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# **DIMENSION IV:**

## **Inclusion-centered Leadership Practices in Community Member Experiences Module**

**Providing Actionable Science Information Programs and Services for Adult Learners**

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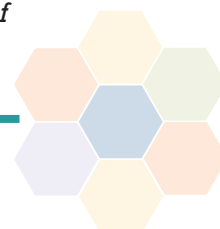
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*“Get ready to get uncomfortable. Get ready to look at a different point of view, a different perspective. Get ready to think differently.”*

– a *Serving Communities* library director

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# ACKNOWLEDGMENTS

We are proud to acknowledge the terrific project team and advisors that helped to develop the **Serving Communities: A Framework for Inclusion-centered Library Leadership Development (Serving Communities Framework)**, the **Serving Communities: A Glossary for an Inclusive Library**, the **Serving Communities Curriculum**, and a suite of five professional development modules including: 1. Personal Inclusion-centered Leadership Practices Module; 2. Inclusion-centered Leadership Practices in Library Organizational Culture Module; 3. Inclusion-centered Practices in Building Community Partnerships Module; 4. Inclusion-centered Leadership Practices in Community Member Experiences Module: Actionable Science Information for Adult Learners; and 5. Creating a Shared Language Module: Putting the Glossary for an Inclusive Library into Action.

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Colleen Braille and Catherine Bergman — West Haven Public Library, West Haven Connecticut

*“...Serving Communities Framework and Curriculum helped me focus on a path that serves the community best, [to improve services] to portions of the community that I am not already serving, that we could really expand our service and really incorporate services to underserved communities and people.”*

– a **Serving Communities** library director



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 **CT State Library**  
Preserving the Past. Informing the Future.

 **Idaho Commission for Libraries**

 **Maryland State Library Agency**

 **Mizzou**  
University of Missouri

 **WebJunction**

# SERVING COMMUNITIES CURRICULUM

## Overview

The *Serving Communities Curriculum* seeks, for you and your library staff, to:

1. enhance state, public, and county library leadership skills and competencies to intentionally plan for and provide equitable, culturally-responsive library services and resources for all members of the community with special focus on underserved community members that are not currently using the library; and
2. foster the co-development of these services and resources in partnership with government, community leaders, and organizations dedicated to addressing community issues affecting the lives of all community members.

The *Serving Communities Curriculum*, the *Serving Communities Framework*, and the *Serving Communities: A Glossary for an Inclusive Library* are the result of a two-year program funded by the Institute of Museum and Library Services (imls.gov). Together, these materials provide library directors and leadership staff with the information they need to be actively aware and purposeful in co-creating equitable culturally-responsive library services and programs with vulnerable, underserved community member groups. A focus is on presenting actionable science information that is meaningful to adult learners in the community. (These materials are online at [www.webjunction.org](http://www.webjunction.org) and [www.cornerstonesofscience.org](http://www.cornerstonesofscience.org).)

## Actionable Science-based Community Issues

As you consider the *Serving Communities Framework*, *Serving Communities: A Glossary for an Inclusive Library* and the *supporting modules*, all of these materials are designed to help you be actively aware and purposeful for creating equitable access to actionable science information and services responsive to community needs, particularly to underserved communities who do not or are unable to access your library. To succeed at broadening community participation, an inclusion-centered library leader needs to also broaden their skills, attitudes and practices. This includes:

1. developing a shared language with community member groups;
2. knowing your audience and understanding their reticence to the library and their distrust of “science;” and

3. even within the library’s financial and staff constraints, through partnerships, willingness and interest, prioritizing equitable access to actionable science information and services that are relevant and needed by community member groups.

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*“The **Framework** is a self-assessment tool. You are able to determine where you are and chart a path for personal improvements.”*

– a *Serving Communities* library director

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## Serving Communities Framework for Library Directors

The *Serving Communities Framework* for library directors is a resource for state, public, and county library directors and leadership staff. It supports your work to:

1. determine your current inclusion-centered attitudes and practices;
2. visualize your aspirations for yourselves (as inclusion-centered leaders), your library, and your community; and
3. develop your path forward for creating a more inclusion-centered library.

The *Serving Communities Framework* identifies the skills and competencies that library directors need to create a library that is responsive to community well-being (especially for people that are underserved). Library leaders need to be confident and have the skills to build a coalition of community members that is able to co-create actionable science-based programs and services for adult learners that are relevant and needed by them.

Supporting the *Serving Communities Framework* are five modules designed to enhanced your inclusion-centered skills, attitudes, and practices. They include:

**Module 1:** Personal Inclusion-centered Leadership Practices Module

**Module 2:** Inclusion-centered Leadership Practices in Library Organizational Culture Module

**Module 3:** Inclusion-centered Leadership Practices in Building Community Partnerships Module

**Module 4:** Inclusion-centered Leadership Practices in Community Member Experiences Module: Actionable Science Information for Adult Learners

**Module 5:** Creating a Shared Language Module: Putting the Glossary for an Inclusive Library into Action

# SERVING COMMUNITIES

## A FRAMEWORK FOR INCLUSION-CENTERED LIBRARY LEADERSHIP DEVELOPMENT



# INTRODUCTION

While public libraries regularly provide science, technology, engineering, and math programs to youth, adult science programming for adult learners is not as common. It is common for library staff to provide services to adults particularly in the form of reference services them to seek information and support, particularly in the form of reference services (e.g., public health information service and the navigation and facilitation of medical databases like WebMD, Medline Plus, digital literacy, and financial literacy), and now more recently, in the form of loaning of water and energy efficiency tools and devices through the *Library of Things*. What do all of these library services have in common?

1. **Adults can immediately act upon the information** to resolve a science-based issue or know the next steps to take based on what they learned.
2. Library directors and staff do not outrightly call these types of programs and services science.
3. The library tools and programs are directly related to information that is **wanted and needed** by adults in the community.
4. Libraries are able to sustain access, and provide these science tools and programs to adult learners year-round. This is a critical factor for adult learners.

For adult learners, there are three types of “**science literacy**” (Rennie, et al 2019):

1. **Consumer scientific literacy** — the level of knowledge that enables adults to shop for essentials like food, medicines and other consumer goods;
2. **Cultural scientific literacy** — describes adult understanding of science as a way of understanding the world, particularly derived from the cultural knowledge, wisdom, and lived experiences of extended; their own personal lived experiences (e.g., internal factors such as interest, passion, and belief and external factors like community pressures and ease of access); and,
3. **Civic scientific literacy** — the knowledge needed to understand and address public policy issues.

The information adult learners seek on a daily basis is not compartmentalized into these separate types, rather the information we receive and use is a combination of all of these literacies. As a result, the

*Serving Communities* model has reframed science literacy to describe the most important aspect of science information and that is **actionable science**.

## What Actionable Science Is Not

The goal of the *Serving Communities* model is not to focus on science as a process but rather as a descriptive, culturally-responsive information tool. Adults can learn and immediately act on an issue to improve their lives and that of their families. Also, the term science can be a culturally complicated term and may be an unintentional barrier to access and participation, such as:

1. **State and public library directors often do not even use the word** to describe adult learning or strategic issues (e.g., public health, climate change, food insecurity, etc.).
2. **Most people do not use the word science within the context of their own daily lives.** Rather they just do it (e.g., amateur astronomers, low rider and coding clubs, etc.).
3. **There is distrust and lack of interest/confidence** in science. (Often it is seen as formal school experiences.)
4. There are **cultural and ethnic groups that have been historically harmed by science** and therefore they are distrustful.
5. *Science* and *STEM* are **western Eurocentric terms and processes that don't value or integrate other cultural and ethnic groups views and perspectives for explaining the natural world.** As a result, some cultural and ethnic groups do not use the term *science* in the same way.

## What Actionable Science Is

The *Serving Communities* model and this *Inclusion-centered Leadership Practices in Community Member Experiences Module: Providing Actionable Science Information Programs and Services for Adult Learners* define **actionable science** as:

***A form of information literacy that is place-based and embedded in strategies to address pressing community issues. As a result adults have the ability to understand, use, and co-develop information and services to make informed decisions and take actions to address what they and their communities want and need.***

Public libraries are on the front lines. Library directors and their staff are now dealing with core issues, such as:

1. drug overdoses in the library;
2. families that are unhoused and/or are food insecure are looking for support;
3. library spaces serving as warming and cooling shelters as part of community emergency preparedness (Stine 2023; Weinberger; 2022). FEMA now classifies public libraries as essential community institutions and describes librarians as “*the new emergency responders.*”

## Defining Underserved Community Members

The definition of *underserved*, within public libraries, is complex with multiple meanings. The most common definition and understanding of the terms “unserved and underserved,” as defined by state and federal agencies, include people with racial and ethnic minority backgrounds, disadvantaged individuals, people with limited English proficiency, individuals from underserved geographic areas (rural or urban), and people with developmental disabilities. A second and broader definition is groups of people that do not fit within the mainstream definition of underserved, such as:

1. incarcerated/recently released individuals;
2. grandparents/guardians of children whose parents are dealing with drug addiction;
3. veterans;
4. food insecure families; and
5. older adults with special needs and their caregivers.

Finally, a third category are community member groups that are recognized as “*underserved by the library.*” These community groups live in the community but decisions intentionally and/or unintentionally are made to not serve these groups.

The **Serving Communities** initiative encourages you (as a library director) to examine your current practices to determine if this is occurring in your library. If so, you can reach out to government agencies, hospitals, and schools who may have already created community maps. These maps will provide information about:

1. community members that your library is not serving;
2. actionable science issues that are impacting these groups; and
3. the wants and needs of these groups and the types

of library programs and resources that would best serve them.

## Impact on Underserved Communities

Some of the most pressing issues communities need to address require an understanding of science, namely health concerns (e.g., COVID-19 pandemic, lead in drinking water, food insecurity, etc.) and environmental change (e.g., flooding, excessive heat, energy security, etc.). These issues disproportionately affect our most vulnerable, disadvantaged populations (Grusky, et al 2017; Chetty, et al 2019). “These communities with inadequate community infrastructure all have much higher death rates. And libraries are part of a community’s infrastructure.” (Stine 2023; Weinberger 2022). But not all librarians feel equipped to handle this designation. The need and urgency for libraries to be “*essential*” community institutions means directors and staff must be inclusion-centered leaders, and have the ability to be able to connect with community members impacted by these issues.

Examples of actionable science themes public libraries are addressing in support of their communities are:

**Public Health** — Libraries collaborate with healthcare providers and community organizations, like the National Network of Libraries of Medicine, to provide actionable information on preventive care, chronic disease management, and navigating healthcare systems. Together they can address health disparities, prevent disease outbreaks, conduct vaccination campaigns, support smoking cessation programs, and promote healthy behaviors. Approximately 20% (1,874) of public libraries currently participate in the network providing their users with accurate, high-quality information, tools, professional development and resources often in multiple languages. For more information, visit National Network of Libraries of Medicine at <https://www.nnlm.gov/public-libraries/resources-for-public-libraries?tab=1>.

**Food Insecurity** — Approximately one-third of public libraries (31.6%) report food insecurity as an actionable science community need they currently address, and 18.5% say they plan to address it in the future. Current food insecurity support is primarily offered

as an informal service by 40.8% of libraries overall. An analysis by the Urban Libraries Council finds that 15% of public library branches nationwide are located in food deserts. Formal public library programs and services that address food insecurity include free summer meals for children/youth, afterschool meals, and partnerships with food banks. (Henry, et al 2023).

**Climate Change** — In recent years, public libraries have purposefully demonstrated inclusion-centered leadership by serving as heating and/or cooling centers (eMerck 2019). In addition, several libraries have started a *Library of Things* that provide tools that are helpful to make houses and apartments more energy efficient to offset the extreme temperatures and climate now affecting the nation (e.g., <https://www.winpublib.org/energy-efficiency-tools-in-the-library-of-things/>).

## Other Examples of Actionable Science Themes

**Citizen Science** — Libraries can and have facilitated citizen science projects that engage community members to address issues that are affecting their lives. For example, they can collect data on local biodiversity, air quality, flood risks, or water pollution. They might work with researchers to investigate the impact of pollution on public health and develop strategies to reduce exposure and improve community well-being. Projects such as monitoring wildlife populations, tracking climate change indicators, or mapping environmental hazards empower adults to participate in actionable science and address issues important to them. For more information, please visit SciStarter for great public library resources <https://scistarter.org/>.

**Disaster Preparedness** — Libraries are partnering with emergency management agencies, first responders, and disaster relief organizations to address health disparities, prevent disease outbreaks, and promote healthy behaviors. Together, they provide training sessions, workshops, and informational resources on disaster preparedness, evacuation procedures, and emergency response strategies that address the impact of natural disasters such as hurricanes, wildfires, or floods. For more information, please visit the American Library Association <https://libguides.ala.org/disaster/preparedness>.

**Mental and Behavioral Health** — Libraries collaborate with health professionals and support groups on mental and behavioral health awareness, coping strategies, and accessing mental and behavioral health resources and services. <https://www.apa.org/monitor/2020/04/libraries-health-hubs> and American Library Association <https://www.ala.org/support/mental-health-resources-libraries>

**Environmental Conservation and Restoration** — Libraries collaborate with conservation organizations, environmental agencies, and local experts to provide actionable science services to underserved adults that protect biodiversity, preserve ecosystems, restore habitats, and mitigate the effects of climate change. They promote environmental resilience and stewardship. [www.usgs.gov/publications/considering-science-needs-deliver-actionable-science](http://www.usgs.gov/publications/considering-science-needs-deliver-actionable-science)

## Actionable Science Information Types

The attributes of actionable science are rooted in how access to high quality, accurate science information can help individuals, their families and communities resolve pressing community issues. Using FEMA's *Emergency Management Stages* (<https://www.fema.gov/emergency-managers/national-preparedness/frameworks>) as a template, actionable science issues and the types of information community members are seeking can be presented as follows.





TYPES OF INFORMATION	TYPES OF ACTIVITIES
<p><b>Prevention/Mitigation:</b> Reduction or elimination of the likelihood or consequences of hazards to make them less severe and cost-effective.</p>	<ul style="list-style-type: none"> <li>• Public education programs at library or within community neighborhoods</li> <li>• Distribution of critical self-guided information available at the library, online or dispersed in community neighborhoods</li> <li>• Connections established with other community partners, supports and services</li> </ul>
<p><b>Preparedness:</b> Reduction of the extent or impact of pressing actionable science community issue or problems, such as disasters, through planning, development of warning systems and other measures.</p>	<ul style="list-style-type: none"> <li>• Emergency public information and training</li> <li>• Loanable actionable science kits that highlight types of scientific information that are causes, how to prepare and prevent, and where to find additional information, supports and services</li> <li>• Use of technology to alert community members</li> <li>• Connections established with other community partners, supports and services</li> </ul>
<p><b>Response:</b> Taking action in a few hours, days or longer to resolve and/or have the steps and information to address actionable science issue, such as disasters.</p>	<ul style="list-style-type: none"> <li>• Access to library infrastructure such as WiFi, heating/cooling for extreme community weather events, meeting space</li> <li>• Distribution of basic critical supplies (e.g., food, water, NarCan)</li> <li>• Connections established with other community partners, supports and services</li> </ul>

## Manage Library Needs with Community Needs

Libraries perform many functions and provide services to youth, teens, adults, seniors and families. They are considered an essential institution each day and especially during a community emergency. Uses of libraries include:

1. a safe place;
2. gather one’s thoughts;
3. use WIFI and check messages;
4. meet with others to get trained, tutored, and connect with others who have shared interests;
5. take part in civic debates;
6. get information and services that improve the lives of library users and their families; and yes,
7. GET BOOKS. It is often said by library directors, that libraries operate in financial, space and staff constraints and therefore can only do so much. Although true, the real question we need to ask ourselves and answer is:

*Even within those constraints, in your opinion, what are the added benefits for both your library and the communities you serve if you re-prioritize your operational decision-making, using those same resources, to attain a new level of equity, inclusion and access to critical actionable science information, programs and services?*

## Library as Essential, Accessible, and Culturally Responsive to Underserved Community Members

Your library’s ability to provide and co-develop actionable science information, programs and services to underserved community member groups needs to be considered essential. Why? Because most libraries are already experiencing the impacts of actionable science issues, and rather than be reactive, your library can be proactive, thereby improving community resiliency.

## For Library and Underserved Community Members

The table on the next page describes the alignment between the **Serving Communities Framework** competencies with the **Actionable Science** attributes and the Emergency Management Stages and levels of co-development of an actionable science program or service.

INCLUSION-CENTERED LEADERSHIP ATTITUDES AND PRACTICES ON COMMUNITY MEMBER EXPERIENCES	PREVENTION/ MITIGATION	PREPAREDNESS	RESPONSIVENESS
<b>AWARE</b>	<p><b>INFORMED</b> – The library resource, program, or service may/may not directly/indirectly help underserved community members through its focus in detail on one attribute of the actionable science issue to prevent, prepare and respond.</p> <ol style="list-style-type: none"> <li>1. the library resource, program, or service may/may not be co-developed with underserved community members and provides high level information;</li> <li>2. reference desk support, informational flyers, and websites on available outside community organizations or programs addressing the actionable science issue may/may not be lacking;</li> <li>3. community partners may/may not be identified or approached for information on actionable science information, the effects on underserved community members, and possible support of programs and services in the library; and</li> <li>4. the library director is aware of actionable science Information and its impact on underserved community members.</li> </ol>		
<b>INTENTIONAL</b>	<p><b>ACTIONABLE</b> – The library resource, program, or service may directly/ indirectly help underserved community members through its focus in detail on one or more attributes of the actionable science issue to prevent, prepare and respond.</p> <ol style="list-style-type: none"> <li>1. the library resource, program, or service may/may not be co-developed with underserved community members;</li> <li>2. the actionable science program/service is accessible multiple times and/or year-round, in both in the library and within the community as well as includes more detailed information from education programs, presentations/workshops from subject matter experts from the community, development of loanable kits that help explore and identify the actionable science and has information that community members can act upon to determine next steps or resolve the problem;</li> <li>3. there is a coalition of community partners to extend and expand actionable science information programs and services; and</li> <li>4. the library director sees the needs and deliberately wants the library to focus on actionable science issue for and/or with underserved community members.</li> </ol>		
<b>DEMONSTRATING</b>	<p><b>RESILIENT</b> – The library resource, program, or service does directly/ indirectly help underserved community members through its focus in detail on one or more attributes of the actionable science issue to prevent, prepare and respond. In addition, the library:</p> <ol style="list-style-type: none"> <li>1. co-develops with underserved community members;</li> <li>2. integrates actionable science issues into operations (e.g., budget allocation, program/service development, etc.);</li> <li>3. has a diverse coalition of community partners supporting easy, year-round access on actionable science issues within the library and out in the community; and,</li> <li>4. advocates for actionable science issues and resilient community members using metrics to report back to underserved community members and others.</li> </ol>		

This module focuses on three themes and offers activities designed to support your efforts to become more proactive in discovering, reflecting, and acting upon:

1. your current and aspirational goals as they relate to providing underserved adults with the actionable science information they need;
2. pressing community issues adversely affecting the underserved community members; and,
3. working with underserved adults to get them the actionable science information they need.

### THEME 1

#### Understanding Your Actions: Ensure Sustainability of Access and Contribution of Underserved Community Members in Actionable Science Information Programs and Services

The *Benchmarking Your Personal Inclusion-centered Leadership Practices to Ensure Sustainability of Access and Contribution of Underserved Community Members in Actionable Science Information Programs and Services Worksheet (page 17)* is designed to explore more deeply your answer to:

***“Even within those constraints, in your opinion, what are the added benefits for both your library and the communities you serve if you re-prioritize your operational decision-making, using those same resources, to attain a new level of equity, inclusion and access?”***

and to focus on how your answer to this question translates to your leadership action (e.g., how it is performed, how it is received by others, understanding

your reason for that action while understanding the actions of others and finally, your intention going forward — change, no change) regarding outreach and support of underserved community members around a current actionable science issue.

### THEME 2

#### The Actionable Science Issue Iceberg in the Community: Shifting Library-Community Member Perspectives to Find Shared Understanding

The *Uncovering the Layers of the Iceberg Worksheet (page 22)* is designed for you to recognize and address (ahead of time, if possible) the (potentially emotionally charged) perspectives, community members may have during a co-development meeting.

### THEME 3

#### Engaging Adults in Actionable Science Programs and Services

The *Understanding and Aligning Actionable Science Programs and Services for Adult Learners Worksheet (page 30)* is an activity to help you compare and contrast library goals and expectations to those of adult learners from diverse cultural and life experience backgrounds, including:

1. The use and recognition of the words “science” and “STEM” as barriers;
2. what types of information do adult learners really want and need; and,
3. how do adult learners want to access, use, and act upon the information received.



# DIMENSION IV

## Inclusion-centered Leadership Practices in Community Member Experiences Module

**FOCUS:** 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 (+)

### Dimension IV, Competency 1 INVOLVES COMMUNITY MEMBERS IN SUSTAINING INCLUSIVE LIBRARY PROGRAMS, POLICIES AND SERVICES

1. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p><b>1. 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><b>1. 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><b>1. 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

*“Though I live in a very small community, I realize that we truly don’t know our community. The good news is that we should be able to hear from everyone in my community just going door to door with a survey. Everyone knows me and we should get good information to help the library better support our community.”*

– a *Serving Communities* library director

**Dimension IV, Competency 2**

**BUILDS LONG-TERM RELATIONSHIPS WITH DIVERSE COMMUNITY MEMBER GROUPS**

2. AWARE		INTENTIONAL		DEMONSTRATING	
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators
<p><b>2. Recognizes</b> the importance of moving from community outreach to community engagement with diverse community member groups.</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 diverse community members to improve community well-being.</li> </ul>	<p><b>2. 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 members to better understand community needs.</li> <li>• <i>Community members 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 members 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><b>2. Partners</b> in community engagement and relationship-building with diverse community member groups.</p>	<ul style="list-style-type: none"> <li>• <i>Community members engage</i> in 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>

*“We want to intentionally cater more of the library collection development to the significant part of our population that are Spanish speaking (e.g., increase diversity in collection, involve community members in decision-making processes, recognize and show value in a more diverse and inclusive library collection, break barrier in accessing information).”*

– a *Serving Communities* library director

**Dimension IV, Competency 3**

**BUILDS BROAD-BASED SUPPORT TO CREATE AND MAINTAIN PROGRAMS AND SERVICES THAT ADDRESS SCIENCE-BASED COMMUNITY ISSUES**

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



# **Inclusion-centered Leadership Practices in Community Member Experiences: Providing Actionable Science Information Programs and Services for Adult Learners**

## **THEMES and WORKSHEETS**



# THEME 1

## REFLECTIVE PRACTICE: Your Actions to Ensure Sustainability of Access to Actionable Science Information, Programs, and Services for Adults

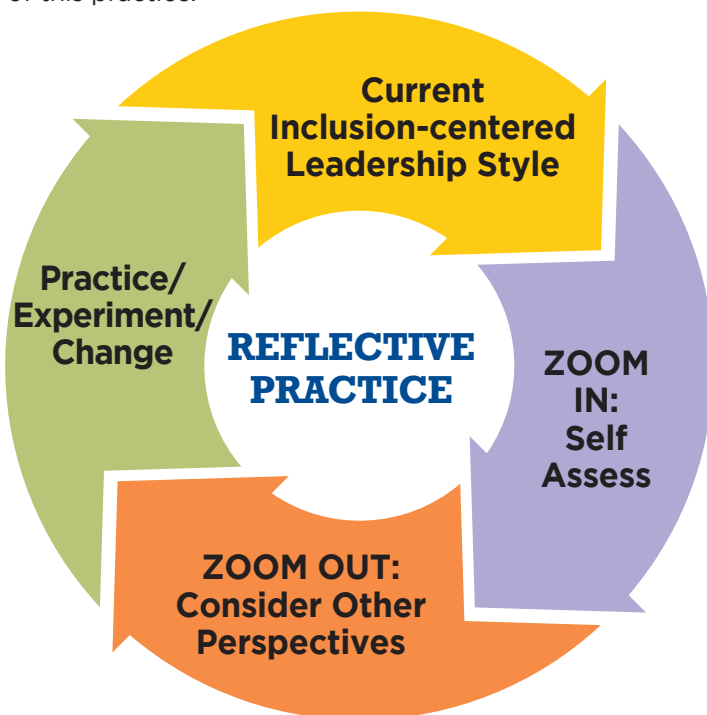
*“Reflective practice describes the inward activity that is performed in an outward fashion during dialogue with staff and community partners and all members that live in the community. One questions oneself, and through the process of understanding one’s actions, one is able to develop a theory of actions ... In this process, one can become more sensitive to one’s own reasons for action, while developing the ability to understand the actions of others.”*

— Swanson, 2010

### Reflective Practice: Zooming Out to Consider Other Perspectives

You were first introduced to reflective practice in the *Serving Communities Dimension I: Personal Inclusion-centered Leadership Practices* module. It is worth reviewing reflective practice, particularly when understanding your actions within your operational decision-making and allocation of limited resources. As a refresher: Reflective practice causes someone to focus on a leadership action (e.g., how it is performed, how it is received by others, understanding your reason for that action while understanding the actions of others and finally, your intention going forward – change, no change).

This graphic highlights the steps of learning about what we have done, and gives us the intentional steps of this practice.



Let’s use this graphic to **Zoom In** and **Zoom Out** on your inclusion-centered practices as it relates to providing access to and co-developing actionable science information supports and services with and for undeserved adult learners. To be an inclusion-centered leader is to be intentional. To be intentional is to understand your leadership actions while understanding the actions of others. In the *Serving Communities Dimension I: Personal Inclusion-centered Leadership Practices* module, you *Zoomed In* reflecting upon your personal leadership behaviors and practices. Here you will spend time reflecting upon your inclusion-centered leadership skill, attitudes and practices at a high elevation – **Zoom Out** – such that you are able to see, consider and more importantly, take into account other perspectives.

The first important reflection point is that we all make assumptions about people and situations. Taking a step back and reflecting can help to challenge some of these assumptions and see things from a new perspective. It is also critical to your inclusion-centered leadership practices that you are aware of the fact that the staff, your colleagues as well as the community partners and members you work with are also operating and making decisions from assumptions of their own.

*The quicker you understand everyone’s actions, the quicker you can come to consensus.*





# WORKSHEET 1

## Benchmarking Your Personal Inclusion-centered Leadership Practices to Ensure Sustainability of Access and Contribution of Underserved Community Members in Actionable Science Information, Programs, and Services

### Objectives

- Become familiar with the *Serving Communities Framework for Inclusion-centered Library Leadership Development*.
- Assess your current inclusion-centered library leadership practices with community member experiences and identify desired changes with *Dimension IV: Inclusion-centered Leadership Practices in Community Members Experiences*.
- Create a Reflective Practice routine.

### What You Need

- A hard copy of the *Serving Communities Framework*
- A pen with your favorite color ink
- Find the place where you do your best thinking and reflection with no interruptions
- Be honest

### Time

120 minutes

### Discover

Begin to familiarize yourself with the *Serving Communities Framework's Dimension IV: Inclusion-centered Leadership Practices in Community Member Experiences Module* on pages 12-14. The goal and focus are increasing awareness and intentionally considering community member experiences within the library and out in the community. The goal is to make up needs and wants of the communities serviced and to be served by the library, particularly ensuring sustainability and access to actionable science information services and programs. The *Framework* is designed to benchmark key library director and leadership attitudes and practices.

Within *Dimension IV*, there are three core Competency Stages that describe the level of competency and indicators that are considered essential to creating an inclusion-centered library culture and service. These are the Attitudes and Practices that a library director and/or leadership team uses to make decisions. Each leader has varying Attitudes and Practices. This leadership spectrum is captured in the following ways:

**AWARE:** Recognize and understand ways to identify how equitable and inclusive library leadership practices are currently implemented, such as strengths and gaps in leadership skills in library culture and services.

**INTENTIONAL:** Intentionally require a deliberate approach that addresses gaps or strengthens equitable services, library culture, and engagement with community partners and people that live in the community.

**DEMONSTRATING:** Use your leadership skills to model and partner with library staff, community organizations, government, and people that live in the community to create responsive programs and services that provide actionable science information. As you read through these Attitudes and Practices, there are Indicators. These are descriptors to help you describe and visualize the results/outcomes of your current and aspirational inclusive-centered leadership Attitudes and Practices. Across the bottom of each Dimension, there is a 1-9 Proficiency Scale of each set of Attitudes and Practices. These numbers represent the range of leadership confidence and abilities.

DIMENSION IV					
Inclusion-centered Leadership Practices in Community Member Experiences					
FOCUS: 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 (*)					
Dimension IV, Competency 1					
INVOLVE COMMUNITY MEMBERS IN SUSTAINING INCLUSIVE LIBRARY PROGRAMS, POLICIES, AND SERVICES					
1.	AWARE	INTENTIONAL	INTENTIONAL	DEMONSTRATING	DEMONSTRATING
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators
<p>1. Recognize the need to serve all community members.</p>	<ul style="list-style-type: none"> <li>• Believes it is the role of the library to address inequities and lack of access, and to facilitate the development and implementation of plans to promote library use by all community members.</li> <li>• Understand the value of community analysis and library use analysis to determine which populations in the community are underserved or underserved.</li> <li>• Are aware of the policies, practices, procedures, or capacity issues that create barriers to library use.</li> <li>• Are aware of the library's position in relation to compliance with local, state, and national laws pertaining to diversity, accessibility, and discrimination.</li> </ul>	<p>1. Create a more equitable and inclusive library experience for all community members.</p>	<ul style="list-style-type: none"> <li>• Community members have input on programs, services, and uses to increase the equity and inclusivity of those programs and services.</li> <li>• Policies and practices address interpersonal, institutional, and structural biases, and are rewritten based on community experience and feedback.</li> <li>• There is compliance with local, state, and federal law pertaining to diversity, accessibility, and discrimination, and change practices to ensure compliance.</li> </ul>	<p>1. Partner with community groups in evaluating and contributing to more equitable and inclusive library services.</p>	<ul style="list-style-type: none"> <li>• Community members participate in, contribute to, and review efforts that make the library experience more equitable and inclusive.</li> <li>• Community involvement ensures continued alignment of library policies, procedures, practice, and capacity to community needs.</li> <li>• Library time and resources are committed 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

## Instructions

### STEP 1

#### Determine Current Inclusion-centered Leadership Skills

To determine your current inclusion-centered leadership attitudes and practices for *Dimension IV*:  
For each of the three Attitudes and Practices (rows), place a circle around the number in the continuum that best represents the current level in the development of sustainable library leadership inclusive-centered practices.

### STEP 2

#### Determine Aspiration and Pathway Forward

To determine aspirations and pathways forward with *Dimension IV*:  
For each of the three Attitudes and Practices (rows), place a triangle around the number in the continuum that best represents the **aspirational goal** in the development of sustainable library leadership inclusive-centered practices.

**CURRENT:** Reflect on the emerging patterns. Within *Dimension IV*, the **Competency** and specific **Indicator**, choose one current Competency and Proficiency level, with *Dimension IV*, that most interests you and that you believe is achievable – your strongest inclusion-centered leadership attitude and practice. In what areas do you consider your current inclusion-centered leadership attitudes and practices are not as strong?

Dimension IV	Current Dimension	Current Competency
Strong Indicator		
Not as Strong an Indicator		

**ASPIRATIONAL:** Reflect on the emerging patterns. Within *Dimension IV*, the **Competency** and specific **Indicator**, choose one aspirational Competency and Proficiency level, with *Dimension IV*, that most interests you and that you believe is achievable. Identify your weakest inclusion-centered leadership attitudes and practices. In what areas do you consider your inclusion-centered leadership attitudes and practices as unattainable?

Dimension IV	Current Dimension	Current Competency
Achievable Indicator		
Difficult to Achieve Indicator		

### STEP 3

Use the worksheet on the next page to help you identify the steps that will allow you to move a current inclusion-centered leadership practice and attitude to the next level.

# WORKSHEET

## Dimension IV:

### Inclusion-centered Leadership Practices in Community Member Experiences Module

**Current Proficiency:**

**Aspirational Goal Proficiency:**

Describe what you learned and what you would like to change about zooming out to consider other perspectives:

**So that:**

(Describe the benefit for you, your staff or organization, and your community.)

**Measurable Result:**

(Describe how it will be evident and communicated to community members you are collaborating with)

**Action Steps:**

Identify 1-3 actions you will take over the next 6 months, from Zooming Out, to reach your goal and note approximately when they will occur:

1.

2.

3.

**What support will you require, and from whom?**

## Act

**Action 1:** Implement actions on the steps outlined on this worksheet that begins to lay the groundwork to ensure sustainability of access and contribution of underserved community members in actionable science information programs and services.

**Action 2:** Make Reflective Practice a weekly 15-minute operational decision using the *Serving Communities Framework* as a guide to consider and address the actionable science question, issue, or situation affecting the well-being of underserved community members. How might an existing library program or service broaden community participation?

## THEME 2

# The Actionable Science Issue Iceberg in the Community: Shifting Library–Community Member Perspectives to Find Shared Understanding

### Imagine

**What will your first co-development meeting with community organizations and members will look like?**

**Every member who is participating in this meeting is**

1. hopeful;
2. curious;
3. invested in addressing the science-based community issue.

**Every member will also**

1. be cautious;
2. have an agenda, certain expectations; and/or,
3. have been directly impacted by the community issue.

Take a few moments to review the iceberg graphic below.

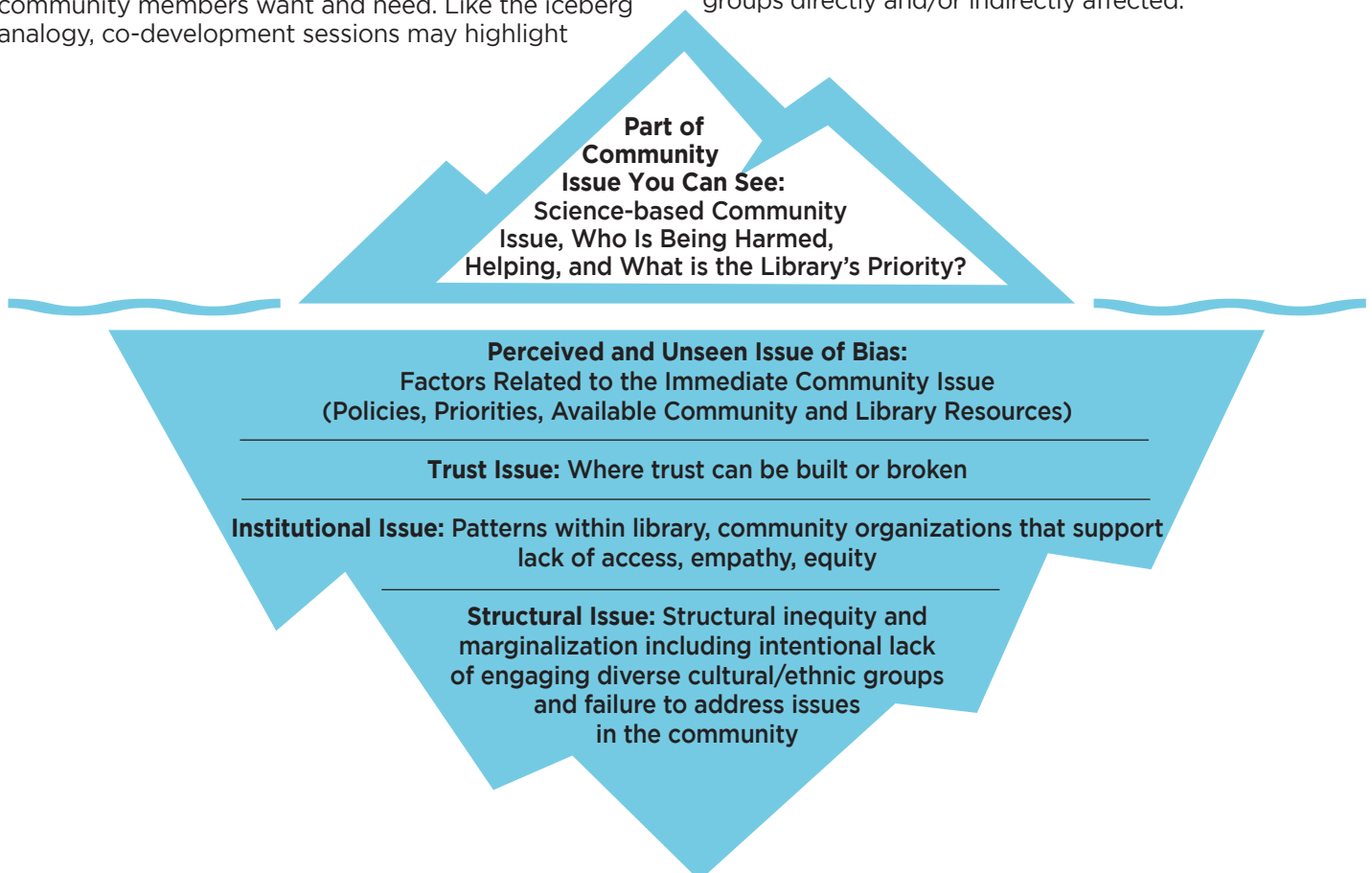
When conducting a co-development session, each member will bring an array of perspectives, knowledge, and wisdom from lived experiences. These perspectives may be very different from your own which is important when co-developing library services and programs community members want and need. Like the iceberg analogy, co-development sessions may highlight

observable and hidden barriers of this actionable science community issue, such as: unequal power dynamics, inequities, lack of access as well as the cultural, ethnic, community contexts that you may or may not be familiar with.

This is the called the ***Iceberg Effect*** (Hall 1976; Sonnie 2016). Everyone can see the Presenting Issue from their own unique perspective that is observable (like the top of an iceberg), however, all members may be unable to see or understand the complete picture below the surface (the rest of the iceberg that is submerged and immovable).

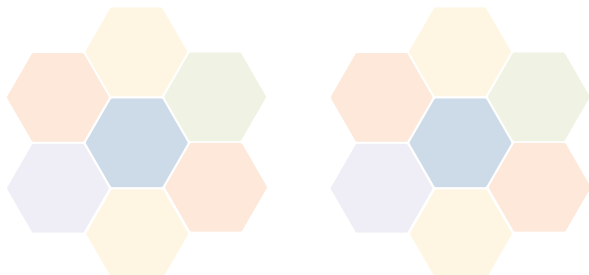
### Discover

So how does the co-development team respectfully and proactively address the “*iceberg in the room?*” First, let’s break down the layers of the iceberg. Persistent actionable science issues affecting underserved community members do not happen overnight. As you review each of these layers, within the context of a specific actionable science community issue, create the list of the co-development team members from all of the groups directly and/or indirectly affected.



The table below breaks down the types of attributes within a conversation that is intentionally trying to create a shared understanding of the impacts experienced by everyone on the co-development team. Conversations, will present different perspectives, emotions (hurtful to confrontational, vulnerable to passive/noncommittal), beliefs, sincerity and intentionality. It will be critically important that everyone is given the safe space to be heard respectfully and understood. It is important to remember that you all are at the table hopeful and invested in seeing a shift in access to meaningful, relevant actionable science information supports and services.

LAYER	WHAT'S HAPPENING
<b>PRESENTING ISSUE</b>	<b>BE MINDFUL</b> — No member starts at the same place or is vested in the actionable science community issue in the same way. Each person has distinctive perspectives, levels of belief, buy-in, and are impacted by the actionable science community issue in different ways and/or not at all.
<b>PERCEIVED AND UNSEEN ISSUE OF BIAS</b>	<b>BE MINDFUL</b> — Initial conversations will likely be uncomfortable as each member is grappling with their own feelings, motivations, sincerity, and intentionality as to why the inequity is happening, the power dynamics, and the role each member is perceived to have played or not played in the issue. It is important to bring these conversations to the forefront early as they will need to be heard and addressed collectively by the team in order to come to a shared understanding and pathway forward.
<b>TRUST ISSUE</b>	<b>BE MINDFUL</b> — Uncovering the issues and attributes, and understanding the relationship of them within each and between every member will be needed to build trust, respect and recognition for the ideas. Where can trust be built? What words or actions could break trust?
<b>INSTITUTIONAL ISSUE</b>	<b>BE MINDFUL</b> — The identification of the root causes, the rationale for allocations of resources, and the historical contexts need to be recognized by each member. The goal is about being heard and how collectively, as a group, a specific piece of the structural issue can be addressed.
<b>STRUCTURAL ISSUE</b>	<b>BE MINDFUL</b> — Power dynamics that you carry as a library director, as well as with the other members in the co-development team, need to be monitored. Ultimately, the actionable science library program or service will be intentionally addressed based on the wants and needs of community members, and aligned to the community assets that already exist or can be had to develop and sustain.



# WORKSHEET 2

## Uncovering the Layers of the Iceberg

**NOTE:** As noted in the Introduction (*Defining Underserved Community Members on page 7*), the “underserved” may not be focused on a racial or ethnic disparity but a cultural one, such as ageism, or physical and mental disabilities. However, the “iceberg” and the intentional hidden discriminations and reasons for why these issues are structural and systemic remain the same. This exercise is designed to uncover the hidden barriers and provide members of the co-development team with a process to discuss them, from their personal perspectives and with the group trust, sincerity and openness for receiving and giving feedback and input.

### Instructions

#### STEP 1

**Form your Co-development Team or Zoom Out to Consider Other Perspectives.** This activity can be conducted with the co-development team, or you can use it to further explore zooming out to consider and reflect upon other community member perspectives. **NOTE: If you choose to do this activity by yourself, it will be important to keep in mind that though you are zooming out to consider other community member perspectives, you are still using a lens that was built by your own**

**lived experiences. As a result, these considerations may be only partially true and/or not true at all.** It is a good inclusion-centered leadership skill, attitude, and practice to have to include other perspectives as well as your own when making operational-decisions such as allocations of funds and time.

#### STEP 2

**Zoom Out to Consider Other Perspectives.** This step is designed for you to consider who should be a part of the co-development team — either in-person or on paper. Who are the community members and partners that need to be at the co-development table? List the possible members, the reasons why, and the type of opinions, lived experiences, and wisdom they can bring in order to give you a deeper understanding on the context and reasons the actionable science issue is harming the community. As part of preparing to meet with these individuals, or practicing **Zooming Out**, consider and reflect upon each of their unique perspectives. How closely do they align or not with your perspective? It will be important to have potential members that have differing perspectives as it is here where you will learn most about your inclusion-centered leadership skills, attitudes and practices.

DESCRIBE YOUR ACTIONABLE SCIENCE ISSUE:		
TEAM MEMBER	TYPES OF OPINIONS, EXPERIENCES AND CONTEXT A MEMBER CAN BRING TO AN ACTIONABLE SCIENCE COMMUNITY ISSUE	ACTUAL PERSPECTIVES ON ACTIONABLE SCIENCE COMMUNITY ISSUE
Library Director:		
Library Staff:		
Community Member 1:		
Community Member 2:		
Community Member 3:		
Community Partner 1:		
Community Partner 2:		
Community Partner 3:		

**STEP 3**

**Zooming Out to Consider Other Perspectives.**

Take a few minutes to look at the *Iceberg Effect graphic (page 20)* and the *Uncovering the Layers of the Iceberg Worksheet (page 24)*. Consider and reflect upon what’s happening in the graphic and the questions. What are your perspectives and experiences in the context of the actionable science community issue, and what other perspectives do you want to learn from the members? Draw on the stories, bios and other sources of information to help inform each layer of the iceberg. You can use

these worksheets as an exercise to help you broaden your understanding of current actionable science community issue. For a more accurate and deeper understanding, invite community members and partners to assist you with determining how the library can provide useful resources, programs and services to address the issue.

Use the questions below to guide your answers to the *Uncovering the Layers of the Iceberg Worksheet* and/or help facilitate the conversation with others about their perspectives.

QUESTIONS FOR EACH CO-DEVELOPMENT TEAM MEMBER
<p><b>What does this actionable science community issue mean for me personally, professionally and/or for my institution/family?</b></p>
<p><b>What is at stake for me sharing my perspectives, feelings, beliefs, and power dynamics? How does the actionable science issue directly and/or indirectly affect them?</b></p>
<p><b>How is this actionable science issue directly/indirectly connected to me, my institution and/or family? Is this issue structural and systemic in my institution and/or in my personal experiences? What does that mean?</b></p>
<p><b>In what way(s) am I using power dynamics to direct decisions and allocation of resources around the actionable science issue?</b></p>

**NOTE:** Use the *Uncovering the Layers of the Iceberg Worksheet* on the next page only if you are collaborating with community members and partners to assist you with determining how the library can provide useful resources, programs and services to address the issue.

# Uncovering the Layers of the Iceberg Worksheet

Layer	What’s Happening?	My Perspectives	Perspectives of Co-development Team Member, Community Member, or Partner	When Compared, Shared/Conflicting Perspectives
<b>Issue and description:</b>				
<b>Presenting Issue</b>	<p><b>Consider and reflect upon:</b> No member starts at the same place or are vested in the community issue in the same way because each person has distinctive levels of belief, buy-in and are impacted by the community issue.</p>			
<b>Perceived and Unseen Issue</b>	<p><b>Consider and reflect upon:</b> Initial conversations will likely be uncomfortable as each member is navigating with their own feelings, motivations, sincerity and intentionality as to why the inequity is happening. What are the possible power dynamics at play with each member within the access or lack of access to actionable science information and services? (NOTE: It will be important for you to understand some of these conversations as soon as possible as they will need to be heard and addressed collectively by the team in order to come to a shared understanding and path forward.</p>			
<b>Trust Issue</b>	<p><b>Consider and reflect upon:</b> How will you respond personally as well as a library director, when uncovering these underlying, structure and systemic issues. Your responses will affect the building of trust, respect and recognition for the perspectives being shared, recognized and addressed during co-development.</p>			
<b>Institutional Issue</b>	<p><b>Consider and reflect upon:</b> Your perspectives and lived experiences may/may not allow you to identify root causes. However, it will provide you an understanding as to the library’s policy and rationale for allocations of resources within the historical contexts of the library’s relationships with particular community member groups. If identified properly and appropriately, a specific aspect of the structural issue can be addressed.</p>			
<b>Structural Issue</b>	<p><b>Consider and reflect upon:</b> What are your personal inclusion-centered leadership skills, practices and attitudes, and how are you using your power as library director to intentionally include and/or exclude particular populations and community issues? Think beyond limited staff and financial resources. What perspectives might be shared with you from those particular community members who have been historically excluded from the library?</p>			



### Reflect

It will be tempting to focus on just the **Presenting Issue**. But focusing on the **Presenting Issue** without at least uncovering underlying and relational issues, puts you at risk of missing what’s really going on. This can cause long-term damage to your relationship with those interested in working with you and negatively affect the results of providing equitable access to resources and services to adults that need and want them.

### Act

**Action 1: Zooming out** is essential to the big picture of who the library is recognizing through programs and services and who it is not serving. **Zooming out** is also essential to promoting the library’s broad vision to engage, educate, empower, and enrich our community through creative and dedicated service to all, but this needs to be matched by small wins that demonstrate the **All** of the community. **Ground-truth your worksheet** by talking with the potential co-development team members.

**REMEMBER: Community member groups are not monolith, and do not all have the same perspectives. Rather, each individual will have their own unique lived experiences and perspectives, irrespective of the cultural or ethnic group they may be affiliated with.**



## THEME 3

# Engaging Adults in Actionable Science Community Issues

A core goal for the *Serving Communities Framework* and this module is re-framing and broadening access to actionable science library programs and services for adult learners. How we frame science programs and services for adults matters.

### Adults as Science Learners

How your library frames actionable science information, programs and services matters. Consider how your library is currently serving adults around science.

#### Adults want to be the origin of their own learning.

They want control over the what, who, how, why, when and where of learning. Actionable science information, programs and services allows for all of these elements to be present in the library, thereby providing underserved community members multiple points of entry.

Learning must be applicable to day-to-day priorities. Sometimes this means it must be connected to a challenge being faced by an individual or community. For those whose priority is actionable science information, the library program or service needs to be about reinforcing their own identity and recognition that the library “has their back” with wanting to help them and their families get access and connect to pertinent information that they can act upon and succeed. Particularly, with underserved community groups, barriers to engagement are related to feelings of belonging and identity within the library as well as with the topic.

#### Appropriate learning objectives.

It’s important to consider how deep someone is looking to go. Adults seeking actionable science information, programs, and services are not looking to establish a new area of expertise. Rather, they are looking for the information that provides a pathway for resolution and/or the identification of next steps to act on and that explicitly connects them to the what, who, how, why, when, and where of other community supports and services.

#### Active learning isn’t just for kids.

Sometimes adults do want to attend a talk. Particularly with actionable science information, often adults appreciate the ability to experience, reflect, and share. These types of programs and services can be found in loanable kits, citizen science, active discussions, and co-development of the experiences and information adults want and need. **Adults will commit to learning** when the objectives are applicable to day-to-day priorities.

#### Adults need to see that what they learn is applicable to their day-to-day activities and problems.

With your library’s priority of focusing on actionable science programs and services, you need to know who your audience is and what these adults are dealing with on a daily basis. If you and/or your staff do not know, you need to ask. This means two things:

1. have some understanding of the underserved community members wants and needs around actionable science information beforehand and,
2. have flexibility in presenting information.

**Adults need direct, concrete experiences for applying what they learn to their lives and/or issues.** Adults do not necessarily care that it is “science” they are learning, rather how that information benefits and helps them and their families.

**Motivation regarding the chosen task.** High interest in achieving outcomes that are personally rewarding and satisfying provides adults with the confidence that they have the necessary information to resolve the science-based issue impacting them and their families.

**Active engagement in learning.** Cognitive and affective engagement leads to action and behavioral change to address the actionable science issue as well as provides the confidence in the library in that adults know they can find the information and be supported in the use of it.

**Self-efficacy as a learner.** Adults’ gain self-belief in their ability to find and use the knowledge they seek.

# Checklist for Inclusive-centered Adult Learner Library Services and Programs Focused On-demand Actionable Science Information

This **Checklist** is designed for library adult services, programming and community engagement directors, managers and staff to be used during service/program development and to measure the impact of program quality and engagement. The goal for your library is to create access to programs and services that provide culturally responsive, on-demand actionable science information.

## Checklist

- There is no cultureless or neutral perspective** on learning or on science.
  
- Expressly draw on participants' cultural practices**, including everyday language and local cultural experiences.
  
- Community-based contacts that are familiar and safe** can be critical in engaging adults in science exploration.
  
- Collaboration, partnership, and diversity in power and “ownership”** may provide greater opportunity for nondominant groups to develop and use science-based information in their lives.
  
- Adults want to be the origin of their own learning** — that is, they want control over the what, who, how, why, when, and where of learning.
  
- Adults will commit to learning when **the objectives are realistic and important to their personal and professional needs**.
  
- Adults need to see that what we learn is applicable to our day-to-day activities and problems**. Proponents need to know who's in the room and what's on their plates. If they don't know, they need to ask — which means flexibility of information.
  
- Adults need to apply what they have learned**. Adults do not necessarily care that it is “science” they are learning, **rather how does that information benefit and help them and their families**.
  
- Motivation regarding the chosen task** — high interest in achieving outcomes that are personally rewarding or satisfying.
  
- Self-efficacy as a learner** — self-belief in their ability to find and use the knowledge they seek.



# Preparing for Authentic, Meaningful, and Culturally Responsive Engagement

Why is engaging adult learners, particularly from underserved communities, in actionable science information programs and services important to them, to your library, and the community?

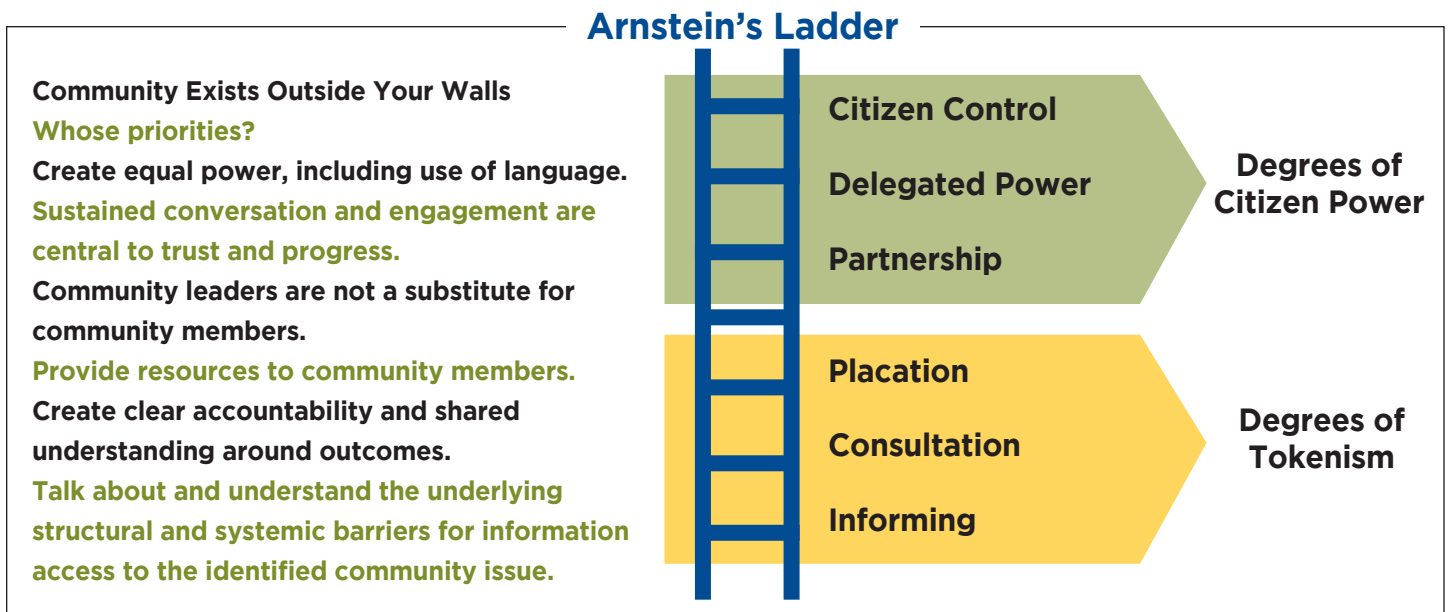
<b>For Adult Learners</b> The library is recognized as a safe place to gather, is culturally responsive, welcoming and has the types of high quality, accurate actionable science information they want and need.	<b>For the Library</b> Serves as a repository of information, able to create culturally responsive programs and services.	<b>For the Community</b> Community partners, government, and community members are able to rely on the library for the sustained capacity, distribution of and connection to other community supports and actionable science information.
Can learn and immediately act upon actionable science information, programs, and services that matter to them and their families.	Seen and used as an essential institution around actionable science issues that matter to the community.	Both the library and adults can affect change to improve conditions and access to invaluable information, programs, and services that are relevant and meaningful to them.

Now that you have a good picture of how adults learn, what are the elements for creating actionable science information that is culturally responsive and doable in your library? **Consider how you are currently engaging with adult learners from different cultural/ethnic and underserved communities around science.** If you cannot come up with any examples of actionable science, consider any library program or service that you currently engage in with underserved community members. Reflect on how you describe these efforts, the relationships, what is positive, challenging, and meaningful for both your library and adult learners?

*“There is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process.” (Arnstein, 1969) “Partnerships allow citizens to negotiate, engage and trade with those in authority, whereas delegated power and citizen control sees a genuine transfer of power and decision-making.”*

The diagram below is known as Arnstein’s Ladder (1969). Arnstein made the argument that:

This graphic is self-explanatory and a great way to begin to understand your personal motivations, as a library director or management, to community engagement with members currently not using the library.



This Arnstein’s Ladder diagram helps to visualize what authentic and meaningful engagement looks like and means — not only to you and your library but those you want to engage — and the inclusion-centered leadership levels you and your staff are currently operating at.

**How do you and your library begin to climb the rungs of this ladder?**

Looking at the ladder diagram, where does the level of engagement between your library and adult learners from underserved communities fall? As you consider co-developing programs and services with community members, your inclusion-centered leadership skills, practices, and attitudes should reflect on and address the following actions:

**Community Exists Outside Your Walls.** Take time to talk with people and engage in multicultural events, particularly the community groups currently not being served by your library. What are their perspectives, and what are the issues that are most affecting them and their families? How might the library help address access, information, and experiences to support the actionable science needs for them, their families and community.

**Understand Whose Priorities You Are Addressing.**

You need flexibility and patience in building these relationships and in building the shared language required for all participating groups to be able to listen and to be heard. Allow flexibility in the use of words like “science” as it will mean different things to different people. Ask which word they prefer and/or allow them to use the words of their choosing.

**Actionable science community issues are like icebergs.**

As you found in Activity 2, everyone can see the issue or top of the iceberg, but you may not know or understand the barriers and issues of access below the surface. This awareness only comes from talking and providing assurances that the library is committed.

Though partnering with a community group is a good first step, **it’s about building relationships with community members.** Individuals make up each cultural group. All ethnic and cultural groups are not monoliths. All of us have some shared cultural affinities, and we have unique and different lived experiences. It’s about shared goals and aspirations.

You may have an assumption that people will give of their time because of the belief that there may be something better for them and their communities. **You are working with adults who have limited time. Recognizing the value of their time, expertise, and wisdom will be critical. You are learning from them and they from you.** Consider ways to support people for the contributions they make in this work.

**Clear accountability, being committed, and walk the walk.** Creating pathways for authentic community engagement is time intensive and requires relationships built on trust. There are no short-cuts. There is pressure to achieve. But without spending time on building trust and creating relationships, people’s talents, insights, and resources may never come to light. Authentic community participation holds the key to authentic community change.

The **Understanding and Aligning Actionable Science Programs and Services Worksheet** on the next page is adapted from Portal to the Public, an initiative supported by the Institute for Learning Innovation. The Portal to the Public approach helps informal learning organizations connect public audiences with current science in their own communities through conversations with local scientists and engineers. The Portal to the Public framework has been implemented at over 50 organizations that form the Portal to the Public Network (PoPNet), a community of practitioners dedicated to sharing ideas and strategies for scientist-and-public engagement. Their website is <https://popnet.instituteforlearninginnovation.org/>.

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*“Nothing about us, without us.”*

— Disability rights movement

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# WORKSHEET 3

## Understanding and Aligning Actionable Science Programs and Services

(Worksheet adapted from the Portal to the Public Implementation Manual and Catalog of Professional Development Elements)

### Objectives

- Be able to review and intentionally align current library programs and services and/or develop new ones with what both the library and adult learners want to achieve from the library program or service
- Understand that adult learners need and want actionable science information that they can learn and act upon immediately

### What You Need

- A copy of your current library programs and services, particularly those on actionable science issues (e.g., public health, *Library of Things* kits that help with home energy efficiency, etc.)
- 1-2 meetings with your Adult and/or Reference

Librarians to discuss intentional alignment with community wants and needs

### Time

2-4 hours

### Discover

#### Integration of Actionable Science Information, Program and Service Goals

A challenge for you is not only identifying your library's goals but also recognizing and adjusting to the goals of underserved community members not using your library.

There are four goals, including: 1. **AFFECTIVE**; 2. **CONTENT**; 3. **BEHAVIOR**; and 4. **ENGAGEMENT**.

### AFFECTIVE

#### Library Staff/Directors

- I want to:*
- Build trust and respect
  - Influence attitudes and values
  - Support identity development
  - Generate interest, excitement, motivation

#### Patrons/Community Members

- I want to:*
- Feel an increased sense of agency in my life and/or community
  - Feel inspired
  - Feel respected for who I am

### CONTENT

The library wants to impact what adults know and understand about the who, what, where, when, how and why of actionable science information.

#### Library Staff/Directors

- I want to:*
- Increase knowledge or awareness about findings, applications of information, or processes

#### Patrons/Community Members

- I want to:*
- Increase awareness and knowledge
  - Increase my ability to access, find, and navigate relevant science-based content programs and services in our library and community

### BEHAVIOR

The library wants to impact what adult learners do with the actionable science information, program, or service.

#### Library Staff/Directors

- I want to:*
- Support informed decision making (Individual, community, organizational, and/or societal)
  - Promote equitable, inclusive-centered advocacy

#### Patrons/Community Members

- I want to:*
- Access, use, and act on science information found at our library that helps inform or solve and issue I and/or my family is experiencing.

### ENGAGEMENT

The library director and staff want to be impacted by adults to better serve and support their needs and wants. Adults want a safe, place to belong, be able to access content, and connect with and co-develop actionable science information, services, and programs that are meaningful to them and their family.

#### Library Staff/Directors

- I want to:*
- Listen to and learn from patrons
  - Demonstrate openness
  - Facilitate co-development of programs and services through shared, active experiences

#### Patrons/Community Members

- I want to:*
- Demonstrate openness
  - Become a part of shared, active experience
  - Feel more a part of community and contributing to addressing a community issue

## Instructions

This worksheet guides you through the use of attributes of actionable science highlighted in the *Serving Communities Framework* found on **page 14**.

In **Part 1** of this worksheet, review the four types of goals, and consider which seem to align with your own personal or organizational motivations for working with adult learners around actionable science issues. Make note of some specific examples of the goals that you think influence your work.

Below is a completed worksheet example that a library director might describe the goals and objectives that addresses both library and adult learner wants and needs around an actionable science issue.

In **Part 2**, consider the goals that adults might have when they engage with library programs or services. Consider how these goals might or might not be aligned with your library programs or services, and what adjustments you might have to make to ensure you are appropriately meeting an adult participant’s goals for engaging. **Choose one goal, and complete one of the worksheets on pages 32-35.**

### EXAMPLE OF COMPLETED WORKSHEET

**Actionable Science Topic:** Provide my library’s service area with access to culturally responsive actionable science information, programs, and services that help mitigate quality of life issues living in extreme temperature conditions.

Part 1			Part 2	
ACTIONABLE SCIENCE ACTION TYPE	LIBRARY GOAL TYPES	INCLUSION-CENTERED LEADERSHIP GOAL	COMMUNITY MEMBER EXPERIENCES GOAL TYPES	ACTIONABLE SCIENCE RESULTS TYPE
<p><b>Prevention/Mitigation</b> Reduction or elimination of the likelihood or consequences of extreme heat.</p> <p><b>Preparedness</b> Reduction of the extent or impact of extreme heat through planning, development of warning systems, and other measures.</p> <p><b>Response:</b> Taking action in a few hours, days, or longer to resolve and/or have the steps and information to address extreme heat issues.</p>	<p><b>AFFECTIVE GOALS</b></p> <p><b>Example:</b> The library impacts how community members experience the library and feel trust and respect.</p> <p>Library culture, staff, programs, and services convey inclusion and respect, and assure adult learners that they are being heard through programs and services.</p>	<p><b>Example:</b> The staff respects and values my input from community members to identify the types of actionable science information and tools they want and need on health, signs of dehydration, ailments caused by heat/cold, such as dizziness and frostbite.</p>	<p><b>AFFECTIVE GOALS</b></p> <p><b>Example:</b> We live in an apartment where heat and A/C are expensive. We need the library staff to provide information and services that give us the ability to find additional help on improving our health and living conditions during extreme temperature events.</p>	<p><b>Informed Example:</b> Provides access to culturally responsive actionable science information in the library and affected neighborhoods on ways to reduce health effects of extreme heat or cold temperatures.</p> <p><b>Actionable Example:</b> Provides training and programs with community members and partners on home improvements to reduce extreme heat or cold temperatures, steps should library users physically experience affects.</p> <p><b>Resilient Example:</b> Library has a policy to become a heating/cooling center for the community when experiencing extreme heat or cold temperatures.</p>

# AFFECTIVE GOALS

## Actionable Science Topic:

Describe the actionable science issue.

Who and in what ways is it affecting community members?

Part 1			Part 2	
ACTIONABLE SCIENCE ACTION TYPE	LIBRARY GOAL TYPES	INCLUSION-CENTERED LEADERSHIP GOAL	COMMUNITY MEMBER EXPERIENCES GOAL TYPES	ACTIONABLE SCIENCE RESULTS TYPE
<p><b>Instructions:</b> <b>Choose one Type</b> that the library will develop accessible inclusion-centered actionable science information, supports, and services for, co-developed with community members and partners.</p>	<p><b>Instructions: Create one Library Goal</b> the library wants to intentionally improve that supports the wants of adult learners. In one sentence, describe what this will look like for the library and community members.</p>	<p><b>Instructions: Create one Inclusion-centered Leadership Goal</b> you want to improve or enhance that helps your library achieve the identified intended goal.</p>	<p><b>Instructions: Create one Community Member Experience Goal Type.</b> Describe in one sentence what this group wants and needs and how your library will intentionally strive to serve this group, particularly underserved groups not using the library.</p>	<p><b>Instructions:</b> In one sentence, describe the intentional <b>Result</b> with your chosen actionable science action type, library director goals, as well as the community group/adult learner information, program, or service.</p>
<p><b>Prevention/Mitigation:</b> Reduction or elimination of the likelihood or consequences of hazards to make them less severe and more cost-effective.</p>	<p><b>AFFECTIVE GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>AFFECTIVE GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Informed</b></p>
<p><b>Preparedness:</b> Reduction of the extent or impact of pressing actionable science community issues or problems, such as disasters, through planning, development of warning systems, and other measures.</p>	<p><b>AFFECTIVE GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>AFFECTIVE GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Actionable</b></p>
<p><b>Response:</b> Taking action in a few hours, days, or longer to resolve and/or have the steps and information to address actionable science issues, such as disasters.</p>	<p><b>AFFECTIVE GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>AFFECTIVE GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Resilient</b></p>



# CONTENT GOALS

## Actionable Science Topic:

Describe the actionable science issue.

Who and in what ways is it affecting community members?

Part 1			Part 2	
ACTIONABLE SCIENCE ACTION TYPE	LIBRARY GOAL TYPES	INCLUSION-CENTERED LEADERSHIP GOAL	COMMUNITY MEMBER EXPERIENCES GOAL TYPES	ACTIONABLE SCIENCE RESULTS TYPE
<p><b>Instructions:</b> <b>Choose one Type</b> that the library will develop accessible inclusion-centered actionable science information, supports, and services for, co-developed with community members and partners.</p>	<p><b>Instructions: Create one Library Goal</b> the library wants to intentionally improve and supports the wants of adult learners. In one sentence, describe what this will look like for the library and community members.</p>	<p><b>Instructions: Create one Inclusion-centered Leadership Goal</b> you want to improve or enhance that helps your library achieve the identified intended goal.</p>	<p><b>Instructions: Choose one Community Member Experiences Goal Type.</b> Describe in one sentence what this group wants and needs, and how your library will intentionally strive to serve this group, particularly underserved groups not using the library.</p>	<p><b>Instructions:</b> In one sentence, describe the intentional <b>Result</b> with your chosen actionable science action type, library director goals, as well as the community group/adult learner information, program, or service.</p>
<p><b>Prevention/Mitigation:</b> Reduction or elimination of the likelihood or consequences of hazards to make them less severe and more cost-effective.</p>	<p><b>CONTENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>CONTENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Informed</b></p>
<p><b>Preparedness:</b> Reduction of the extent or impact of pressing actionable science community issues or problems, such as disasters, through planning, development of warning systems, and other measures.</p>	<p><b>CONTENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>CONTENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Actionable</b></p>
<p><b>Response:</b> Taking action in a few hours, days, or longer to resolve and/or have the steps and information to address actionable science issues, such as disasters.</p>	<p><b>CONTENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>CONTENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Resilient</b></p>

# BEHAVIORAL GOALS

## Actionable Science Topic:

Describe the actionable science issue.

Who and in what ways is it affecting community members?

Part 1			Part 2	
ACTIONABLE SCIENCE ACTION TYPE	LIBRARY GOAL TYPES	INCLUSION-CENTERED LEADERSHIP GOAL	COMMUNITY MEMBER EXPERIENCES GOAL TYPES	ACTIONABLE SCIENCE RESULTS TYPE
<p><b>Instructions:</b> <b>Choose one Type</b> that the library will develop accessible inclusion-centered actionable science information, supports, and services for, co-developed with community members and partners.</p>	<p><b>Instructions: Create one Library Goal</b> the library wants to intentionally improve and supports the wants of adult learners. In one sentence, describe what this will look like for the library and community members.</p>	<p><b>Instructions:</b> Once the Library Goal Type is identified, <b>choose one Inclusion-centered Leadership Goal</b> you want to improve or enhance that helps your library achieve the identified intended goal.</p>	<p><b>Instructions: Choose one Community Member Experiences Goal Type.</b> Describe in one sentence what this group wants and needs, and how your library will intentionally strive to serve this group, particularly underserved groups not using the library.</p>	<p><b>Instructions:</b> In one sentence, describe the intentional <b>Result</b> with your chosen actionable science action type, library director goals, as well as the community group/adult learner information, program, or service.</p>
<p><b>Prevention/Mitigation:</b> Reduction or elimination of the likelihood or consequences of hazards to make them less severe and more cost-effective.</p>	<p><b>BEHAVIORAL GOAL</b> (see table on page 31 for examples): <b>Your Response:</b></p>		<p><b>BEHAVIORAL GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Informed</b></p>
<p><b>Preparedness:</b> Reduction of the extent or impact of pressing actionable science community issue or problems, such as disasters, through planning, development of warning systems and other measures.</p>	<p><b>BEHAVIORAL GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>BEHAVIORAL GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Actionable</b></p>
<p><b>Response:</b> Taking action in a few hours, days or longer to resolve and/or have the steps and information to address actionable science issue, such as disasters.</p>	<p><b>BEHAVIORAL GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>BEHAVIORAL GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>	<p><b>Resilient</b></p>

# ENGAGEMENT GOALS

## Actionable Science Topic:

Describe the actionable science issue.

Who and in what ways it is affecting community members?

Part 1			Part 2	
ACTIONABLE SCIENCE ACTION TYPE	LIBRARY GOAL TYPES	INCLUSION-CENTERED LEADERSHIP GOAL	COMMUNITY MEMBER EXPERIENCES GOAL TYPES	ACTIONABLE SCIENCE RESULTS TYPE
<p><b>Instructions:</b> <b>Choose one Type</b> that the library will develop accessible inclusion-centered actionable science information, supports, and services for, co-developed with community members and partners.</p>	<p><b>Instructions: Create one Library Goal</b> the library wants to intentionally improve and supports the wants of adult learners. In one sentence, describe what this will look like for the library and community members.</p>	<p><b>Instructions: Create one Inclusion-centered Leadership Goal</b> you want to improve or enhance that helps your library achieve the identified intended goal.</p>	<p><b>Instructions: Choose one Community Member Experiences Goal type.</b> Describe in one sentence what this group wants and needs, and how your library will intentionally strive to serve this group, particularly underserved groups not using the library.</p>	<p><b>Instructions:</b> In one sentence, describe the intentional <b>Result</b> with your chosen actionable science action type, library director goals, as well as the community group/adult learner information, program, or service.</p>
<p><b>Prevention/Mitigation:</b> Reduction or elimination of the likelihood or consequences of hazards to make them less severe and cost-effective.</p>	<p><b>ENGAGEMENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>ENGAGEMENT GOAL</b> (see table on page 31 for examples): <b>Your Response:</b></p>	<p><b>Informed</b></p>
<p><b>Preparedness:</b> Reduction of the extent or impact of pressing actionable science community issue or problems, such as disasters, through planning, development of warning systems and other measures.</p>	<p><b>ENGAGEMENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>ENGAGEMENT GOAL</b> (see table on page 31 for examples): <b>Your Response:</b></p>	<p><b>Actionable</b></p>
<p><b>Response:</b> Taking action in a few hours, days or longer to resolve and/or have the steps and information to address actionable science issue, such as disasters.</p>	<p><b>ENGAGEMENT GOAL</b> (see table on page 31 for examples) <b>Your Response:</b></p>		<p><b>ENGAGEMENT GOAL</b> (see table on page 31 for examples): <b>Your Response:</b></p>	<p><b>Resilient</b></p>

# CALL TO ACTION

## Final Thoughts

Public libraries are on the front lines. Government agencies and community members alike recognize your library as an essential institution and a direct support to major actionable science issues like opioid addiction, emergency preparedness and food insecurity.

By prioritizing equity, inclusion, and access, libraries can better serve their communities, particularly underserved members. The **Serving Communities** model encourages libraries to co-develop programs with community members, integrate actionable science into operations, and advocate for resilient communities.

## With Yourself

**Just 10 minutes a day.** Give yourself permission and grant yourself the time to reflect on a key takeaway you found in these activities. In what ways does this understanding define or impact your leadership style? What are your motivations, interests, and vision for yourself as an inclusion-centered leader? The basis of change and action can only be made from a place of understanding and ability to develop your own theory of action.

Reflective practice allows you to consider your own beliefs while understanding the action of others. This creates the initial steps for inclusive and equitable leadership. This approach will only work if you put the time in to develop your own understanding and sensitivities to being an inclusion-centered leader. Not taking this time means you will continue to do things in the same way, and not be able to fully understand the needs and actions of others.

## With Your Staff

**Start the conversation with your staff.** Every staff member, volunteer, friends group, and library board is or has the potential to be an inclusion-centered leader. You can use your sphere of influence to affect change. The first step is to begin the discussion about what inclusion-centered leadership looks like to you and your staff, and the results of that leadership. The activities in this module are appropriate for everyone. These activities are also a great place to start the conversation of what an inclusion-centered library should look like and how it should function.

We encourage you to share the **Serving Communities Framework, Glossary** and **Leadership Modules** with all that have a part in the operational decision-making, development and implementation of your library policies, services, programs and community engagement activities.

## With Diverse Community Members and Partners

**Inclusion-centered leadership is founded on the principles that as a library leader you:**

1. value racial, ethnic and cultural differences;
2. demonstrate flexibility in leadership style such that you seek diverse community members' and partners' input in shaping library practices and vision; and
3. leverage your sphere of influence to advocate for library engagement in the development and access of relevant science-based community library programs and services for adult learners that matter to them.



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## Important websites

National Network of Libraries of Medicine: <https://www.nlm.gov/public-libraries/resources-for-public-libraries?tab=1>.

SciStarter: <https://scistarter.org/>

Portal to the Public: <https://www.instituteforlearninginnovation.org/project/portal-to-the-public/>