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# SUSTAINABLE INCLUSION-CENTERED LIBRARY LEADERSHIP PRACTICES FRAMEWORK

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**Working  
Draft**

# INTRODUCTION

**WHY:** A 2017 Brookings article notes that “librarians have gradually taken on other functions well beyond lending out books. In many communities, librarians are also ad hoc social workers and navigators. They help local people figure out the complexities of life, from navigating the health system to helping those with housing needs. This ‘go-to’ role has influenced library programming and events, with libraries providing advice and connections to health, housing, literacy, and other areas” (Cabello, M. & Butler, S. 2017). This remains true today as libraries strive to serve communities with an increasingly diverse array of needs, issues, and assets. The principles of diversity, equity and inclusion, and the resulting practices that seek to explicitly ensure engagement from all members of the community are library core values but not necessarily established core competencies for the library profession (ALA 2019; Cooke 2017 and Curren et al 2016). State and public library leadership does not have an applicable shared definition, understanding, benchmarks, strategies, and the necessary training to successfully address the types of 21st Century STEM literacy information and resources affecting the underserved populations in their communities. Information-seeking behaviors are affected by “different cultural experiences, language, level of literacy, socioeconomic status, education, level of acculturation and value

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*“Librarians have gradually taken on other functions well beyond lending out books. In many communities, librarians are also ad hoc social workers and navigators. They help local people figure out the complexities of life, from navigating the health system to helping those with housing needs. This ‘go-to’ role has influenced library programming and events, with libraries providing advice and connections to health, housing, literacy, and other areas.” – 2017 Brookings article*

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system (Liu 1995).” Invisible barriers and implicit assumptions could unwittingly impact services to these users (Cooke 2017). Though state and public libraries as well as the federal IMLS recognize the importance of equity and inclusion, there is limited advocacy within the library profession.

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*...library leadership does not have an applicable shared definition, understanding, benchmarks, strategies and the necessary training to successfully address the types of 21st Century STEM literacy information and resources affecting the underserved populations in their communities.*

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There is evidence that many library leaders do not place a priority on engaging underserved audiences in an intentional and systematic manner (IMLS 2020; Baek, 2013; Bell, et. al 2009; Gordon, 2017; IMLS 2021 and Hakala et al, 2016).

The ***Serving Communities: Sustainable Inclusion-Centered Library Leadership Practices Framework*** seeks to address these shortcomings and presents the skills, competencies, attitudes, and practices library leadership needs to serve all members of their communities.

**WHO:** The ***Framework*** is designed for library directors, and their leadership teams, that recognize the need for, and are interested in, using the support of this project as a means to take action. It presents the leadership skills and competencies requisite for creating a library that is responsive to community well-being (especially in communities that are marginalized).

**HOW:** There are two core elements for creating libraries that are responsive to community well-being. One is to nurture the practices, attitudes, and policies that provide the basis of community

inclusion. The other is to focus on adult learners, especially as it relates to science. There are several reasons the *Serving Communities Project* leverages adult learners and community science in the creation of sustainable inclusion-centered libraries:

**Adults continually learn.** They just learn and obtain information differently. Consider how adults use libraries now; adults are often looking for information that is broadly science-related

(e.g., WebMD, Weather, etc.). They demonstrate the need to learn and understand now in order to immediately act upon, resolve,

and/or improve something that impacts the quality of their lives and that of their families.

**Adults, and therefore libraries, can affect change.** Consider adult access to computers. With community demand for computer access, libraries became critical hubs in digital literacy. The same results are likely when the library provides access to relevant on-demand actionable science information and services. This is particularly timely with marginalized community members on issues that matter to them (e.g., public health, water quality).

**Both the library and adult learners benefit:** When the library offers actionable information it is connecting with: 1) new groups thereby broadening the participation of people that use

the library; 2) community partners are able to extend the library's capacity to serve and support adults; and 3) agencies of government that seek to reach these very groups. One result is that the library has a *seat at the table* and apply the library's services to improve community well-being.

**WHAT:** The *Serving Communities Project* contains three integrated parts:

**1. Serving Communities Framework:** The Framework is foundational and informs the content that is highlighted in a suite of leadership development, peer learning experiences, and training materials. The Framework draws heavily on existing library and informal science literature and experiences. A **Resources Page** can be found on **page 18** that cites these existing frameworks, research and reports that were used to develop the *Serving Communities Framework*.

**2. Professional Development that Supports Operational Plan Development:** The professional development program provides strategies, tools, and resources that a library leadership team need. One aspect of the program is the preparation of a plan for the library in collaboration with community partners and members. This operational plan describes how the library will deliver inclusive core services and support an equitable, engaged library culture.

**3. Network of Library Directors, Practitioners, and Leaders:** Each library leadership team is part of a network of peers with whom they can explore successes, problems, and questions.

# THE SERVING COMMUNITIES FRAMEWORK

**The goal of the Framework is to provide library directors and their leadership team with the competencies, skills and attributes needed to create sustainable, inclusive, and actionable library services. A focus is on adult learning and their use of science information to improve the quality of the lives of individuals, families, and communities.**

Directors, working with library staff and board members, community partners including government representatives, and diverse members of the community, can produce sustainable, equitable access to services and resources for and with marginalized groups within the community.

## What the Framework IS:

1. The Framework may be used by all public/county library systems, regardless of library uniqueness, size, and constraints (e.g., location, budget, staffing).
2. The Framework recognizes that library directors have different levels and types of personal and professional experiences, knowledge, strengths, and weaknesses. It is structured so that a library director can build their own profile based on where they are now, and where they want to go to in order to achieve identified goals and strategies within their operational plan.
3. The Framework is targeted at library directors and their leadership teams. It identifies the attitudes and practices required to inspire, lead and collaborate with staff. It emphasizes the need to engage community partners in the co-development of an operational plan.
4. All attributes of the Framework are informed by an equity and inclusion lens, as well as access to relevant, culturally responsive adult on-demand actionable science information, and community-based resources and supports.

## What the Framework IS NOT:

1. A step-by-step recipe for success. The Framework assumes that change does not happen in a linear fashion nor equally across

all parts of an organization. **However, the Framework can inform the direction of the library directors' and leadership teams' next steps.**

2. One size fits all, nor is it prescriptive. The Framework recognizes that every library director's experience, organizational culture, communities served, and their interests and challenges are unique.
3. A definition of what equity and inclusion should look like in public libraries. **Rather, the Framework assumes that libraries will develop this definition with their community members and partners.**

## How to Use the *Framework*

The *Serving Communities Framework* is designed for library directors and their leadership teams to: 1) create a snapshot of their current attitudes and practices; 2) visualize aspirations for themselves, their library and their community; and 3) develop the pathway forward for building more inclusive communities.

The *Framework* assumes that changes in a director's inclusion-centered practices **will** directly impact the quality of lives of adults and their families, particularly those from marginalized communities. The Framework can be used by a library director and/or leadership team that **is ready to actively begin** to take steps to creating an outwardly engaged, inclusive library culture. It can also be used by library directors and leadership teams that **are not ready to begin**, by raising awareness and increasing understanding of the larger community context in which the library is a part.

The *Framework* is comprised of **FOUR DIMENSIONS**.

**DIMENSION I Library Director and Leadership Team Leadership Practices** – These are their experiences, personal beliefs, interests, and biases that inform and motivate their decisions as they create and sustain library programming, services, and policies. These factors might improve or limit

accessibility and inclusivity depending on the individual and the communities they serve.

**DIMENSION II Library Organizational Culture**

**Leadership Practices** – These are internal and external factors, pressures and demands that affect decisions to create an equitable, inclusive, outwardly engaged library culture, policies, programs and services. (Examples of internal factors are existing organizational culture, financial and resource constraints, staff, Library boards, Library Friends groups, existing strategic and operational plans. External examples are patrons, competing community demands and tensions, and limited partner engagement.)

**DIMENSION III Community Partnership Building**

**Leadership Practices** – These are ways to engage and involve new and existing community partners in order to enhance understanding of community needs and develop library programming, services and policies that is inclusive of everyone and accessible to marginalized groups.

**DIMENSION IV Community Member Experience**

**Leadership Practices** – These are ways to understand the composition of the communities within the municipality/county, their needs, and how they want to be served by the library.

**THREE STAGES** The Framework acknowledges that proficiencies and competencies of library directors and leadership teams will be well developed in some areas and less in others. The Framework assists people identify the stage they are at and provides a context for their decision-making that affects themselves, those they manage, and the institutions and community they serve. The Stages are:

**AWARE** – A person that is *Aware* is at a stage where they understand ways to identify how equitable and inclusive the library is, and the strengths and gaps in library culture and services.

**INTENTIONAL** - A person that is *Intentional* is at a stage where they deliberately plan to address and measure the qualities of an equitable and inclusive organization.

**DEMONSTRATING** – A person that is *Demonstrating* is at a stage where they have implemented core services, programs, and policies that deliver and support an equitable, inclusive, engaged library culture. The focus is sustainability and the continued broadening of engagement of and access by diverse communities to equitable, inclusive library services and relevant and meaningful actionable science information, resources and supports.

**THREE COMPETENCIES** Each Stage contains a description of the competencies associated with that stage and their impact.

**ATTITUDES AND PRACTICES** describe critical leadership competencies. The stages are reflected in the description of the competency – **“Recognizes” (Aware stage), “Creates” (Intentional Stage) and “Partners” (Demonstrating Stage)** – describe the current, developing and/or aspirational attitude or practice that people are working toward.

**INDICATORS** are descriptors to help people visualize the results/outcomes of their attitudes and practices. They provide a picture and guide of what the library aspires to attain as they continue to develop inclusion-centered leadership practices.

**LEVELS OF PROFICIENCY (1-9 SCALE)** The 1-9 scale across the bottom of each set of competencies captures the range of leadership confidence and abilities. It allows people to quickly identify and benchmark their current and/or aspirational status and practice.

- **To determine current status:** For each of the three Attitudes and Practices (rows) people may place a circle around the number in the continuum that best represents the current status in the development of sustainable library inclusion-centered practices.
- **To determine aspirations and pathways forward:** For each of the three Attitudes and Practices (rows), people may place a **triangle** around the number in the continuum that best represents the **aspirational goal** in the development of sustainable inclusion-centered library practices.



# DIMENSION I

## Library Director and/or Leadership Team Leadership Practices

The lived experience, personal beliefs, interests, and biases that motivate and inform the library leader, influencing their decisions as they create and sustain library programming, services and policies. These factors might improve or limit accessibility and inclusivity depending on the individual library leader and the communities they serve.

*“Look closely at the present you’re constructing, it should look like the future you’re dreaming” — Alice Walker*

1. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p>1. <b>Recognizes</b> and <b>acknowledges</b> the effects of personal beliefs, language, and behaviors on conscious and unconscious racism and other bias in personal and library-related decisions.</p>	<ul style="list-style-type: none"> <li>• <i>Understands, acknowledges, and addresses</i> how values, attitudes, language, and behaviors impact community and library leadership.</li> <li>• <i>Demonstrates the interest and will to improve</i> the library experience for all.</li> <li>• <i>Is aware of personal feelings of discomfort, defensiveness, and/or reticence</i> when talking about racial and other inequities and they understand where those feelings come from.</li> <li>• <i>Is committed</i> to determining whether library policies are in alignment with current DEIA attitudes and practices within their community and within the LIS profession.</li> </ul>	<p>1. <b>Creates a vision</b> for inclusive leadership and management focused on building equitable services for those in marginalized communities</p>	<ul style="list-style-type: none"> <li>• <i>Commits to developing a personal and professional vision</i> for inclusive leadership, demonstrating shared beliefs, understanding, and language to use for internal and external communication.</li> <li>• <i>Commits to implementing a long-term management strategy</i> to build a more inclusive culture.</li> <li>• <i>Regularly discusses issues tied to racism and other bias, inclusion, and equity</i> with staff, board, Friends groups, and others.</li> <li>• <i>Commits to increasing diversity in the organization</i> and the number of diverse communities who are served.</li> </ul>	<p>1. <b>Partners with diverse community collaborators and allies to create</b> a leadership vision and management strategy to build equitable library services that includes those from marginalized communities.</p>	<ul style="list-style-type: none"> <li>• <i>Models and promotes shared understanding, beliefs, and language</i> that demonstrates respect for all community members.</li> <li>• <i>Recognizes and integrates racial, ethnic, and cultural differences</i> within library staff and services, demonstrating the value of diversity to the organization.</li> <li>• <i>Provides and supports</i> professional development opportunities to increase equity and representation across all levels of the library.</li> <li>• <i>Reviews inequities</i> and uses their power to reduce or eliminate individual, institutional, and structural bias.</li> </ul>		
1	→ 2	→ 3	→ 4	→ 5	→ 6 → 7	→ 8	→ 9

2. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>2. <b>Recognizes</b> and <b>acknowledges</b> the experiences of marginalized populations within the community.</p>	<ul style="list-style-type: none"> <li>• <i>Is aware of the value of serving all members of the community</i>, and the belief that there are worthwhile partnership and investment opportunities to be had with various groups, is expressed.</li> <li>• <i>Regular community analyses and library use studies</i> (e.g., circulation, community data, feedback and input on current barriers and policies to who has access to library services) are conducted to understand which communities are marginalized from the library's services.</li> <li>• <i>Is aware of the need to engage with community DEIA administrators</i> and other community members to understand how the library leadership style and decisions impact communities that are marginalized from the library's services.</li> <li>• <i>Is aware of their local government's</i> commitment to inclusion, equity, and community well-being.</li> </ul>	<p>2. <b>Creates</b> relationships and dialogue with marginalized populations and the community organizations serving them in order to better meet their needs.</p>	<ul style="list-style-type: none"> <li>• <i>Engages outside the library</i> with marginalized populations and organizations representing them to understand their needs.</li> <li>• <i>Recognizes and speaks about racial</i> and other disparities with community leaders, administrators, and local government</li> <li>• <i>Recognizes and prioritizes the needs of marginalized populations</i> within the community.</li> <li>• <i>Influences and contributes to equitable and responsive services</i> within local government and community organizations.</li> </ul>	<p>2. <b>Partners</b> with diverse community members in shaping library practices and vision.</p>	<ul style="list-style-type: none"> <li>• <i>Library practices reflect user feedback and contributions</i> provided by marginalized populations and the organizations that serve them.</li> <li>• <i>Reports back</i> to marginalized populations and the organizations that serve them to demonstrate how their feedback has been used to broaden leadership vision and increase community well-being.</li> <li>• <i>Demonstrates flexibility in leadership</i> style and leadership models to adapt to the needs, practices, and circumstances of diverse community partners</li> </ul>			
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3. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>3. Recognizes the potential for marginalized populations to be disproportionately impacted by science-based community issues</p>	<ul style="list-style-type: none"> <li>• <i>Is aware of critical science-based community issues</i> directly affecting vulnerable populations in their community and is interested in understanding what the impacted communities want and need to address the issue.</li> <li>• <i>Is aware of what the library is or is not doing to provide access</i> to services and information regarding science-based community issues.</li> <li>• <i>Is aware of</i> what local government and community organizations are or are not doing to provide access to services and information regarding science-based community issues.</li> </ul>	<p>3. Creates a strategy for engaging in community-based science issues with the populations affected by those issues</p>	<ul style="list-style-type: none"> <li>• <i>Seeks guidance and advice</i> from diverse community members regarding community-based science issues and priorities.</li> <li>• <i>Invites the individuals most affected</i> by community-based science issues to discuss the services, information, and responses they want and need.</li> <li>• <i>Creates a plan articulating their sphere of influence and agency</i> in addressing community-based science issues, and assesses support required from local government and community organizations</li> </ul>	<p>3. Partners with diverse communities in advancing community-based science issues through advocacy, practice, and co-ownership.</p>	<ul style="list-style-type: none"> <li>• <i>Works with community partners and local government</i> to address community-based science issues.</li> <li>• <i>Uses feedback from all</i> community members to create services and programs focused on community-based science issues.</li> <li>• <i>Leverages their sphere of influence</i> to advocate for library engagement in community-based science issues.</li> <li>• <i>Invites diverse community members to evaluate and assess</i> the impact of the library's services related to community-based science issues.</li> </ul>			
1	2	3	4	5	6	7	8	9

### Reflection Questions



What structural/contextual supports can I leverage to achieve my outcomes?

What barriers must I navigate?

What staff currently have the skills and competencies to engage in this work? What staff support will be required?



## DIMENSION II

### Library Organizational Culture Leadership Practices

Combined internal and external factors, pressures and demands (Internal - existing organizational culture, financial and resource constraints, staff, Library boards, Library Friends groups, existing strategic and operational plans and External - patron, competing community demands and tensions, limited partner engagement, as examples) that affect a library director’s decisions and abilities to create an equitable, inclusive, outwardly engaged library culture; policies, programs and services focused on adult populations not using/unable to access the library.

*“Smart teams will do amazing things, but truly diverse teams will do impossible things.” — Claudia Brind-Woody*

1. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p>1. <b>Recognizes</b> the need to develop library-wide shared values, priorities, and language</p>	<ul style="list-style-type: none"> <li>• <i>Is aware of the need to evaluate</i> current understanding of diversity, equity, and inclusion among management and staff.</li> <li>• <i>Is aware of the need to plan</i> to develop an inclusive, equitable library culture and increase internal capacity to pursue equity goals.</li> <li>• <i>Is aware of the potential and limitations</i> of professional development to develop a shared language, values, and priorities.</li> </ul>	<p>1. <b>Creates</b> an equitable and diverse library culture.</p>	<ul style="list-style-type: none"> <li>• <i>There is a plan for developing an inclusive, equitable library culture</i> and increasing internal capacity for equity and diversity.</li> <li>• <i>There is a plan for professional development and growth</i> to allow management and staff to learn more about inclusion and equity and how these practices apply to their work.</li> <li>• <i>Inclusion and equity related practices are normalized among staff</i> (e.g., regular discussions of operational inequities and strategies to overcome them).</li> <li>• <i>Equity-related practices are discussed with board members, friends, and other groups.</i></li> <li>• <i>There is a co-created plan to document library’s progress</i> toward inclusion and equity.</li> </ul>	<p>1. <b>Partners</b> in creating and prioritizing an inclusive, equitable, and diverse library culture.</p>	<ul style="list-style-type: none"> <li>• <i>There are resources, dedicated time and commitment</i> to working with community members to foster an inclusive, accessible environment that values diverse viewpoints, experiences, and perspectives.</li> <li>• <i>There is dedicated time and resources for staff professional development</i> and growth opportunities related to sustaining an equitable and diverse library culture.</li> <li>• <i>Library staff and community members engage in difficult conversations</i> regarding breaking down structural issues of inequity and lack of access.</li> </ul>		
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2. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>2. <b>Recognizes</b> the potential for aligning the library with community needs</p>	<ul style="list-style-type: none"> <li>• <i>Is aware of the need to work with</i> community partners to determine community needs.</li> <li>• <i>Is aware of the need to assess</i> current library capacity to meet community needs (e.g., space, collections, programs).</li> <li>• <i>Is aware of the current library use patterns</i> to determine whether space, collections, and programs are used by all groups who live in the community, and what level of access those groups have to library resources.</li> <li>• <i>Is aware of the importance of providing services</i> to meet currently unmet community needs.</li> </ul>	<p>2. <b>Creates</b> a plan for increasing library alignment with community needs</p>	<ul style="list-style-type: none"> <li>• <i>Community partners and members identify community needs</i> and potentially effective practices to meet those needs.</li> <li>• <i>Library policies, procedures, practices, and capacity is analyzed</i> relative to community needs, recognizes root causes of disparities in library service, and plans to overcome those disparities.</li> <li>• <i>Implements changes</i> to library policies, procedures, practices, and capacity to align library with community needs.</li> </ul>	<p>2. <b>Partners</b> in aligning the library with community needs.</p>	<ul style="list-style-type: none"> <li>• <i>Time and resources are dedicated creating and sustaining</i> practices that align the library to community needs.</li> <li>• <i>Policies, procedures, practices, and capacity</i> reflect the library's inclusion and equity plan/mission.</li> <li>• <i>There is an operational plan, benchmarks, and evaluation plan</i> to demonstrate how the library's efforts are impacting the community and improving equity and access.</li> <li>• <i>Community partners and members identify changing community needs</i> and are part of continuous alignment of library practices to meet those needs.</li> </ul>			
1	2	3	4	5	6	7	8	9

3. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>3. Recognizes the importance of community members' perspectives on community-based science issues</p>	<ul style="list-style-type: none"> <li>• <i>Is aware of the importance of engaging</i> with community members regarding community-based science issues and understands how to engage with all members of the community.</li> <li>• <i>Is aware of the need to review</i> current community initiatives regarding community-based science issues and how those affect or integrate the cultural, ethnic, and socioeconomic groups in the community.</li> <li>• <i>Is aware of the need to assess</i> the library's resources and capacity for addressing community-based science issues, identify immediate action steps, and those that need additional support.</li> </ul>	<p>3. Creates a plan to address community-based science issues in conjunction with diverse community members</p>	<ul style="list-style-type: none"> <li>• <i>There is a broad coalition</i> to address community-based science issues, including local government and community groups.</li> <li>• <i>Community administrators are consulted</i> in creating a plan to evaluate the effectiveness of current community-based science initiatives, barriers to community participation, missed opportunities, and potential partners and solutions.</li> <li>• <i>There are resources and investments</i> addressing community-based science issues, including creation and use of media, research, and evaluation to increase services.</li> </ul>	<p>3. Partners in aligning library services with community-based science issues based on community needs</p>	<ul style="list-style-type: none"> <li>• <i>Participation in broad coalition of community partners</i> in identifying community-based science issues.</li> <li>• <i>Community-based feedback loops help document</i> race bias, and lacks of diversity and inclusion in community-based science issues and inform library planning.</li> <li>• <i>DEIA, operational, and community tools assess the long-term impact of shared mission activities</i>, particularly the impact on marginalized populations within the community not using the library or having ongoing access to programs and resources.</li> </ul>			
1	2	3	4	5	6	7	8	9

### Reflection Questions



What structural/contextual supports can I leverage to achieve my outcomes?

What barriers must I navigate?

What staff currently have the skills and competencies to engage in this work? What staff support will be required?

## DIMENSION III

### Community Partnership Building Leadership Practices

The library leader’s engagement and involvement with new and existing community partners in order to enhance understanding of community needs and develop library programming, services and policies that is inclusive of everyone and accessible to marginalized groups.

*“We are each other’s harvest; we are each other’s business; we are each other’s magnitude and bond.” — Gwendolyn Brooks*

1. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p><b>1. Recognizes</b> that relationships between the library, local government, and other key public serving entities are essential to community well-being and library strategic goals.</p>	<ul style="list-style-type: none"> <li>• <i>Awareness of</i> current relationship status between the library and local government, public entities.</li> <li>• <i>Awareness of</i> strategic areas of importance for local government regarding community well-being.</li> <li>• <i>Awareness of</i> need to identify commonalities and opportunities to guide collaboration around science-based community issues.</li> </ul>	<p><b>1. Participates</b> in local government and public serving entities decisions and planning that impact community well-being and increase access.</p>	<ul style="list-style-type: none"> <li>• <i>Regular communication</i> about prioritizing racial equity and inclusion and community access.</li> <li>• <i>Identification of actionable shared values and goals</i> around racial equity and inclusion and community access.</li> <li>• <i>Involvement in difficult conversations</i> to generate solutions for improving community services, access to services, and creating safe spaces for all community members.</li> <li>• <i>Investment of resources</i> toward strategic goals related to improving community services, access to services, and creating safe spaces for all community members</li> </ul>	<p><b>1. Partners</b> with local government and other key public serving entities to impact community well-being.</p>	<ul style="list-style-type: none"> <li>• <i>Recognition</i> and funding by local government as an essential community institution with shared goals for community well-being.</li> <li>• <i>Participation in developing</i> local government’s priorities, goals, and visions for the community.</li> <li>• <i>Investment in partnership</i> with local government to address issues related to community well-being</li> </ul>		
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2. AWARE		INTENTIONAL		DEMONSTRATING	
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators
<p><b>2 Recognizes</b> that relationships between the library and a broad array of community administrators is essential to serving the broader community and having a diverse, equitable, inclusive, and accessible library.</p>	<ul style="list-style-type: none"> <li>• <b>Awareness of</b> current relationship status between the library and DEIA community agencies and administrators, including current outreach and engagement efforts.</li> <li>• <b>Awareness of</b> strategic areas of importance for DEIA community agencies and administrators regarding community well-being.</li> <li>• <b>Awareness of</b> community organizations, social justice administrators, and racial equity educators and ways to identify common areas of interest and collaboration.</li> <li>• <b>Awareness of</b> ways in which the library can co-lead or support DEIA community administrators in improving community well-being.</li> </ul>	<p><b>2 Participates</b> with DEIA community organizations and administrators in decision making and planning to impact community well-being</p>	<ul style="list-style-type: none"> <li>• <b>Meets with DEIA organizations and administrators</b> regularly to communicate personal and organizational position on racial equity and community access.</li> <li>• <b>Works with DEIA organizations to act upon racial equity and community access</b>, including listening to DEIA organizations' concerns and committing to overcome those concerns.</li> <li>• <b>Commitment and investment of resources</b> (staff, space, money) to address DEIA organizations' concerns and needs, using community-defined criteria to identify suppliers that reflect the communities to be served.</li> </ul>	<p><b>2 Partners</b> with DEIA community organizations and administrators to impact community well-being</p>	<ul style="list-style-type: none"> <li>• <b>Recognized by, engaged with, and trusted</b> by DEIA community organizations to support community well-being.</li> <li>• <b>With community administrators: evaluates intended and achieved outcomes</b> indicative of community well-being and engagement.</li> <li>• <b>Builds capacity</b> to address equity, inclusion, cultural responsiveness, and access to community assets.</li> <li>• <b>Applies physical, human, and information resources</b> of the library to improve the long-term welfare of the community.</li> </ul>
1 → 2	→ 3	→ 4	→ 5	→ 6 → 7	→ 8 → 9



3. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>3. <b>Recognizes</b> the importance of relationships between the library, local government, and DEIA administrators for science-based community issues.</p>	<ul style="list-style-type: none"> <li>• <i>Awareness of</i> current STEM/science-based programming and services for alignment around community issues and inclusion of adult community members most affected by those issues.</li> <li>• <i>Awareness of</i> current outreach or engagement effort that can be modified to deepen engagement with DEIA administrators, local government, and community around science-based community issues.</li> </ul>	<p>3. <b>Participates</b> with local government and community organizations to solve science-based community issues relevant to the community.</p>	<ul style="list-style-type: none"> <li>• <i>A shared mission</i> statement related to science-based community issues.</li> <li>• <i>Identification of support and resources</i> around science-based community issues and investment of those resources.</li> <li>• <i>Use of organizational capacity</i> to address priorities around science-based community issues.</li> <li>• <i>Development of evaluation tools</i> to measure the impact of their shared mission, activities, and impacts.</li> </ul>	<p>3. <b>Partners</b> with local government and community organizations to solve science-based community issues relevant to the community.</p>	<ul style="list-style-type: none"> <li>• <i>Has stable, effective, and trust-based partnerships</i> with local government, community administrators, and community organizations related to science-based community issues.</li> <li>• <i>Sustainable and relevant programming</i> and information around relevant community issues.</li> <li>• <i>Assesses, evaluates, and modifies programs,</i> services, outcomes, and impacts with input and support from all members of the community, organizational and government partners.</li> <li>• <i>Cross-organizational (library, government, community organizations) investment</i> to support science-based community initiatives.</li> </ul>			
1	2	3	4	5	6	7	8	9

### Reflection Questions



What structural/contextual supports can I leverage to achieve my outcomes?

What barriers must I navigate?

What staff currently have the skills and competencies to engage in this work? What staff support will be required?

## DIMENSION IV

### Community Member Experience Leadership Practices

Ongoing awareness of the makeup, needs, and wants of the communities served and to be served by the library.

*“Nothing about us without us.”* — Disability rights movement (+)

1. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p>1. <b>Recognizes</b> the need to serve all community members.</p>	<ul style="list-style-type: none"> <li>• <i>Believes it is the role of the library to address</i> inequities and lack of access, and to facilitate the development and implementation of plans to promote library use by all community members.</li> <li>• <i>Understands the value of community analysis</i> and library use analysis to determine which populations in the community are unserved or underserved.</li> <li>• <i>Is aware of the policies, practices, procedures,</i> or capacity issues that create barriers to library use.</li> <li>• <i>Is aware of the library’s position in relation to compliance</i> with local, state, and national laws pertaining to diversity, accessibility, and discrimination.</li> </ul>	<p>1. <b>Creates</b> a more equitable and inclusive library experience for all community members.</p>	<ul style="list-style-type: none"> <li>• <i>Community members have input</i> on programs and services and uses, to increase the equity and inclusivity of those programs and services.</li> <li>• <i>Policies and practices</i> address interpersonal, institutional, and structural biases, and are rewritten based on community experience and feedback.</li> <li>• <i>There is compliance with local, state, and federal law</i> pertaining to diversity, accessibility, and discrimination, and changes practices to ensure compliance.</li> </ul>	<p>1. <b>Partners</b> with community groups in evaluating and contributing to more equitable and inclusive library services</p>	<ul style="list-style-type: none"> <li>• <i>Community members participate in,</i> contribute to, and review efforts that make the library experience more equitable and inclusive.</li> <li>• <i>Community involvement ensures</i> continued alignment of library policies, procedures, practice, and capacity to community needs.</li> <li>• <i>Library time and resources are committed</i> to ensuring community involvement in plans addressing equity and inclusion within library staffing, services, and programs</li> </ul>		
1	→ 2	→ 3	→ 4	→ 5	→ 6 → 7	→ 8	→ 9

2. AWARE		INTENTIONAL		DEMONSTRATING	
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators
<p>2. <b>Recognizes</b> the importance of moving from community outreach to community engagement.</p>	<ul style="list-style-type: none"> <li>• <i>Understands the limitations of an outreach model</i> that promotes unidirectional engagement and the merits of a bi-directional engagement model for developing programs and services.</li> <li>• <i>Understands the value of relationship-building</i> for increasing community engagement.</li> <li>• <i>Is aware of potential community partners</i> and how to build relationships with those partners to improve community well-being.</li> </ul>	<p>2. <b>Creates</b> a plan and practices to engage and build relationships with diverse and marginalized communities.</p>	<ul style="list-style-type: none"> <li>• <i>There are relationships</i> with community partners to better understand community needs.</li> <li>• <i>Community partners are part of developing programming</i> and services that meet community needs and invest in communities' strengths.</li> <li>• <i>There are services</i> for community partners who have been disenfranchised by historical and systematic attitudes and practices.</li> <li>• <i>There are community needs assessments,</i> community dialogues, and interviews with diverse groups of community members not using the library to understand barriers to library use.</li> </ul>	<p>2. <b>Partners</b> in community engagement and relationship-building with diverse communities.</p>	<ul style="list-style-type: none"> <li>• <i>Community members engage in</i> and build relationships with library staff, programs, and services.</li> <li>• <i>Evaluation results about the quality and impact</i> of community engagement efforts, and how successfully community needs are being met are shared with community partners and members.</li> <li>• <i>Diverse community groups</i> recognize the library as "theirs."</li> </ul>
1 → 2		3 → 4		5 → 6 → 7 → 8 → 9	

3. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>3. Recognizes potential community members' perspectives on community-based science issues.</p>	<ul style="list-style-type: none"> <li>• <b>Recognizes that community members</b> have multiple perspectives on community-based science issues and different priorities for responding to those issues.</li> <li>• <b>Recognizes the potential for inclusion</b> and exclusion of community members based on words and practices.</li> <li>• <b>Recognizes that community members'</b> perspectives are necessary to creating effective responses to community-based science issues.</li> </ul>	<p>3. Creates programs and services related to community-based science issues with respect for community needs.</p>	<ul style="list-style-type: none"> <li>• <b>Community members and partners participate</b> in a broad-based coalition (including library staff, local government, and community organizations) to create a community-based science issue operational plan.</li> <li>• <b>There is community analysis, community feedback,</b> and library capacity assessment to ensure respect for community needs within community-based science issue operational plan.</li> <li>• <b>There is an evaluation plan</b> for the community-based science issue operational plan that takes into account community feedback, inclusion, and community impact.</li> </ul>	<p>3. Partners with community members in creating programs and services related to community-based science issues.</p>	<ul style="list-style-type: none"> <li>• <b>A broad-based coalition,</b> operationalizes and creates programming and services to meet community needs related to community-based science issue.</li> <li>• <b>Community members collaborate,</b> contribute, and co-develop library spaces, programs, and services to address community-based science issues.</li> <li>• <b>Research and evaluation tools</b> determine the effectiveness and impact of programs and services related to the community-based science issue and improving community wellness and quality of life.</li> </ul>			
1	2	3	4	5	6	7	8	9

### Reflection Questions



What structural/contextual supports can I leverage to achieve my outcomes?

What barriers must I navigate?

What staff currently have the skills and competencies to engage in this work? What staff support will be required?

## RESOURCES

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## EXISTING FRAMEWORKS

Highlighted below are existing frameworks that significantly influenced and guided the *Serving Communities Framework*.

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## Pilot Libraries

Connecticut - TBD  
Idaho - TBD  
New Mexico - TBD  
Texas - TBD  
Indiana - TBD  
Massachusetts - TBD

