
A Framework for Inclusion-centered Library Leadership Development



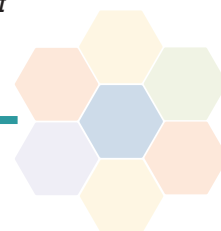
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“Get ready to get uncomfortable. Get ready to look at a different point of view, a different perspective. Get ready to think differently.”

– a *Serving Communities* library director



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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“...*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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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 and 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.

*“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

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

WHY: Some progress has been made with regards to equitable, inclusive representation within the library profession as well as the types, frequency and intentional sustainability of services and programs relevant to the diverse populations that reside in our communities nationwide.

Outlined below are current demographic and library activity data.

Library Director Demographics

There are over 6,981 library directors currently employed in the United States. 70.5% of all library directors are women. No information is available on the percentage of library directors that use a different gender identity to describe themselves. The most common ethnicity of library directors is White (77.1%), followed by Hispanic or Latino/a (7.7%), Black or African American (6.4%) and Asian (4.9%). Comparing these statistics to 1985 demographic data of library directors, Whites made up 88.5% of these positions.

Diversity, Equity, Inclusion, and Access Library Services and Programs

According to Public Library Association's 2021 Annual Survey Results entitled *Public Library Staff and Diversity Report*, they reported that 95.2% (8.4% of membership = 773 total responses) of public libraries reported that they engaged in at least one type of EDI (Equity, Diversity, Inclusion) activity annually. The top activities included:

- 87.9% have conducted collection development to include better representation and diverse authors.
- 78.5% provided implicit bias and/or cultural competency training for staff. (This is further broken down to 78.4% cited were city libraries, 66% were suburban and 28.4% were rural.)
- 73.6% stated they posted positions to a diverse range of audiences.
- 26.6% have Equity, Diversity, Inclusion (EDI) plans (further broken down to 46% for city libraries, 29% for suburban libraries and 17% for rural).
- 25.1% of public libraries have dedicated EDI staff.

“Recognize, challenge and change practices, services and programs that have traditionally replicated dominant systems and marginalized others.”

— American Library Association's Core Competencies of Librarianship (adopted January 28, 2023).

A 2017 Brookings article notes that “librarians have gradually taken on other functions well beyond lending out books. In many communities, librarians are also ad hoc social workers and navigators. They help local people figure out the complexities of life, from navigating the health system to helping those with housing needs. This ‘go-to’ role has influenced library programming and events, with libraries providing advice and connections to health, housing, literacy, and other areas” (Cabello, M. & Butler, S. 2017). This remains true today as libraries strive to serve communities with an increasingly diverse array of needs, issues, and assets. The principles of diversity, equity and inclusion, and the resulting practices that seek to explicitly ensure engagement from all members of the community, are library core values but not necessarily established core competencies for the library profession (ALA 2019; Cooke 2017 and Curren et al 2016).

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

State and public library leadership does not have an applicable shared definition, understanding, benchmarks, strategies, and the necessary training to successfully address the types of 21st Century STEM literacy information and resources affecting the underserved populations in their communities. Information-seeking behaviors are affected by “different cultural experiences, language, level of literacy, socioeconomic status, education, level of acculturation and value system” (Liu 1995). Invisible barriers and implicit assumptions could unwittingly impact services to these users (Cooke 2017). Though state and public libraries as well as the federal IMLS recognize the importance of equity and inclusion, there is limited advocacy within the library profession. There is evidence that many library leaders do not place a priority on engaging underserved audiences in an intentional and systematic manner (IMLS 2020; Baek 2013; Bell et. al 2009; Gordon 2017; IMLS 2021 and Hakala et al 2016).

*“The **Framework** is a great tool. We are able to use it on a daily basis.” – a **Serving Communities** library director*

The **Serving Communities: A Framework for Inclusion-centered Library Leadership Development (Serving Communities Framework)** seeks to address these shortcomings and presents the skills, competencies, attitudes, and practices library leadership needs to serve all members of their community.

WHO: The **Framework** is designed for you, the library director, and your staff, who recognize the need for and are interested in using the support of this tool as a means to take action. It presents the leadership skills and competencies needed to create a library that is responsive to a community’s well-being.

HOW: There are two core elements for creating libraries that are responsive to community well-being. One is to nurture the practices, attitudes, and policies that provide the basis of community inclusion. The other is to focus on adult learners, especially as it relates to science. There are several reasons the **Serving Communities Framework** leverages adult learners and community science in the creation of sustainable inclusion-centered libraries:

Adults continually learn. Adults learn and obtain information differently. Consider how adults use libraries now; adults are often looking for information that is broadly science-related (e.g., WebMD, Weather, etc.). They demonstrate the need to learn and understand now in order to immediately act upon, resolve, and/or improve something that impacts the quality of their lives and that of their families.

*The **Framework** is for directors and their leadership team that want to take action to address equity in their library.*

Adults, and therefore libraries, can affect

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

Both the library and adult learners benefit. When the library offers actionable information, it is connecting with:

1. new groups, which can broaden the participation of people who use the library;
2. community partners, who are able to extend the library’s capacity to serve and support adults; and,
3. government agencies that are able to get information to people throughout the community. This result allows you, the library director, to have a seat at the table, apply the library’s services to improve community well-being, and be recognized as a critical institution.

WHAT: The **Serving Communities Curriculum** which contains three integrated components:

1. Serving Communities Framework: The **Framework** is foundational and informs the content that is highlighted in a suite of leadership and professional development training materials. The **Framework** draws heavily on existing library and informal science literature and experiences. (**Existing Frameworks** can be found on **page 23.**)

2. Professional Development that Supports Operational Plan Development:

The suite of professional development materials provides strategies, tools, and resources that a library leadership team needs. One module focuses on the preparation of a plan for the library in collaboration with community partners and members. This operational plan describes a step-by-step approach for how the library will deliver inclusive core services and support an equitable, engaged library culture.

3. Serving Communities: A Glossary for an Inclusive Library

draws from numerous amazing resources and thought leaders in the informal science, library, and diversity, equity, inclusion, and social justice communities. It draws attention to words that continue to inhibit inclusion-centered library leadership, spaces, services, and policies. Our use of words is the first step to affecting positive equitable change within library institutions.



THE SERVING COMMUNITIES FRAMEWORK

The Framework provides you, the library director and your leadership teams, with the competencies, skills, and attributes needed to create sustainable, inclusive, and actionable library services. A focus is on adult learning and their use of science information to improve the quality of the lives of individuals, families, and communities.

Working with library staff and board members, community partners including government representatives, and diverse members of the community, you can produce sustainable, equitable access to services and resources for and with underserved groups within your community.

What the Framework IS

1. The **Framework** may be used by state, public, and county library systems, regardless of library uniqueness, size, and constraints (e.g., location, budget, staffing).
2. The **Framework** recognizes that library directors have different levels and types of personal and professional experiences, knowledge, strengths, and weaknesses. It is structured so you can prepare a personal assessment based on where you are now and where you want to go.
3. The **Framework** is targeted at library directors and your leadership teams. It identifies the attitudes and practices required to inspire, lead, and collaborate with staff. It emphasizes the need to engage community partners in the co-development of an operational plan.
4. All attributes of the **Framework** are informed by an equity and inclusion lens, as well as considerations for creating access to relevant, culturally-responsive actionable science information, and community-based resources and supports.

What the Framework IS NOT

1. A step-by-step recipe for success. The **Framework** assumes that change does not happen in a linear fashion nor equally across all parts of an organization. **However, the Framework can inform the direction of your next steps.**
2. One size fits all, nor is it prescriptive. The **Framework** recognizes that every library director's experience, organizational culture, communities served, and their interests and challenges are unique.

3. A definition of what equity and inclusion should look like in public libraries. **Rather, the Framework assumes that your library will develop this definition with your community members and partners.**

How to Use the Framework

The **Serving Communities Framework** is designed for you, the library director, and your leadership team to:

1. create a snapshot of your current attitudes and practices;
2. visualize aspirations for yourselves, your library and your community; and,
3. develop the pathway forward for a more inclusion-centered library.

The **Framework** assumes that changes in a director's inclusion-centered practices **will** directly impact the quality of lives of adults and their families, particularly those from underserved communities. The **Framework** can be used by you and your leadership team that are **ready to actively** take steps to create an outwardly engaged, inclusive library culture. It can also be used by you and your leadership team to raise awareness and increase the staff's understanding of the library's context in the broader community.

Four Dimensions

DIMENSION I: Personal Inclusion-centered

Leadership Practices Module – These are your experiences, personal beliefs, interests, and biases that inform and motivate your decisions as you create and sustain library programming, services, and policies. These factors might improve or limit accessibility and inclusivity depending on the individuals and the community you serve.

DIMENSION II: Inclusion-centered Leadership Practices in Library Organizational Culture Module –

These are internal and external factors that affect decisions to create an equitable, inclusive, outwardly-engaged library culture, policies, programs and services. Examples of internal factors are existing organizational culture, financial and resource constraints, staff expertise, library boards, library friends groups, and existing strategic and operational plans. External examples are patrons, competing community demands and tensions, and limited partner engagement.

“Inclusion-centered leadership requires intentional internal organization practices that result in the delivery of library programs and services to all members of a community. Library leadership integrates their lived experiences and sphere of influence to make operational decisions that produce equitable access to library resources for all.”

— Cynthia Randall, Executive Director, Cornerstones of Science, project lead for *Serving Communities*

DIMENSION III: Inclusion-centered Leadership Practices in Building Community Partnerships

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

DIMENSION IV: Inclusion-centered Leadership Practices in Community Member Experiences

Module: Actionable Science Information for Adult Learners – These are ways to understand the composition of the communities within the municipality or county, their needs, and how they want to be served by the library.

THREE STAGES

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

AWARE – If you are *Aware*, you are at a stage where you understand ways to identify how equitable and inclusive the library is, and the strengths and gaps in library culture and services.

INTENTIONAL – If you are *Intentional*, you are at a stage where you deliberately plan to address and measure the qualities of an equitable and inclusive organization.

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

THREE COMPETENCIES

Each *Dimension* highlights the **Attributes** and **Indicators** that outline each key competency. The **Third Competency** within each *Dimension* specifically highlights the attitudes and practices that you, the library director, leadership and staff must integrate into your daily work habits to increase access and broaden participation of all community member groups.

Actionable Science-based Community Issue

As you consider **Dimension IV Competencies** and **Indicators**, there are two important factors to keep in mind when using the term “science” and the acronym STEM.

For more information on the cultural perspectives and issues with using these words in your library, please review **page 12** of the ***Serving Communities: A Glossary for an Inclusive Library***.

The ***Serving Communities Framework*** is designed to help you be actively aware and purposeful for creating access to actionable science information and services responsive to community needs, particularly to underserved groups who do not or are unable to access your library.

Within **DIMENSION I** – leverage your **personal sphere of influence to support engagement in science-based community issues by and for underserved groups**, with partners and diverse cultural/ethnic groups in the advancement, access, and co-development of culturally responsive information and services to science-based community information and services wanted and needed by them.

DIMENSION II – establish **communications and community feedback loops** needed to sustain access to equitable science-based programs and services supported by the library.

DIMENSION III – **partner with DEIA organizations** to create evidence-based metrics with community members that tell a story of collaboration and impact.

DIMENSION IV – build a broad-based **coalition of community members able to co-create science-based programs and services** that are relevant, wanted and needed most by all.

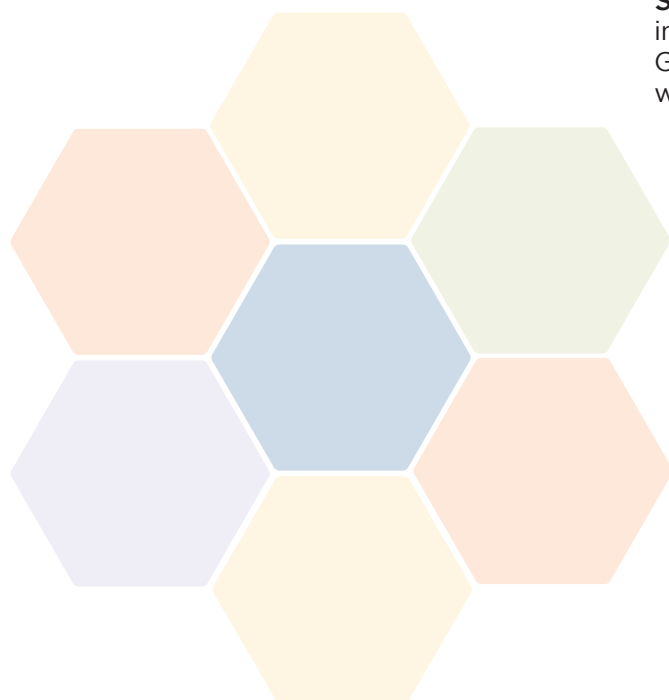
For adults, the emphasis on community-based science programs and services should be on actionable information. They need to know how to address or resolve issues affecting the well-being for themselves and their families.

It is important to know your audience. There are cultural and ethnic groups that have been historically harmed by science and may be distrusting. Science and STEM (science, technology, engineering, math) are western Eurocentric constructs and as a result, they might not recognize these terms in the same way as the library. It is important to be open and flexible to multiple perspectives.

Finally, adults often do not refer to science within their daily lives. They just do it. As a result, using the terms science and STEM may be a barrier to participation. Please refer to the *Serving Communities: A Glossary for an Inclusive Library* for more background information.

Attitudes and Practices

Attitudes and Practices describe critical leadership competencies. The stages are reflected in the description of the competency – **“Recognize” (Aware Stage), “Create” (Intentional Stage)** and **“Partner” (Demonstrating Stage)**. These descriptors highlight the current, developing and/or aspirational attitude or practice that people are working toward.



Indicators

Indicators are descriptors to help people visualize the the results/outcomes of your attitudes and practices. They provide a picture and guide of what you as the library director and management aspire to attain as you continue to develop inclusion-centered leadership practices.

Levels of Proficiency (1-9 scale)

The 1-9 scale across the bottom of each set of competencies captures the range of leadership confidence and abilities. It allows you to quickly identify and benchmark your current and/or aspirational status and practice.

STEP 1

To determine current status

For each of the three *Attitudes and Practices* (rows), place a circle around the number in the continuum that best represents your current status in the development of sustainable library leadership inclusive-centered practices.

STEP 2

To determine aspirations and pathways forward

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 your development of sustainable inclusion-centered library leadership practices.

[NOTE: Each of the four Dimensions in the *Serving Communities Framework* is also individually available as a pdf and is downloadable. Go to www.cornerstonesofscience.org or www.webjunction.org.]



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			
<p>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.</p>	<ul style="list-style-type: none"> • <i>Understand, acknowledge, and address</i> how values, attitudes, language, and behaviors impact community and library leadership. • <i>Demonstrate the interest and will to improve</i> the library experience for all. • <i>Are aware of personal feelings of discomfort, defensiveness, and/or reticence</i> when talking about racial and other inequities, and you understand where those feelings come from. 	<p>1. Create a vision for inclusive personal leadership and management focused on building equitable services for those in underserved communities.</p>	<ul style="list-style-type: none"> • <i>Commit to developing a personal and professional vision</i> for inclusive leadership, demonstrating shared beliefs, understanding, and language to use for internal and external communication. • <i>Commit to implementing a long-term personal leadership strategy</i> to build a more inclusive culture in the library. • <i>Regularly discuss issues tied to racism and other bias, inclusion, and equity</i> with staff, board, friends groups, and others. 	<p>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.</p>	<ul style="list-style-type: none"> • <i>Model and promote shared understanding, beliefs, and language</i> that demonstrates respect for all community members. • <i>Value racial, ethnic, and cultural differences</i> within library staff and services, and demonstrate the value of diversity to the organization. • <i>Personally leverage your sphere of influence</i> and advance access and co-development of culturally responsive information and services to science-based community information and services. • <i>Identify instances</i> 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. 			
1	2	3	4	5	6	7	8	9

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
<p>2. Recognize and acknowledge the experiences of underserved populations within the community.</p>	<ul style="list-style-type: none"> • <i>Are aware of the value of serving all members of the community</i>, and believe that there are worthwhile partnership and investment opportunities to be had with various groups. • <i>Are aware of the need to engage with community DEIA administrators</i> 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. • <i>Are aware of your government's</i> commitment to inclusion, equity, and community well-being. 	<p>2. Create relationships and dialogue with underserved populations and the community organizations serving them in order to better meet their needs.</p>	<ul style="list-style-type: none"> • <i>Engage outside the library</i> with underserved populations and organizations serving them to understand their needs. • <i>Recognize and speak about race</i> and other disparities with community leaders, administrators, and government. • <i>Recognize and prioritize the needs of underserved populations</i> within the community. • <i>Influence and contribute to equitable and responsive services</i> within government and community organizations. 	<p>2. Partner with diverse community member groups in shaping library practices and vision.</p>	<ul style="list-style-type: none"> • <i>Your library practices reflect user feedback and contributions</i> provided by underserved populations and the organizations that serve them. • <i>Report back</i> 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. • <i>Demonstrate flexibility in leadership</i> style and leadership models to adapt to the needs, practices, and circumstances of diverse community partners.
1 → 2	→ 3	→ 4	→ 5	→ 6 → 7	→ 8 → 9

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
<p>3. Recognize the potential for underserved populations to be disproportionately impacted by science-based community issues.</p>	<ul style="list-style-type: none"> • 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. 	<p>3. Create a strategy for engaging in science-based community issues with the populations affected by those issues.</p>	<ul style="list-style-type: none"> • 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. 	<p>3. Partner with diverse communities in advancing science-based community issues through advocacy, practice, and co-ownership.</p>	<ul style="list-style-type: none"> • 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.
1 → 2 → 3		4 → 5 → 6 → 7		8 → 9	

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?

DIMENSION II

Inclusion-centered Leadership Practices in Library Organizational Culture Module

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

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

Dimension II, Competency 1

PRIORITIZE AN INCLUSIVE, EQUITABLE, AND ACCESSIBLE LIBRARY CULTURE

1. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>1. Recognize the need to develop library-wide, inclusion-centered shared values, priorities, and language.</p>	<ul style="list-style-type: none"> • Are aware of the need to evaluate current understanding of diversity, equity, and inclusion among management and staff. • Are aware of the need to plan to develop an inclusive, equitable library culture and increase internal capacity to pursue equity goals. • Are committed to determining whether library policies are in alignment with current DEIA attitudes and practices within your community. • Regular community analyses and library use studies are conducted to understand which communities are not served (e.g., circulation, community data, feedback and input on current barriers and policies to who has access to library services). 	<p>1. Create an equitable and diverse library culture.</p>	<ul style="list-style-type: none"> • There is a plan for developing an inclusive, equitable library culture and increasing internal capacity for equity and diversity. • Attend community events and cultural hotspots to actively listen and begin to engage with diverse cultural/ethnic groups in the community. • Commit to increasing diversity in the organization and the number of diverse communities who are served. • There is a co-created plan to document your library’s progress toward inclusion and equity. 	<p>1. Communicate in creating and prioritizing an inclusive, equitable, and diverse library culture.</p>	<ul style="list-style-type: none"> • There is dedicated time and resources for staff professional development and growth opportunities related to sustaining an equitable and diverse library culture. • Library staff and community members engage in difficult conversations regarding breaking down structural issues of inequity and lack of access. 			
1	2	3	4	5	6	7	8	9

“...I have given a copy of the **Framework** to our programming and services group who now is reviewing all programs for intentionality and ability to reach vulnerable groups in our community.”

– a *Serving Communities* library director

Dimension II, Competency 2
SUSTAIN LIBRARY OPERATIONAL ALIGNMENT WITH DIVERSE COMMUNITY MEMBER WANTS AND NEEDS

2. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>2. Recognize the potential for aligning the library with community needs.</p>	<ul style="list-style-type: none"> • Are aware of the need to work with community partners to determine community needs. • Are aware of the need to assess current library capacity to meet community needs (e.g., space, collections, programs). • Are aware of the current library use patterns to determine whether space, collections, and programs are used by all groups who live in the community, and what level of access those groups have to library resources. • Are aware of the importance of providing services to meet currently unmet community needs. 	<p>2. Create a plan for increasing library alignment with community needs</p>	<ul style="list-style-type: none"> • Community partners and members identify community needs and potentially effective practices to meet those needs. • Library policies, procedures, practices, and capacity is analyzed relative to community needs, recognizes root causes of disparities in library service, and plans to overcome those disparities. • Implements changes to library policies, procedures, practices, and capacity to align library with community needs. 	<p>2. Partner in aligning the library with community needs.</p>	<ul style="list-style-type: none"> • Time and resources are dedicated to creating and sustaining practices that align the library to community needs. • Policies, procedures, and practices reflect the library’s inclusion and equity plan. • There is an operational plan, benchmarks, and evaluation plan to demonstrate how the library’s efforts are impacting the community and improving equity and access. • Community partners and members identify changing community needs and are part of continuous alignment of library practices to meet those needs. 			
1	2	3	4	5	6	7	8	9

Dimension II, Competency 3
ESTABLISH COMMUNITY FEEDBACK LOOPS FOR SUSTAINING ACCESS TO
EQUITABLE SCIENCE-BASED PROGRAMS AND SERVICES

3. AWARE		INTENTIONAL		DEMONSTRATING			
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators		
<p>3. Recognize the importance of community members' perspectives on science-based community issues.</p>	<ul style="list-style-type: none"> • Are aware of the importance of engaging with community members regarding science-based community issues and understand how to engage with all members of the community. • Are aware of the need to review current community initiatives regarding science-based community issues and how those affect the cultural, ethnic, and socioeconomic groups in the community. • Are aware of the need to assess the library's resources and capacity for addressing science-based community issues, identify immediate action steps, and those that need additional support. 	<p>3. Create a plan to address science-based community issues in conjunction with diverse community members.</p>	<ul style="list-style-type: none"> • There is a broad coalition to address science-based community issues, including local government and community groups. • Community organizations are consulted in creating a plan to evaluate the effectiveness of current community-based science initiatives, barriers to community participation, missed opportunities, and potential partners and solutions. • There are resources and investments addressing science-based community issues, including creation and use of media, research, and evaluation to increase services. 	<p>3. Align library services to address science-based community issues.</p>	<ul style="list-style-type: none"> • Participation in coalition of community partners to identify important science-based community issues impacting underserved community members. Use of DEIA, operational, and community assessment tools to document the impact on underserved populations within the community and ways to increase their use of library programs and resources. • Community-based feedback loops help document race bias, and lack of diversity and inclusion in science-based community issues and inform library planning. 		
1	→ 2	→ 3	→ 4	→ 5	→ 6 → 7	→ 8	→ 9

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?

DIMENSION III

Inclusion-centered Leadership Practices in Building Community Partnerships Module

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

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

Dimension III, Competency 1

INVEST IN THE DEVELOPMENT OF LOCAL GOVERNMENT AND PARTNERSHIPS TO ADDRESS SCIENCE-BASED ISSUES AFFECTING UNDERSERVED GROUPS AND COMMUNITY WELL-BEING

1. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>1. Recognize that relationships between you and management, local government, and other key public serving entities are essential to community well-being and library strategic goals.</p>	<ul style="list-style-type: none"> • <i>Awareness of</i> current relationship status between you and management and local government. • <i>Awareness of</i> strategic areas of importance for local government regarding community well-being. • <i>Awareness of</i> the need to identify commonalities and opportunities to guide collaboration around science-based community issues. 	<p>1. Participate in local government and public serving entities decisions and planning that impact community well-being and increase access.</p>	<ul style="list-style-type: none"> • <i>Regular communication</i> about prioritizing racial equity, inclusion, and community access. • <i>Identification of actionable shared values and goals</i> around racial equity, inclusion, and community access. • <i>Involvement in difficult conversations</i> to generate solutions for improving community services, access to services, and creating safe spaces for all community members. • <i>Investment of resources</i> toward strategic goals related to improving community services, access to services, and creating safe spaces for all community members. 	<p>1. Partner with local government and other key public serving entities to impact community well-being.</p>	<ul style="list-style-type: none"> • <i>Recognition</i> and funding by local government as an essential community institution with shared goals for community well-being. • <i>Participation in developing</i> local government’s priorities, goals, and visions for the community. • <i>Investment in partnerships</i> with local government to address issues related to community well-being. 			
1	2	3	4	5	6	7	8	9

*“The **Framework** has been useful to gauge where I am at with my community.”*
 – a *Serving Communities* library director

Dimension III, Competency 2
CREATE EVIDENCE-BASED METRICS TO ADDRESS EQUITY, INCLUSION, AND ACCESS

2. AWARE		INTENTIONAL		DEMONSTRATING				
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators			
<p>2. Recognize that relationships between you and management and an array of community administrators is essential to serving the broader community and having a diverse, equitable, inclusive, and accessible library.</p>	<ul style="list-style-type: none"> • Awareness of current relationship status between you and management and DEIA community agencies and administrators, including current outreach and engagement efforts. • Awareness of strategic areas of importance for DEIA community agencies and administrators regarding community well-being. • Awareness of social justice and racial equity organizations in the community about ways to identify common areas of interest and collaboration. • Awareness of ways in which you and management can co-lead or support DEIA community administrators in improving community well-being. 	<p>2. Participate with DEIA community organizations in decision making and planning to impact community well-being.</p>	<ul style="list-style-type: none"> • Meets with DEIA organizations and administrators regularly to communicate personal and organizational position on racial equity and community access. • Works with DEIA organizations to act upon racial equity and community access, including listening to DEIA organizations’ concerns and committing to overcome those concerns. • Commitment and investment of resources (staff, space, money) to address DEIA organizations’ concerns and needs, using community-defined criteria to identify suppliers that reflect the communities to be served. 	<p>2. Partner with DEIA community organizations and administrators to impact community well-being.</p>	<ul style="list-style-type: none"> • Recognized by, engaged with, and trusted by DEIA community organizations to support community well-being. • With community administrators, evaluate intended and achieved outcomes indicative of community well-being and engagement. • Build capacity to address equity, inclusion, cultural responsiveness, and access to community assets. • Applies physical, human, and information resources of the library to improve the long-term welfare of the community. 			
1	2	3	4	5	6	7	8	9

Dimension III, Competency 3
BUILD A BROAD-BASED COALITION OF COMMUNITY MEMBERS
ABLE TO CO-CREATE SCIENCE-BASED PROGRAMS AND SERVICES THAT ARE
RELEVANT, WANTED, AND NEEDED BY ALL

3. AWARE		INTENTIONAL		DEMONSTRATING	
Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators	Library Leader Attitudes & Practices	Indicators
<p>3. Recognize the importance of relationships between you and management, local government, and DEIA organizations to address shared science-based community issues.</p>	<ul style="list-style-type: none"> • Awareness of local government and community organization outreach or engagement efforts that can be modified to address science-based community issues. • Awareness of current outreach or engagement effort that can be modified to deepen engagement with DEIA administrators, local government, and community around science-based community issues. 	<p>3. Participate with local government and community organizations to solve science-based community issues relevant to the community.</p>	<ul style="list-style-type: none"> • A shared mission statement related to science-based community issues. • Identification of support and resources around science-based community issues and investment of those resources. • Use of organizational capacity to address priorities around science-based community issues. • Development of evaluation tools to measure the impact of their shared mission, activities, and impacts. 	<p>3. Partner with local government and community organizations to solve science-based community issues relevant to the community.</p>	<ul style="list-style-type: none"> • Has stable, effective, and trust-based partnerships with local government and community organizations related to science-based community issues. • Sustainable programming and information around relevant community issues. • Assess, evaluate, and modify programs, services, outcomes, and impacts with input and support from all members of the community, organizational and government partners. • Cross-organizational (library, government, community organizations) investment to support science-based community initiatives.
1 → 2	→ 3	4	→ 5	→ 6	7 → 8 → 9

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?

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>1. Recognize the need to serve all community members.</p>	<ul style="list-style-type: none"> • <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. • <i>Understand the value of community analysis</i> and library use analysis to determine which populations in the community are unserved or underserved. • <i>Are aware of the policies, practices, procedures,</i> or capacity issues that create barriers to library use. • <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. 	<p>1. Create a more equitable and inclusive library experience for all community members.</p>	<ul style="list-style-type: none"> • <i>Community members have input</i> on programs, services, and uses to increase the equity and inclusivity of those programs and services. • <i>Policies and practices</i> address interpersonal, institutional, and structural biases, and are rewritten based on community experience and feedback. • <i>There is compliance with local, state, and federal law</i> pertaining to diversity, accessibility, and discrimination, and change practices to ensure compliance. 	<p>1. Partner with community groups in evaluating and contributing to more equitable and inclusive library services.</p>	<ul style="list-style-type: none"> • <i>Community members participate in,</i> contribute to, and review efforts that make the library experience more equitable and inclusive. • <i>Community involvement ensures</i> continued alignment of library policies, procedures, practice, and capacity to community needs. • <i>Library time and resources are committed</i> to ensuring community involvement in plans addressing equity and inclusion within library staffing, services, and programs. 			
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>2. Recognize the importance of moving from community outreach to community engagement with diverse community member groups.</p>	<ul style="list-style-type: none"> • <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. • <i>Understand the value of relationship-building</i> for increasing community engagement. • <i>Are aware of potential community partners</i> and how to build relationships with those diverse community members to improve community well-being. 	<p>2. Create a plan and practice to engage and build relationships with diverse and underserved communities.</p>	<ul style="list-style-type: none"> • <i>There are relationships</i> with community members to better understand community needs. • <i>Community members are part of developing programming</i> and services that meet community needs and invest in communities' strengths. • <i>There are services</i> for community members who have been disenfranchised by historical and systematic attitudes and practices. • <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. 	<p>2. Partner in community engagement and relationship-building with diverse community member groups.</p>	<ul style="list-style-type: none"> • <i>Community members engage</i> in and build relationships with library staff, programs, and services. • <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. • <i>Diverse community groups</i> recognize the library as “theirs.”

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>3. Recognize and understand potential community members' perspectives on science-based community issues.</p>	<ul style="list-style-type: none"> • <i>Recognize that community members</i> have multiple perspectives on science-based community issues and different priorities for responding to those issues. • <i>Recognize the potential for inclusion</i> and exclusion of community members based on words and practices. • <i>Recognize that community members'</i> perspectives are necessary to creating effective responses to science-based community issues. 	<p>3. Create programs and services related to science-based community issues with respect for community needs.</p>	<ul style="list-style-type: none"> • <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. • <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. • <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. 	<p>3. Partners with community members in creating programs and services related to science-based community issues.</p>	<ul style="list-style-type: none"> • <i>A broad-based coalition,</i> operationalizes and creates programming and services to meet community needs related to science-based community issues. • <i>Community members collaborate,</i> contribute, and co-develop library spaces, programs, and services to address science-based community issues. • <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.
1 → 2	→ 3	4	→ 5 → 6	7	→ 8 → 9

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?

EXISTING FRAMEWORKS

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

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