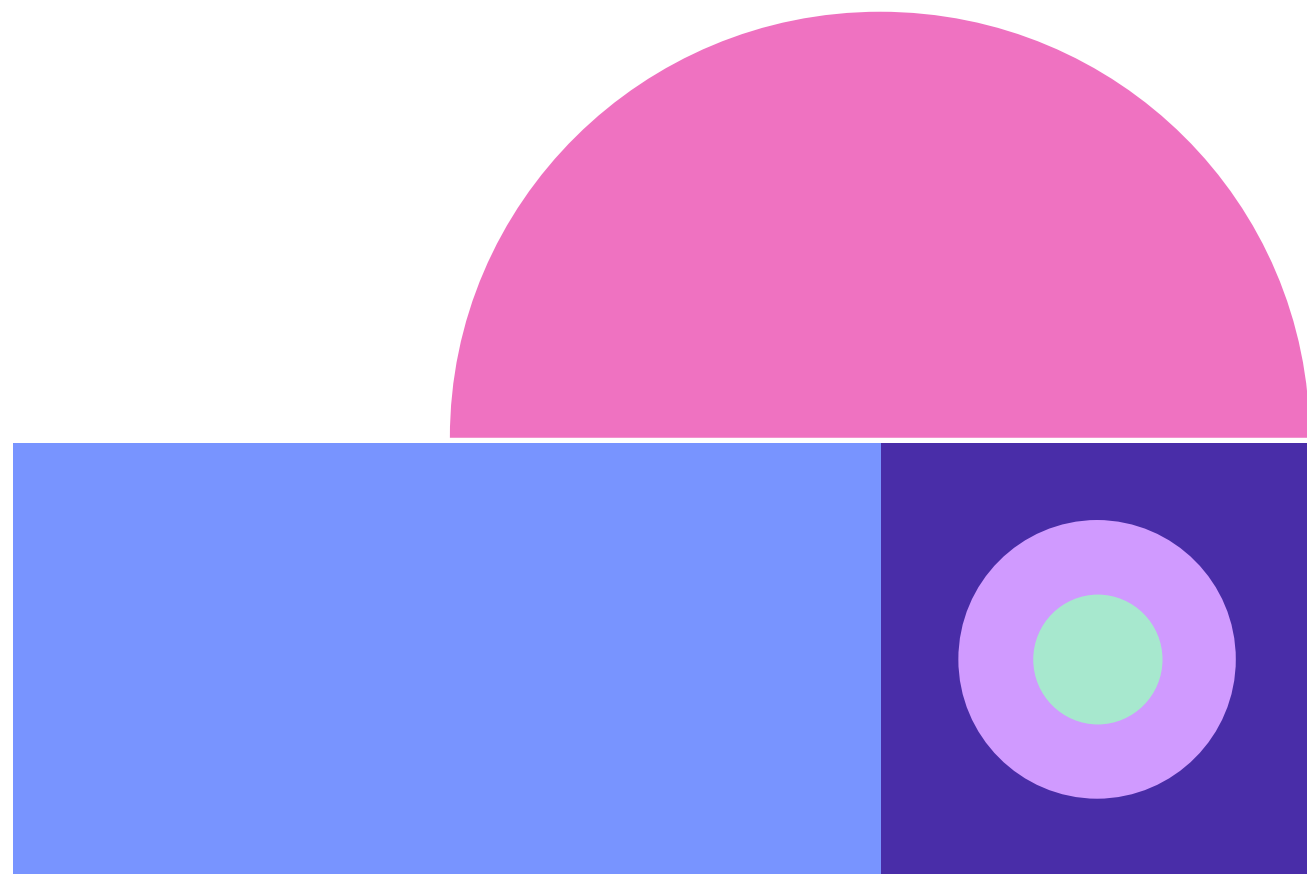


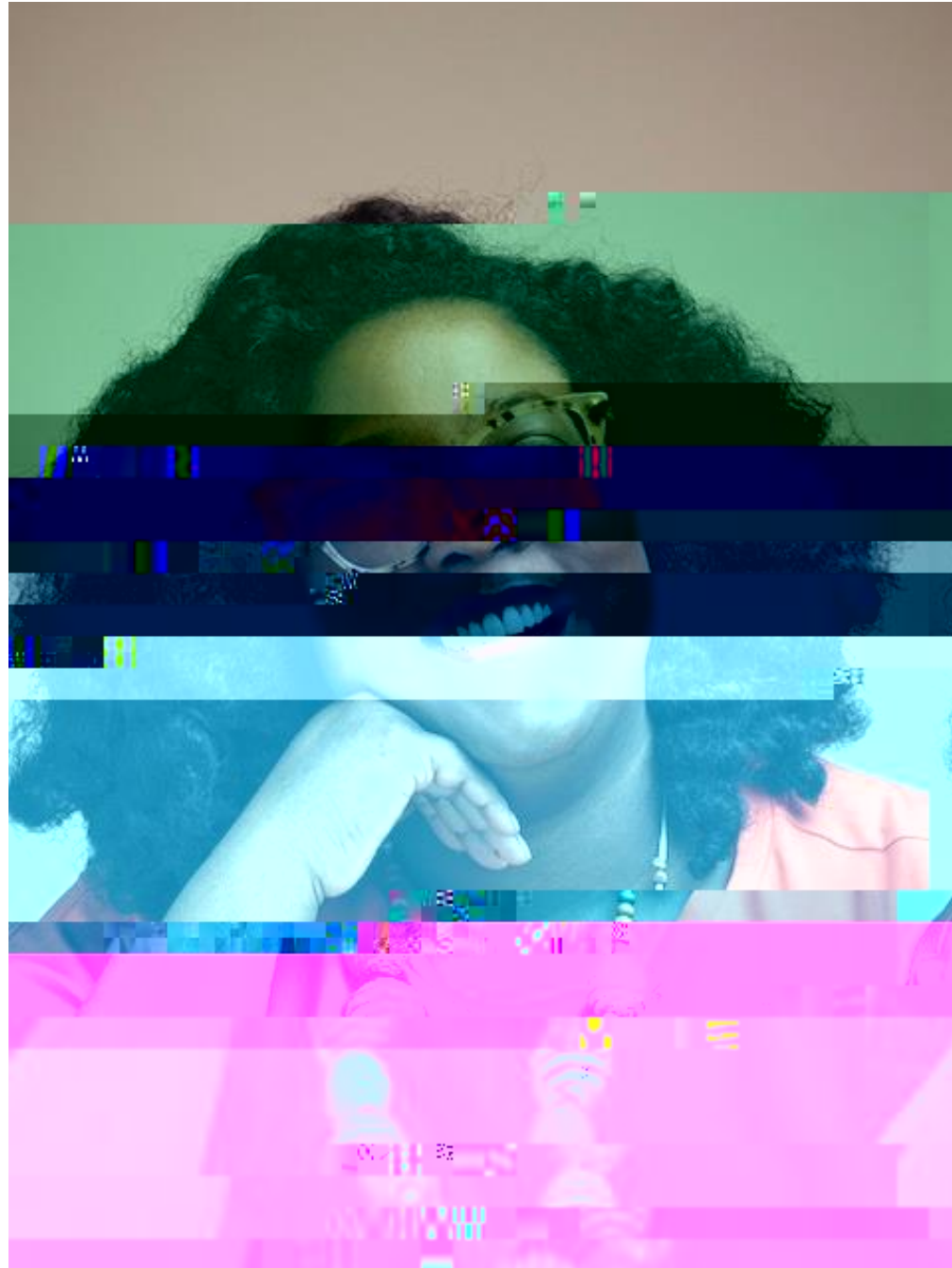
# Information Session

Open Forum - Public Libraries





- Share the background of the CPRE project.
- Detail and discuss the project timeline.
- Review the Framework Development process.
- Talk about expected outcomes of the framework.
- Discuss next steps & how / where to share your feedback.



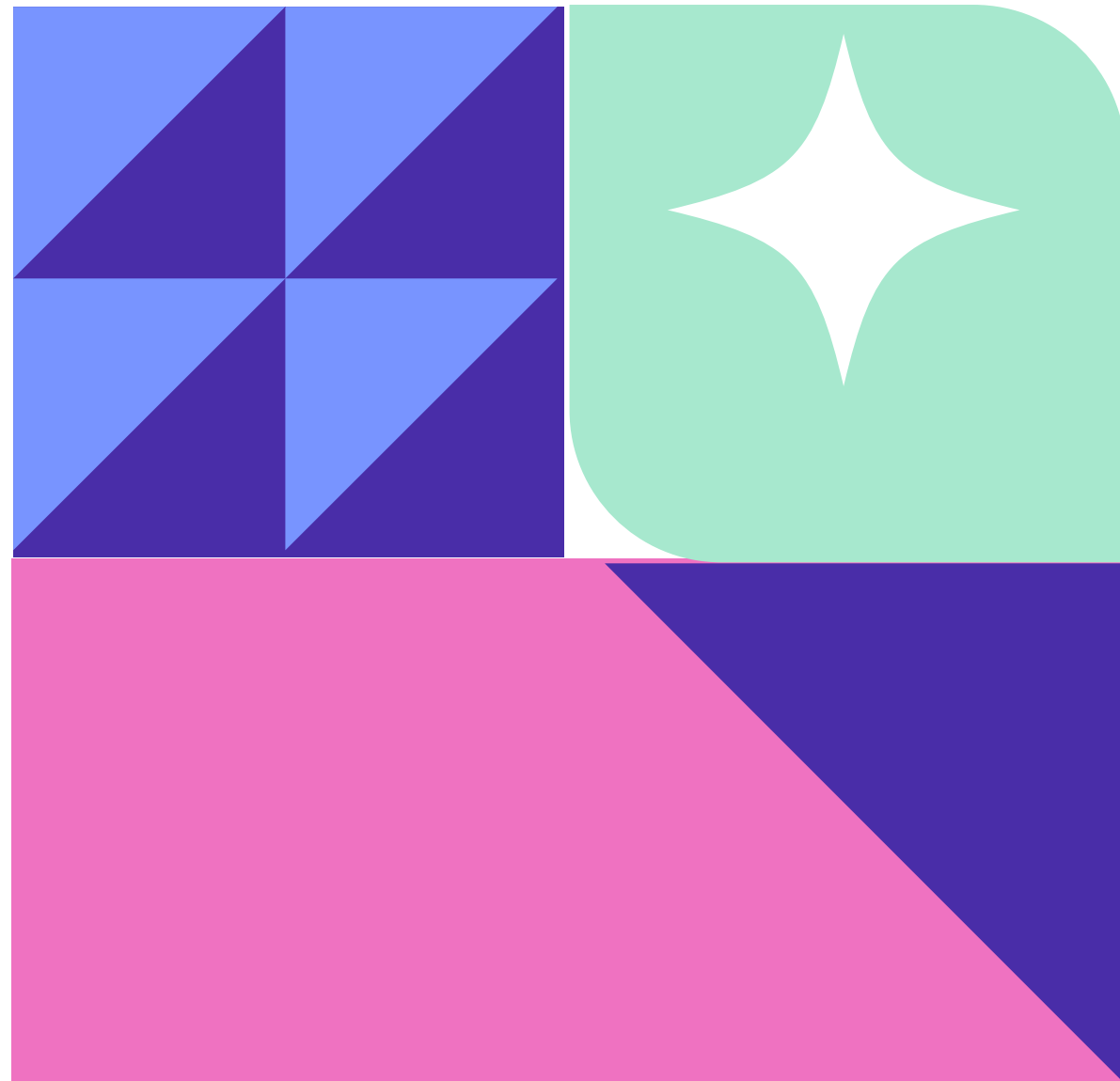
Assistant Director of Libraries



Associate Dean for Organizational  
Development, Inclusion and Diversity  
Purdue University







The CPRE Task Force was...

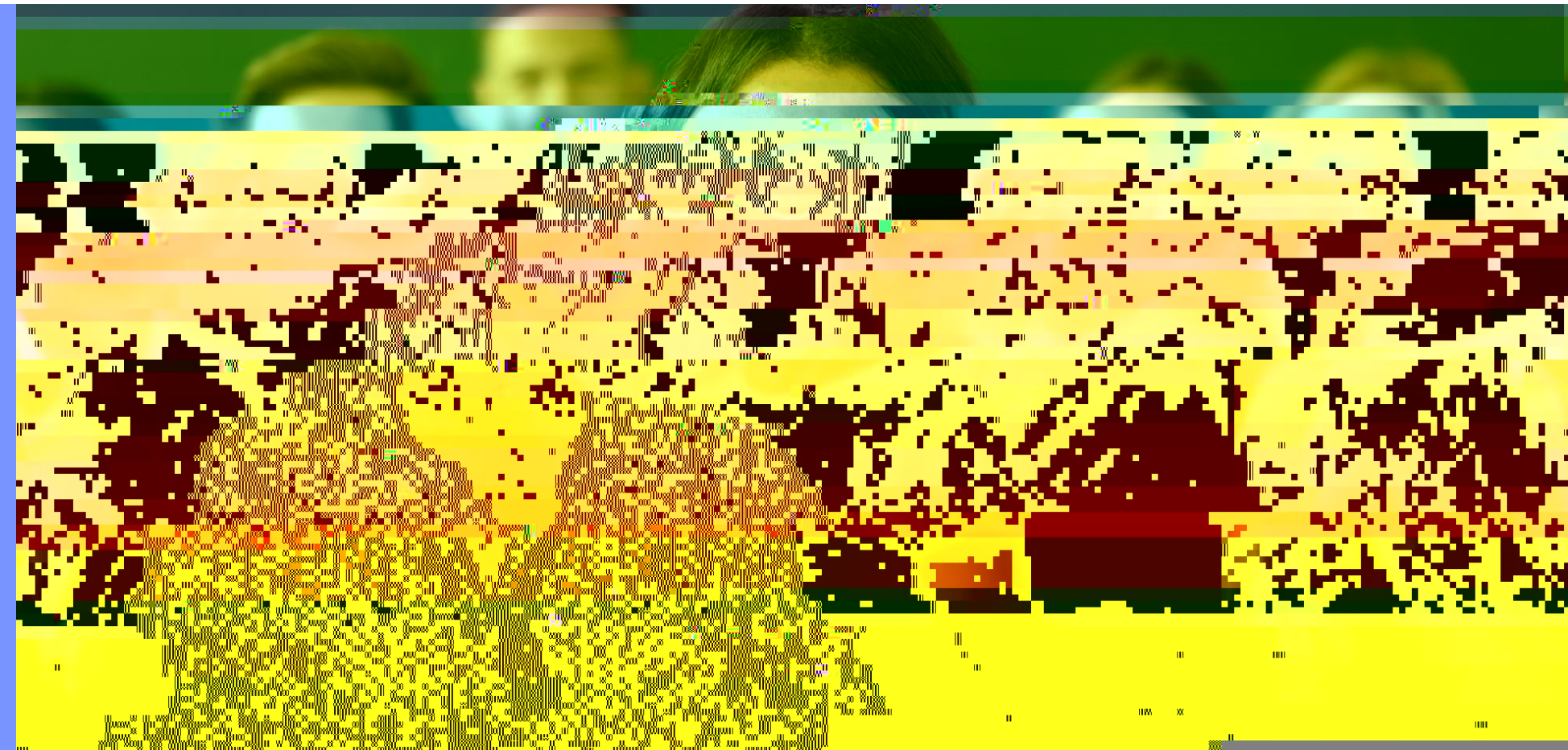
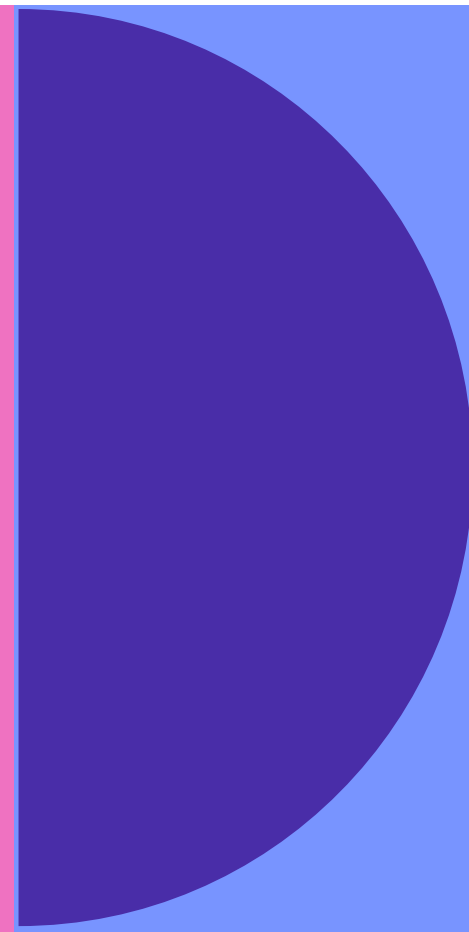
Led by Mark Puente (ARL) and Kristin Lahurd (ODLOS)

Formed through a call for applications that was thoughtfully created with consideration of applicants representing diversity in race, sector, gender, geography, LIS education, etc.

Met with overwhelming response from interested participants representing:

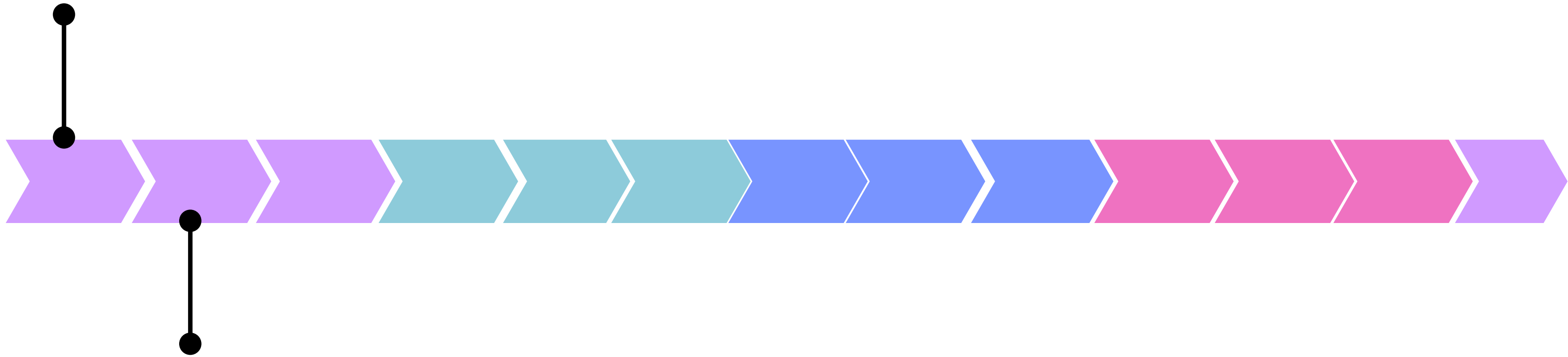
- Research Universities
- Liberal arts colleges
- Public Libraries

The Building Cultural Proficiencies for Racial Equity framework will serve as a foundational resource to help public and academic libraries build inclusive cultures, within libraries and their broader communities, through guidelines on the development and implementation of organizational policies and professional practices that support diverse libraries with a diverse workforce.

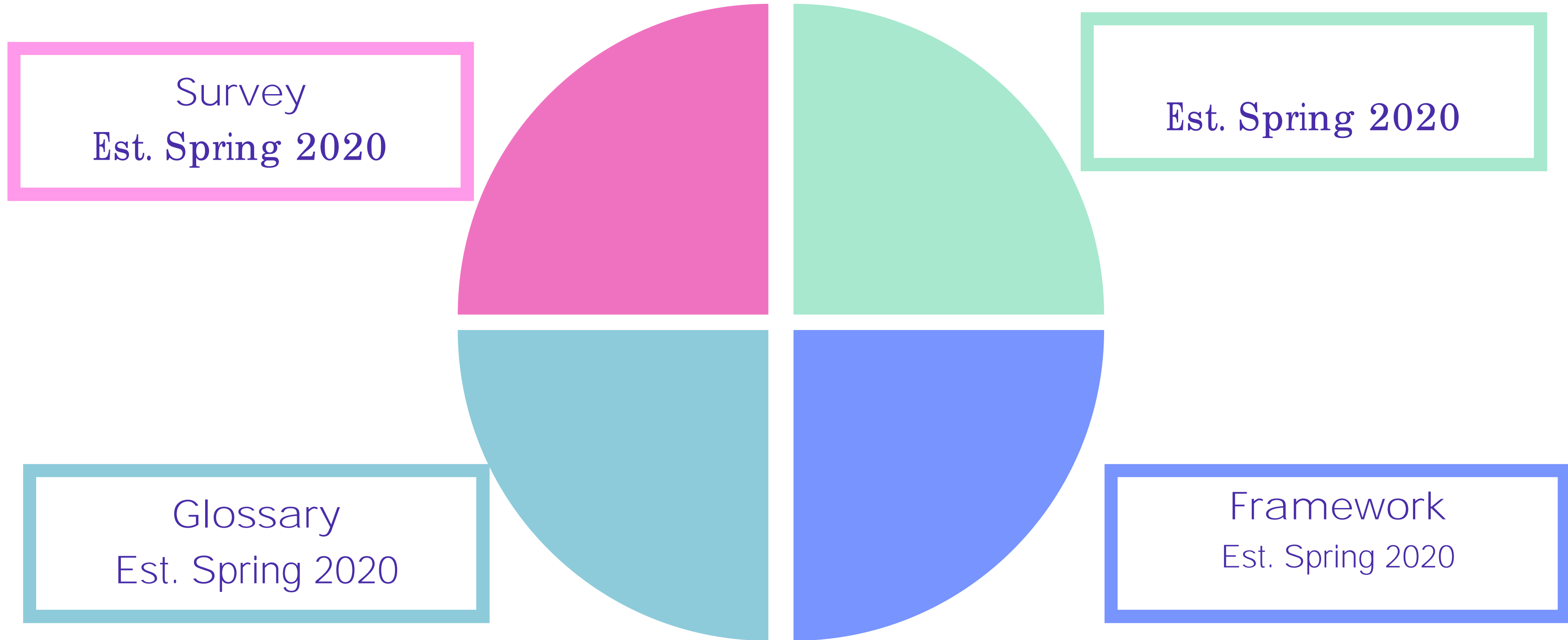








# Developing Working Groups





S

- ▶ Developed and distributed a field-wide survey on racial equity to people who work in libraries.
- ▶ Questions including:
  - Demographics
  - Knowledge of racial equity
  - Work climate related to racial equity
  - Institutions addressing racial equity
- ▶ Acknowledgement of the effect of COVID-19 on racial equity.





# D

- ▶ Built a dataset of existing frameworks ( core principles, training curricula, learning outcomes ) to help the Task Force identify existing training, education, and competency methodologies.
- ▶ Explored identified frameworks ( across the US & Canada ) from a range of organizations ( libraries, higher education, non-profits, governmental, consultants, etc ) to see how they might inform the CPRE framework
- ▶ Mined text to identify list of terms, themes, phrases, to analyze





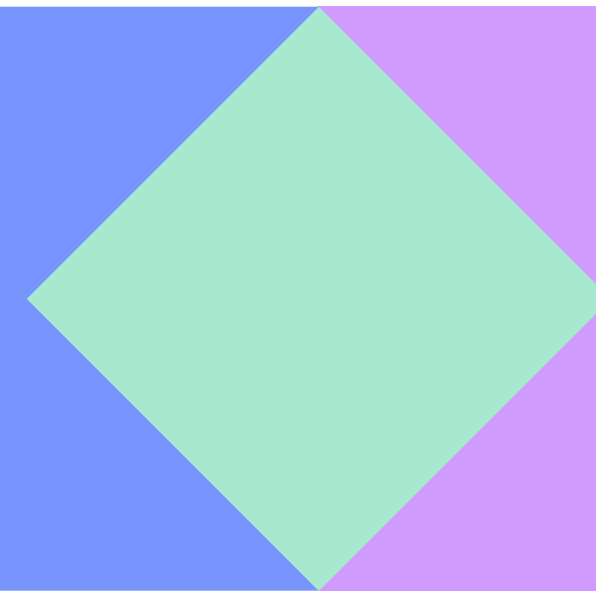
**F**

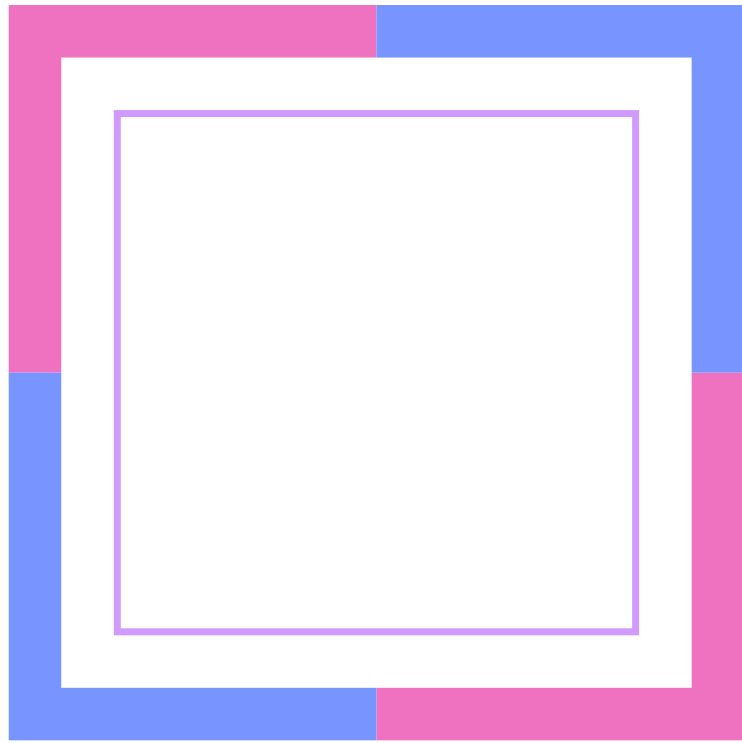
Tasked with the drafting of a formalized framework informed by the foundational work completed by the Survey and Data and Competencies working groups.



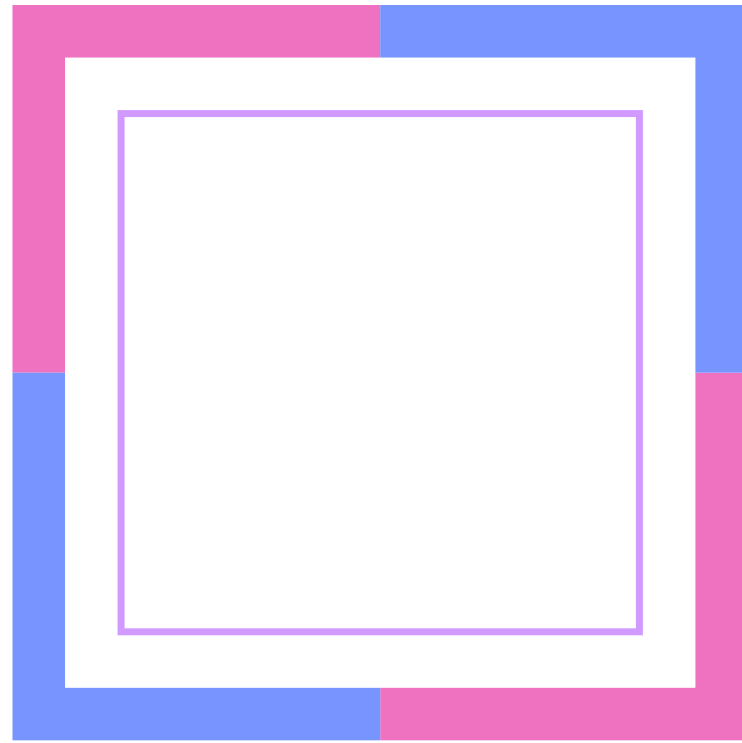


Not a liberatory practice... but the grounding needed to

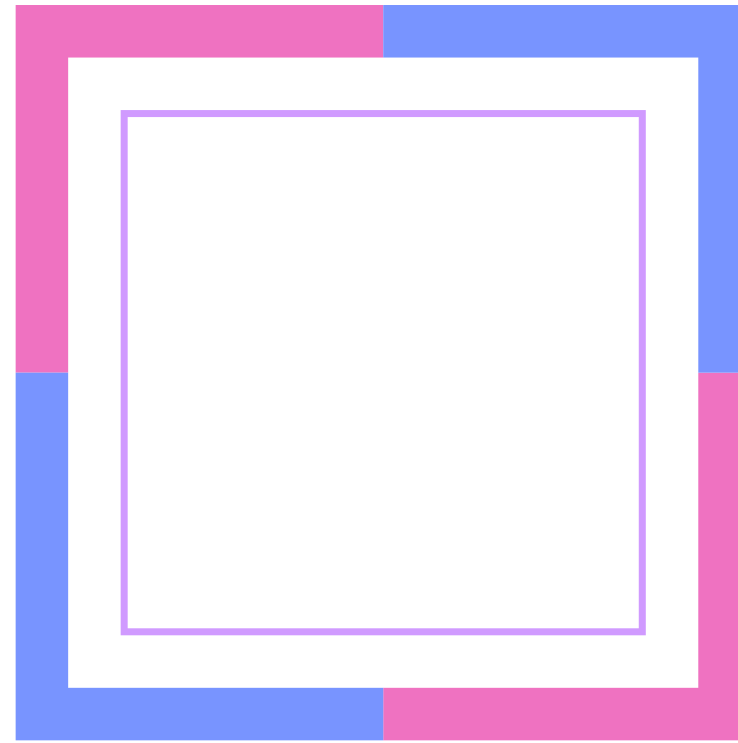




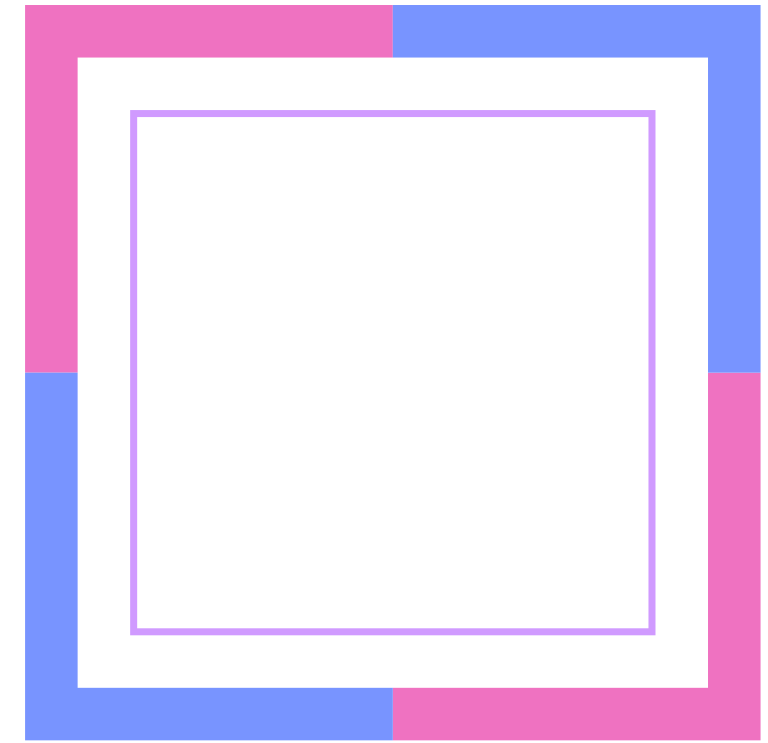
Addressing and Interrogating How White Supremacy, White Privilege and Racism Show Up in Libraries



Accountability, Assessment, and Implementation

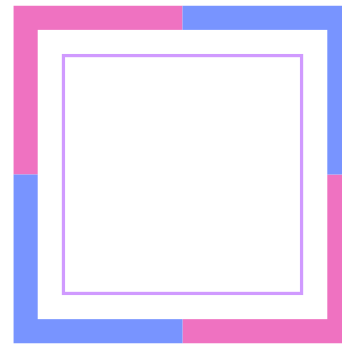


Building Cross-Sector Cultural Proficiency- Influencing and Affecting Change in Other Professional, Civic, Political Spheres.

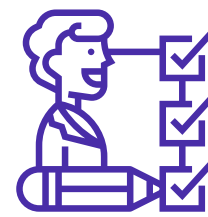


Antiracist Leadership

"As Library workers, our foundational growth is supported by an ability to identify and acknowledge ways in which whiteness and white supremacy have impacted the field of librarianship. "



Understanding Historical Inequities



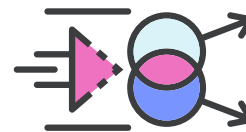
Methodologies for Self Assessment -  
Fundamental (Adjacent to Historical  
Inequities )



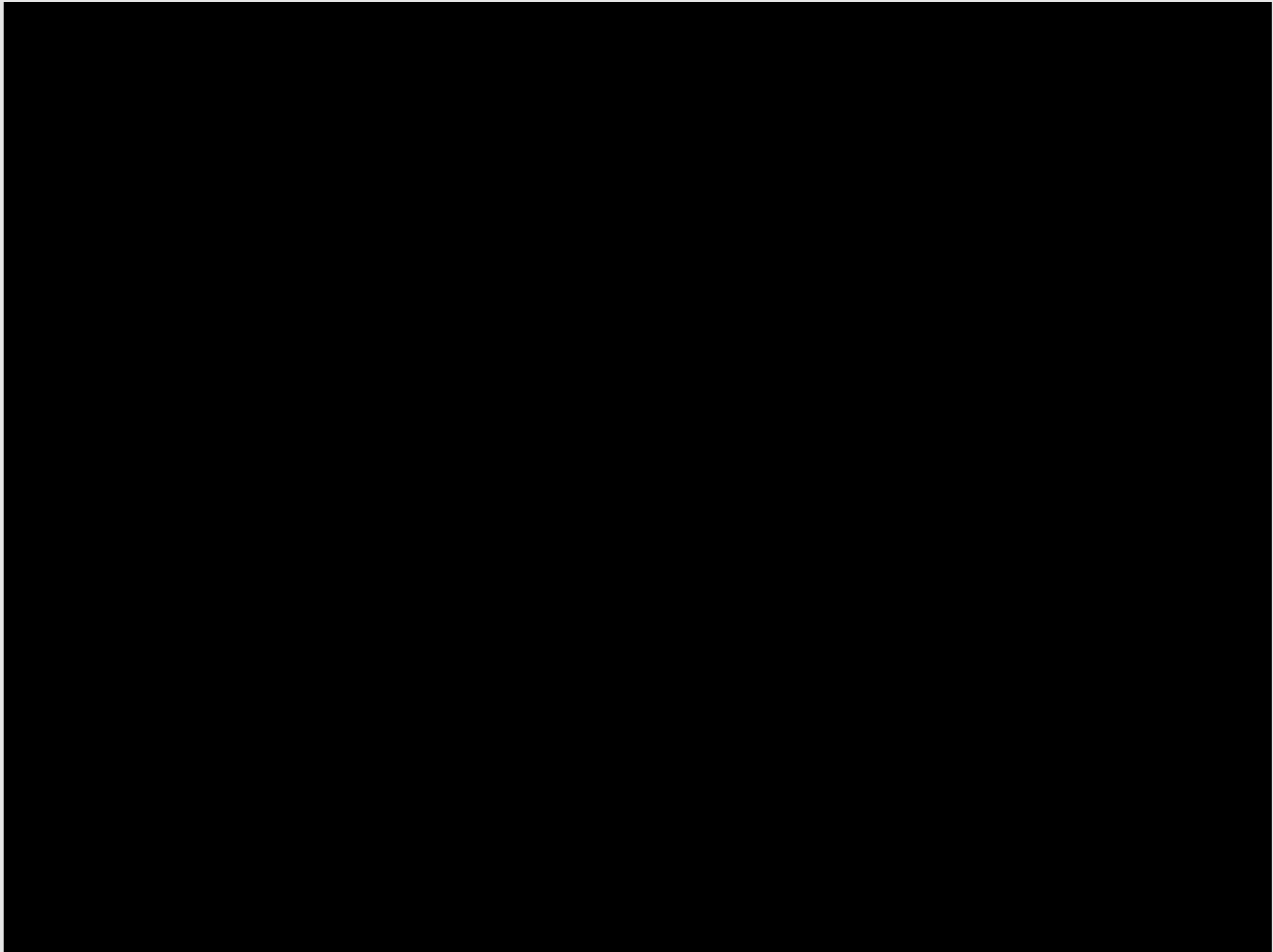
Libraries & Racial Equity



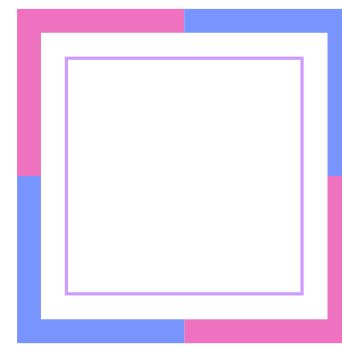
The Language of Racial Equity & White  
Supremacy



The Competency Continuum

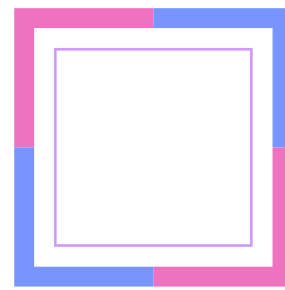


"Strategic planning must articulate the development, implementation, iteration, and measurement of changes to policies."



EM / P / Q / D BDC q / e / iteration,

"Libraries, archives, museums, and other cultural heritage organizations do not operate in a vacuum, or in silos. They are inextricably connected to communities whether neighborhoods, schools, colleges and universities, corporations, civic entities and beyond."



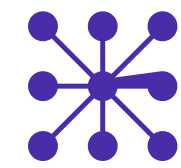
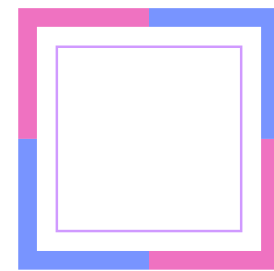
Civic

Information



Corporations

"Antiracist leadership acknowledges the degree to which white supremacy culture is embedded in every aspect of our profession, and works deliberately and constructively to question dominant cultural norms and counter them when they are negatively impacting or harming communities of color. "



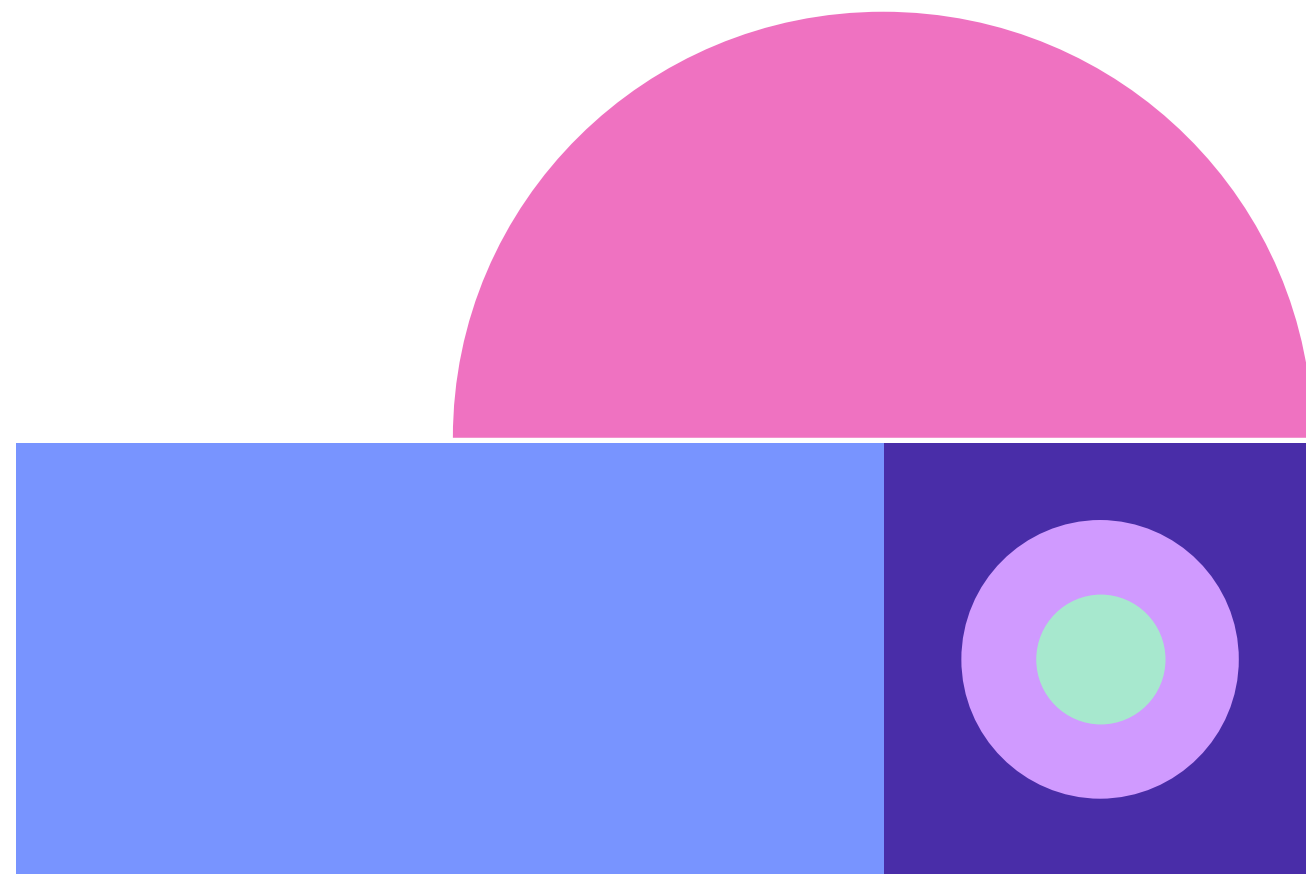
The Interconnectedness of Libraries and the Larger Institutions of ALA/ARL



Role of the Member- Advancing Member Impact







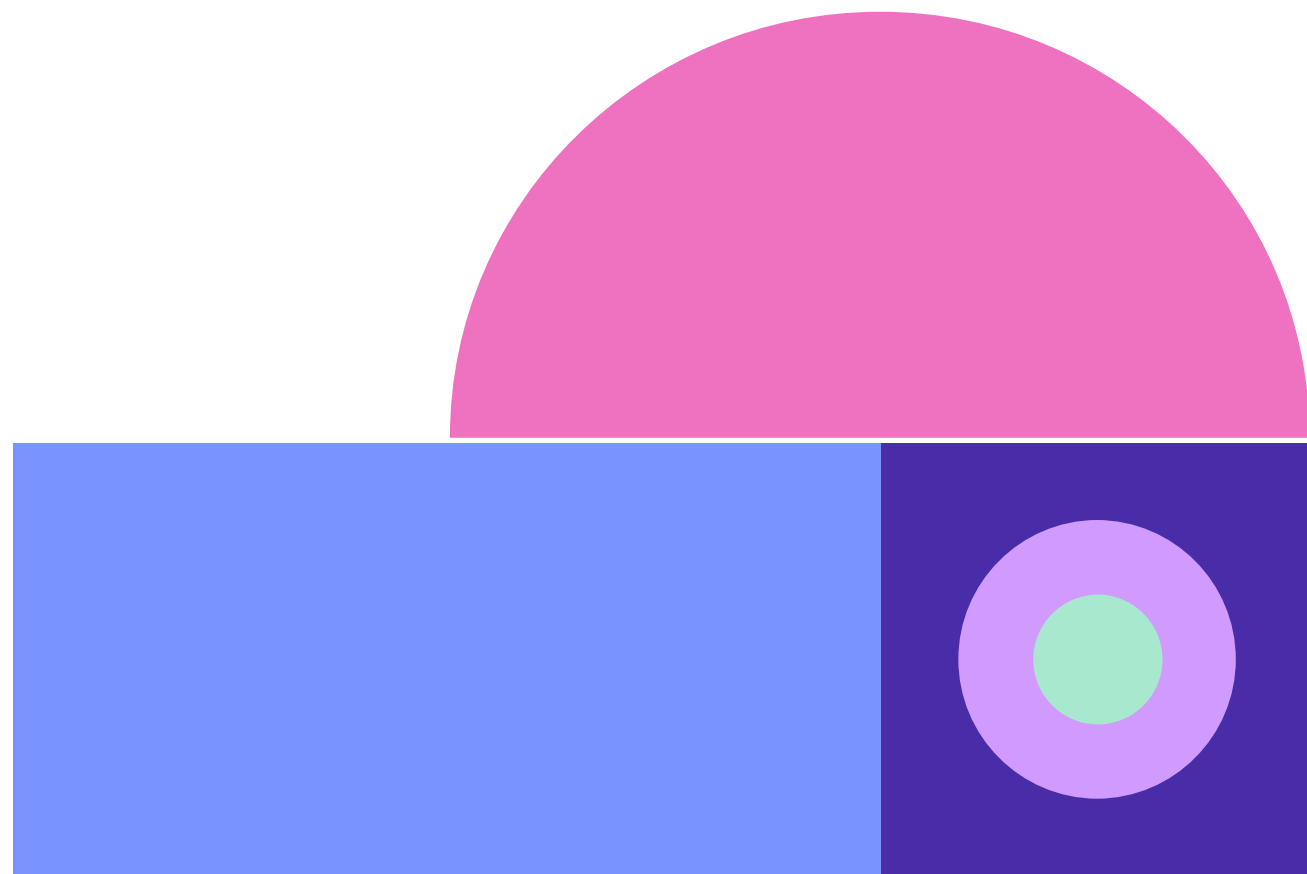
Support the initiatives of PLA's EDISJ Committee

Encourage deeper reflection and bolster support for sustaining/developing formalized library initiatives in support of EDISJ (i.e. internal EDISJ committees, task forces)

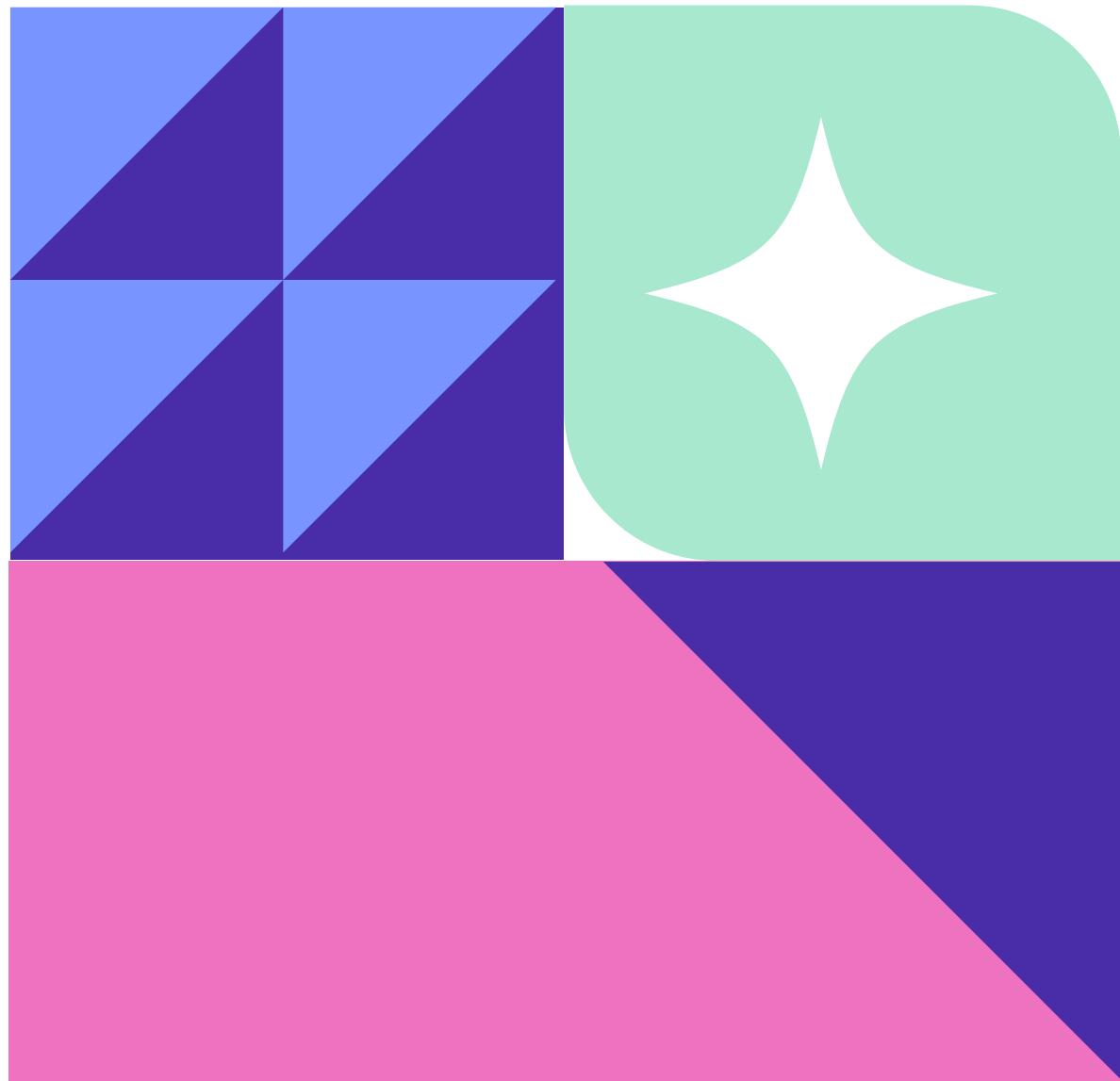
Develop and introduce a shared lexicon and language around equity, diversity, inclusion, and social justice

Move libraries beyond existing professional silos encourage opportunities for greater

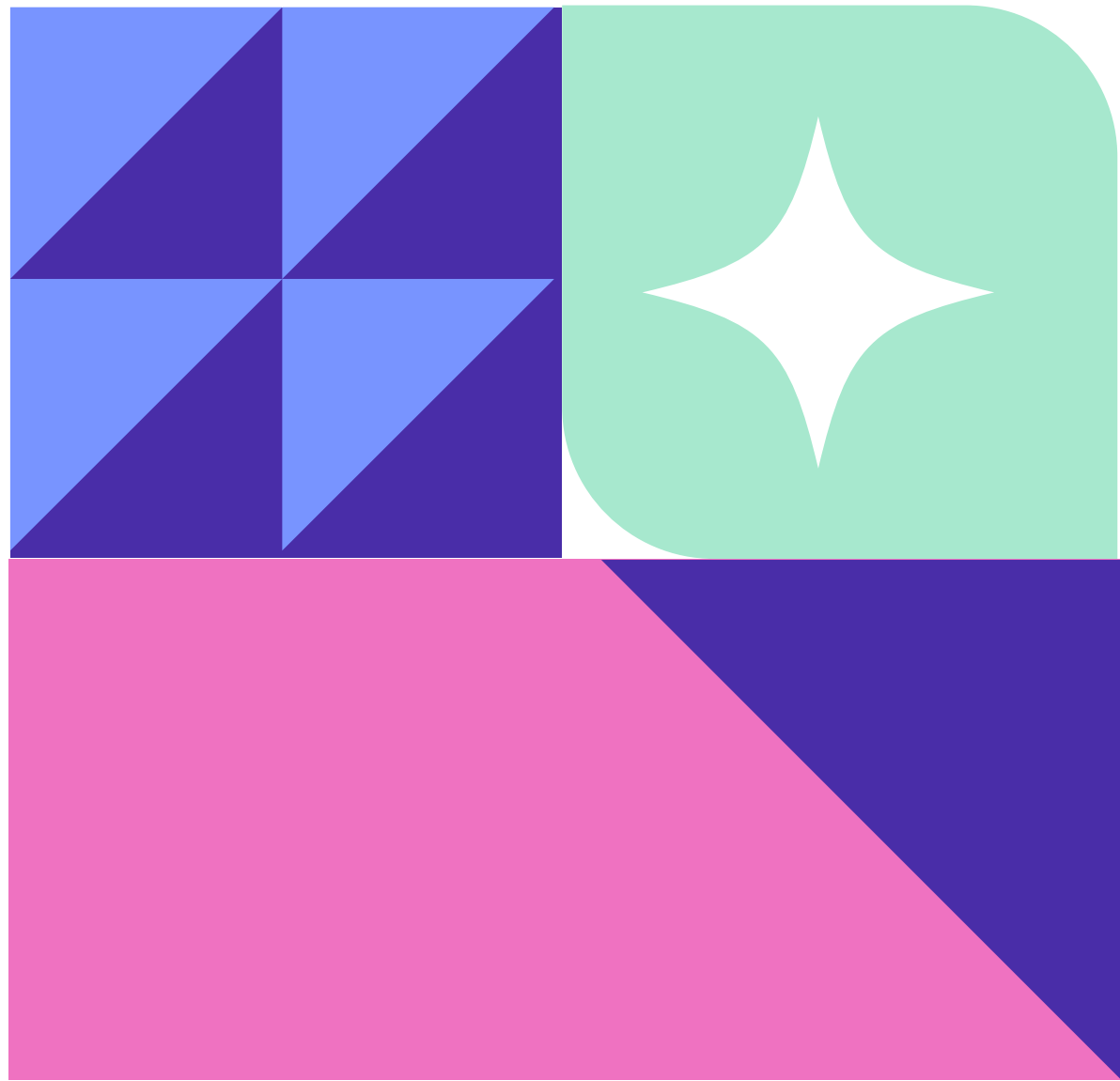
Actively seeking and including the perspectives of both BIPOC LIS workers and LIS workers.







- ▶ Continue the public comment period (ending March 2<sup>nd</sup>)
- ▶ Finalize Framework
- ▶ Seek approval and adoption of the framework from sponsoring organizations & their Boards.
- ▶ The framework addresses previous standards, specifically the 2012 ACRL Diversity Standards: Cultural Competency for Academic Libraries, and must through ACRL's standards process.
- ▶ ARL DEI Institute supported by an IMLS grant and the Task Force includes ACRL & ODLOS. Part of its work includes exploring ways to translate the CPRE Framework into education and action for individuals working in memory and information organizations and institutions.



We want to hear from you



Scan code now to register  
for CommentPress!

email: [apayne@ala.org](mailto:apayne@ala.org)

email: [dos@arl.org](mailto:dos@arl.org)

email: [klahurd@ala.org](mailto:klahurd@ala.org)

Nellie Barrett

email: [nbarrett@ala.org](mailto:nbarrett@ala.org)

