A Framework for Inclusion-centered Library Leadership Development

SERVING COMMUNITIES

A Framework for Inclusion-centered Library Leadership Development

Engaging Adults in Actionable Science Programs and Services that Address Community Needs

INSTITUTE *of* **Museum** and **Library** SERVICES

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DIMENSION I

Personal Inclusion-centered Leadership Practices Module

FOCUS: The lived experience, personal beliefs, interests, and biases that motivate and inform you, the library leader, influencing your decisions as you create and sustain library programming, services, and policies. These factors might improve or limit accessibility and inclusivity of community members depending on you and the community you serve.

"Learn to be quiet enough to hear the genuine in yourself, so that you can hear it in others." — Marian Wright Edelman

Dimension I, Competency 1
VALUE DIVERSITY, EQUITY, INCLUSION, AND ACCESS

1.	AWARE		INTENTIONAL		DEMONSTRATING	
	Library Leader Attitudes & Practices	**Indicators**	**Library Leader Attitudes & Practices**	**Indicators**	**Library Leader Attitudes & Practices**	**Indicators**
	1. **Recognize** and **acknowledge** the effects of personal beliefs, language, and behaviors on conscious and unconscious racism and other bias in personal and library-related decisions.	• *Understand, acknowledge, and address* how values, attitudes, language, and behaviors impact community and library leadership. • *Demonstrate the interest and will to improve* the library experience for all. • *Are aware of personal feelings of discomfort,* defensiveness, and/or reticence when talking about racial and other inequities, and you understand where those feelings come from.	**1.** **Create a vision** for inclusive personal leadership and management focused on building equitable services for those in underserved communities.	• *Commit to developing a personal and professional vision* for inclusive leadership, demonstrating shared beliefs, understanding, and language to use for internal and external communication. • *Commit to implementing a long-term personal leadership strategy* to build a more inclusive culture in the library. • *Regularly discuss issues tied to racism and other bias, inclusion, and equity* with staff, board, friends groups, and others.	**1.** **Leverage your personal sphere of influence** in the advancement, access and co-development of culturally responsive information and services for science-based community issues.	• *Model and promote shared understanding,* beliefs, and language that demonstrates respect for all community members. • *Value racial, ethnic, and cultural differences* within library staff and services, and demonstrate the value of diversity to the organization. • *Personally leverage your sphere of influence* and advance access and co-development of culturally responsive information and services to science-based community information and services. • *Identify instances* of how the library is not serving all people in the community equitably, and work with community members to improve library policies, programs, and services.

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Dimension I, Competency 2
USE COMMUNITY MEMBER CONTRIBUTIONS IN LEADERSHIP DECISIONS

2.	AWARE		INTENTIONAL		DEMONSTRATING	
	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators
	2. Recognize and **acknowledge** the experiences of underserved populations within the community.	• *Are aware of the value of serving all members of the community,* and believe that there are worthwhile partnership and investment opportunities to be had with various groups. • *Are aware of the need to engage with community DEIA administrators* and other community organizations and individual members to understand how the library leadership style and decisions impact communities that are underserved from the library's services. • *Are aware of your government's* commitment to inclusion, equity, and community well-being.	**2. Create** relationships and dialogue with underserved populations and the community organizations serving them in order to better meet their needs.	• *Engage outside the library* with underserved populations and organizations serving them to understand their needs. • *Recognize and speak about race* and other disparities with community leaders, administrators, and government. • *Recognize and prioritize the needs of underserved populations* within the community. • *Influence and contribute to equitable and responsive services* within government and community organizations.	**2. Partner** with diverse community member groups in shaping library practices and vision.	• *Your library practices reflect user feedback and contributions* provided by underserved populations and the organizations that serve them. • *Report back* to underserved populations and the organizations that serve them to demonstrate how their feedback has been used to broaden leadership vision and increase community well-being. • *Demonstrate flexibility in leadership* style and leadership models to adapt to the needs, practices, and circumstances of diverse community partners.

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Dimension I, Competency 3
USE SPHERE OF INFLUENCE TO ADVOCATE FOR COMMUNITY MEMBER
CO-DEVELOPMENT OF LIBRARY ACTIONABLE SCIENCE-BASED PROGRAMS AND SERVICES

3.	AWARE		INTENTIONAL		DEMONSTRATING	
	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators
	3. Recognize the potential for underserved populations to be disproportion-ately impacted by science-based community issues.	• *Are aware of critical science-based community issues* directly affecting underserved populations in your community, and are interested in understanding what the impacted communities want and need to address the issue. • *Are aware of what the library is or is not doing to provide access* to services and information regarding science-based community issues. • *Are aware of what local government and community organizations* are or are not doing to provide access to services and information regarding science-based community issues.	**3. Create** a strategy for engaging in science-based community issues with the populations affected by those issues.	• *Seek guidance and advice* from diverse community members regarding science-based community issues and priorities. • *Invite the individuals most affected* by science-based community issues to discuss the services, information, and responses they want and need. • *Create a plan articulating your sphere of influence and agency* in addressing science-based community issues, and assesses support required from government and community organizations.	**3. Partner** with diverse communities in advancing science-based community issues through advocacy, practice, and co-ownership.	• *Work with community partners and local government* to address science-based community issues. • *Uses feedback from all* community members to create services and programs focused on science-based community issues. • *Leverages your sphere of influence* to advocate for library engagement in science-based community issues. • *Invite diverse community members to evaluate and advise* on the library's services related to science-based community issues.

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Reflection Questions

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

2. What barriers must I navigate?

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

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