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# A Framework for Inclusion-centered Library Leadership Development

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# 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 INVOLVE 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. Recognize</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>Understand the value of community analysis</i> and library use analysis to determine which populations in the community are unserved or underserved.</li> <li>• <i>Are aware of the policies, practices, procedures,</i> or capacity issues that create barriers to library use.</li> <li>• <i>Are 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. Create</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, 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 change practices to ensure compliance.</li> </ul>	<p><b>1. Partner</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

*“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 2**

**BUILD 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. Recognize</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>Understand 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>Understand the value of relationship-building</i> for increasing community engagement.</li> <li>• <i>Are 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. Create</b> a plan and practice to engage and build relationships with diverse and underserved 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. Partner</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>			
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**Dimension IV, Competency 3**

**BUILD 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. Recognize and understand</b> potential community members' perspectives on science-based community issues.</p>	<ul style="list-style-type: none"> <li>• <i>Recognize that community members</i> have multiple perspectives on science-based community issues and different priorities for responding to those issues.</li> <li>• <i>Recognize the potential for inclusion</i> and exclusion of community members based on words and practices.</li> <li>• <i>Recognize that community members'</i> perspectives are necessary to creating effective responses to science-based community issues.</li> </ul>	<p><b>3. Create</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 the 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>
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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?