



LAURA BUSH 21st CENTURY LIBRARIAN PROGRAM

Sample Application RE-259018-OLS-25
Project Category: National Implementation

Florida State University (Florida State University, College of
Communication and Information)

Amount awarded by IMLS: \$249,976

The Florida State University (FSU) School of Information, in partnership with University of South Carolina (USC) School of Information Science, will develop curricula, training, and an actionable research agenda that prepares libraries and library staff to respond to disasters in their communities. Based on existing research and practices, the project team will: 1) develop national learning and research agendas to guide libraries through the natural disaster cycle; 2) host a virtual library leader summit; and 3) create a multimodal community resiliency toolkit for library stakeholders to use for professional learning, curriculum development, and research. The project will benefit library professionals, students, and communities by providing actionable disaster strategies, library policy recommendations, and opportunities for learning that will better prepare the field to respond to disasters and create more resilient communities.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of completion

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Florida State University and University of South Carolina

Translating Disaster Research to Action: Empowering Library Leaders with Evidence and Strategies for Community Resiliency

Introduction

The Florida State University (FSU) School of Information and the University of South Carolina (USC) School of Information Science request **\$249,976** for an 18-month Laura Bush 21st Century Librarian Program National Implementation project to develop crisis-ready library personnel, responsive LIS curricula, and an actionable national research agenda through: 1) **Hybrid Expert Consultation** aimed at developing national learning and research agendas to guide library crisis leadership and community-centered services throughout the natural disaster cycle, with recommendations for enhancing library and information science (LIS) education and research; 2) **Virtual Library Leader Summit** with 3 tracks of disaster resiliency professional learning, LIS curricula discussion, and research agenda exploration informed by the Expert Consultation's recommendations; 3) **Multimodal Community Resiliency Toolkit** for library stakeholders to access, use, and adapt print, video, and audio resources for professional learning, curriculum development, and research (e.g., links to data sets and published studies) to sustain the project's outcomes. We will engage Chief Officers of State Library Agencies (COSLA), IMLS-funded disaster researchers, and other domain experts with library leaders from various disaster-affected contexts. With experts, educators, and practitioners, we will translate decades of IMLS-funded and other research, learning, and policy efforts to produce: i) trauma-informed professional learning strategies for a range of disasters; ii) recommendations for LIS curricular content and placement; iii) prioritized LIS and multidisciplinary agenda; iv) a digital toolkit to sustain learning and research. The toolkit will also include a technical report documenting the Expert Consultation and Library Leader Summit, proposing recommendations for a national research agenda; outlining strategies for LIS curriculum innovation; and providing guidelines for replicable, relevant, high quality professional learning.

Project Justification

Disasters' dynamic nature requires prioritizing, sequencing, and identifying sustainable evidence-based principles for librarians' disaster leadership roles; LIS educators must integrate disaster preparedness, response, and recovery into curricula and continuing education programs (Mardis, 2022, 2023; Tu-Keefner, 2019; Tu-Keefner, et al., 2017, 2018, 2019, 2020, 2025); and researchers must target empirical explorations on impactful questions. To date, the LIS community has not had an opportunity to convene, share experiences and findings, and distill that knowledge into actionable agenda for practice, learning, and exploration.

Project Need

Disasters increasingly affect areas nationwide, including those previously unaccustomed to severe weather. Compounding the issue, as Figure 1 shows, is the large number of people moving to disaster-prone zones throughout the U.S. (Rojanasakul & Popovich, 2024), indicating the number of people, rural and urban, affected and requiring community support will only grow. The rising frequency and intensity of disruptions, including global pandemics and hybrid manmade-natural disasters in areas experiencing an influx of residents underscores the urgent need for libraries to be resilient organizations and librarians to have the training and recognition they need to support their growing communities. Even in a January 2025 Los Angeles wildfires video (Gelles, 2025) broadcast worldwide, the journalist described the Palisades Public Library devastation as "... the community library, a center of the community...is a total loss. ..." (Fox 11 Los Angeles, 2025). Libraries are clearly in the communities' hearts, but overlooked are the people who create the libraries' value, especially in crises: the library professionals. In the aftermath of catastrophic calamities, a resilient library workforce must be capable of serving as a vital community hub

to support disaster response and recovery efforts while restoring library operations and spaces.

Librarians Need Crisis Competency Development Support

Our overarching goal is to further a proficient library workforce with research-informed competencies integrated into rigorous, ongoing library professional learning, incorporated into LIS education curricula. Well-prepared library personnel—including librarians with MLIS (or equivalent) degrees and library staff—are critical to disaster preparedness, response, and recovery within their organizations and the broader community.

Among the essential crisis competencies for library workers are leadership in library settings, fostering resilient community relationships, providing community-centered services in the natural disaster cycle, collaborating with agencies at various levels to support emergency response and recovery, effective risk communication strategies, infodemic management, and librarians' well-being.

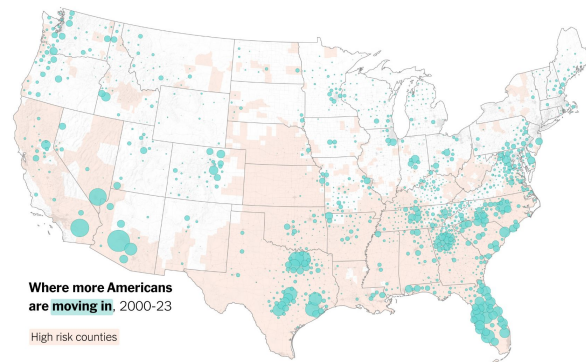


Figure 1. Disaster-prone areas with new of residents. (NYT, 2024)

Librarians' professional competencies continue to evolve as LIS researchers and library leaders expand the knowledge that defines and advances these skills. To foster the development of essential crisis competencies for library workers, we propose to take steps to establish national agendas for practice, learning, and research agendas as strategic frameworks for their continued growth. The American Library Association (ALA) Core Competencies of Librarianship (2023) outline the fundamental knowledge and skills essential for library professionals working across various information environments. However, these **competencies do not address the specific expertise required for library preparedness, crisis leadership, and community engagement during crises.** Librarians serving as first responders play a crucial role in providing critical information services in times of disaster, yet this aspect of librarianship remains unrepresented in the established competencies.

Library leaders and LIS researchers benefit from furthering research on critical competencies. Guided by a clear, actionable agenda, researchers can generate valuable insights that inform best practices. The findings from these studies can be utilized to refine training initiatives, develop evidence-based guidelines, and advance professional knowledge. This commitment to research and practical application supports the continuous growth and effectiveness of the library workforce, enabling libraries to remain indispensable resources during all phases of the disaster cycle.

Communities' Expectations and Library Crisis Leaders' Well-being

Public libraries are essential community centers, especially during difficult times, serving as vital information resources and support hubs. The critical role of public libraries in disasters has been well documented over several decades, with librarians often filling social services gaps and providing emotional support to their communities (Veil & Bishop, 2014; Jaeger et al., 2007; Tu-Keefner et al., 2020, 2025). Many research results have also documented librarians' willingness to go everywhere, including to shelters, laundromats, etc., to provide critical information services (Grimes, 2024; Institute of Museum and Library Services, 2019; Karki et al., 2024). Librarians also engage with the community in many non-traditional spaces other than the library where displaced or vulnerable community members gathered, ensuring that accurate and timely information was accessible to those in need (Laurian, Doyle, Vamanu, & Logsden, 2024; Lee, 2023; Tu-Keefner et al., 2025).

Public libraries serve as essential community hubs in disasters by providing information resources and emotional support. Librarians fill gaps in social services by offering timely, credible information and engaging in direct community outreach, often outside traditional library spaces (Grimes, 2024; Institute of Museum and Library Services, 2019; Jaeger et al., 2007; Karki et al., 2024; Veil & Bishop, 2014; Tu-Keefner et al., 2020, 2025). Librarians demonstrate steady commitment by meeting community members where they are, including in shelters, laundromats, and other non-traditional spaces, to ensure equitable access to critical information (Laurian et al., 2024; Lee, 2023; Tu-Keefner et al., 2025). A key component involves empathetic listening and emotional support, requiring librarians to prioritize the immediate needs of others while setting aside their emotional burdens (Adkins et al., 2024; Tu-Keefner et al., 2025). While this selfless dedication is vital to disaster response, it can significantly impact librarians' mental health (Flaherty, 2022; Kehnemuyi, 2021). Regardless of library type, current World Health Organization (2024) disaster response frameworks lack measures to support librarians' emotional and psychological well-being, recognizing their dual role as both service providers and community members navigating the same crises, and neither the emergency management nor library field has published any such competency framework.

Relation to Previously Funded IMLS Work

Decades of IMLS investment. The project team represents three IMLS investments in disaster-related library research (RE-96-18-0127-18, LG-246371-OLS-20, LG-256569-OLS-24), but we are part of a sizeable agency-wide investment. As Table SD1 shows (see Supplemental Documents), since fiscal year 2002, IMLS has funded 94 disaster-related projects proposed by many library, museum, and archive types in nine library and 13 museum programs. These grantees are spread throughout the IMLS service area, as Figure SD1 shows, with projects focused on collections and societal, technological, environmental, and regional impacts in all stages of disaster management (preparation, response, recovery, mitigation), as illustrated in Figure SD2's cloud of abstract terms. By including these grantees among the Expert Consultation attendees, **the proposed project is the first step in helping IMLS translate this extensive knowledge into action that benefits all communities.**

Libraries anchor communities in disasters. In our research, we have consistently found libraries are essential community resources (Ventimiglia, Smith, & Mardis, 2024) and mandated first responders in crises (Mardis et al., 2020; Mardis et al., 2021; Tu-Keefner, et al., 2017, 2018, 2019, 2020, 2025). As safe, familiar spaces where people can gather during times of uncertainty, public libraries are critical community hubs during natural disasters, offering shelter, internet access, electricity, and trusted information. Despite a lack of formal disaster-response training, librarians regularly step into emergency leadership roles, showcasing their adaptability and community trust (Tu-Keefner, 2020, 2025). Libraries and librarians address the needs of challenged populations, such as those without reliable Internet, individuals with disabilities, the elderly, and low-income families. For example, public librarians in rural Florida housed, fed, assisted, entertained, and provided information to 144 residents in the library for two weeks in Hurricane Michael (Mardis, et al., 2021). Libraries in rural and underserved areas are lifelines for residents with limited access to emergency services and digital communication tools (Mardis et al., 2021), consistently demonstrating commitment to community well-being (e.g., Mardis et al., 2020; Mardis et al., 2021).

Post-disaster, libraries contribute significantly to community recovery efforts and mitigation for future disasters. Librarians provide emotional support through programming, act as information hubs, and help coordinate rebuilding efforts. For example, following recent wildfire disasters, several public libraries in Northern California compiled and distributed Healing Library Kits as a valuable resource for community recovery (The Healing Library, 2024). Librarians are also critical links between community members and insurance companies (e.g., quit claim deeds), health care providers (e.g., telehealth booths), and the legal system (e.g., landlord/tenant support). Some public librarians support their community's elders by visiting memory care facilities to explain the event to residents and providing programs for family photo recovery (Mardis, Jones, Tenney, & Leonarczyk, 2021).

Many libraries, especially in rural areas, function in disaster preparedness gaps, lacking comprehensive disaster

plans or formalized staff training, hindering their ability to respond effectively during emergencies. Librarians who engage in pre-disaster planning (i.e., mitigation) are better equipped to serve their communities in crises, especially when librarians forge strong partnerships with emergency management agencies (Mardis et al., 2023).

The research base cited here, which represents a fraction of our field's knowledge in this area, demonstrates a strong need to systematically gather and deploy content and competencies in **library crisis leadership, building resilient community relationships, community-centered services throughout the natural disaster cycle, collaboration with multi-level actors to facilitate emergency response and recovery, and risk communication strategies**. These topics will drive the Expert Consultation's agenda and the Library Leadership Summit's activities.

Audience and Beneficiaries

Ultimately, a better prepared library staff benefits all community members. By targeting state, regional, and local library leaders and personnel; experts from related contexts and disciplines; IMLS grantees; LIS educators; and LIS researchers, we will foster a rich, sustainable community of crisis-informed leadership, learning, and research.

IMLS and Project Goals and Objectives

The project, led by experienced disaster researchers, includes State Librarians and library leaders from all contexts to leverage comprehensive disaster resiliency research to accomplish three primary implementation goals, closely aligned with IMLS Objective 2.1 to develop or enhance professional development and training programs to enable the library and archival workforce to meet the needs of their communities by 1) enhancing opportunities for library personnel professional learning in a variety information environments; 2) fostering Library and Information Science (LIS) curriculum development in critical areas related to community-first disaster information services in times of crisis; and 3) immersing practitioners and community leaders in IMLS-funded research findings and next steps.

Despite substantial research—much of it led by the PIs—on librarians' roles in disasters a critical gap remains. **There has been no comprehensive forum for library leaders across library sectors to engage with this research, translate findings into practice strategies, and exchange expertise with colleagues and experts.** As disasters continue to evolve, library professionals must identify, prioritize, and sequence evidence-based principles of disaster leadership roles. Library leaders and LIS researchers must take the lead in establishing a forum to develop a national research agenda to advance and sustain library leadership qualifications.

Project Work Plan

Our project champions lifelong learning by providing a unique vehicle for librarians to share their knowledge and perceptions of disaster preparedness, response, and recovery across library sectors and communities. By design, this implementation project will support the training and professional learning of the library workforce by strengthening community collaboration for more inclusive, evidence-informed, and comprehensive disaster services. Our objectives are is to produce and make accessible to LIS practitioners, preservice learners, researchers three agendas detailed with priorities, practices, and outcomes to guide disaster-related work for decades to come, helping us meet our goal to further a proficient library workforce with research-informed competencies integrated into rigorous, ongoing library professional learning, incorporated into LIS education curricula..

To translate research to implementation, the team will first hold an Expert Consultation, a symposium to gather expert insights on equipping current and future library personnel with skills and confidence to become effective leaders in community disaster efforts. The Consultation outcomes will shape the subsequent Library Leader Summit by offering comprehensive recommendations for continuing education and enhancing LIS curricula. These outcomes will aid the development of essential community-first crisis competency models further explored in the Summit. Expert contributions are critical to achieving these objectives, and professional engagement is instrumental in

translating ideas into actionable strategies.

Project Team. As described in bios, resumes, and collaboration letters in Supplementary Document 3, this project will be led by an established team of experienced and renowned LIS educators and researchers (Mardis, Tu-Keefner, Jones) with the advice of a board of researchers (Strover, Ruan), information leaders (Lyons, Block), and implementation (Hobbs, Randall) and dissemination (Block) experts . We have all collaborated in prior community resiliency projects by co-authoring, co-presenting, co-researching, and serving as advisors to each other's projects.

Phase 1 (August 1, 2025 - June 30, 2026): Expert Consultation

Consultation Goal and Guiding Question. The Expert Consultation will convene high-level library leaders (e.g., state librarians), LIS education leaders (e.g., program directors and senior educators), and active researchers from LIS and other disciplines to integrate their knowledge and expertise into three agendas to be further elaborated in the Library Leader Summit. Guided by the question (GQ) "*Integrating their knowledge with IMLS funded research results and other research findings, what 1) professional learning; 2) LIS curricular; and 3) empirical research agenda recommendations do experts have,*" this event's agendas will be developed through collaborative brainstorming and prioritizing among LIS researchers and library leaders with expertise in relevant research, influential figures in the library community and significant contributors to the advancement of librarianship.

Expert Consultation Overview. PI Tu-Keefner will lead Phase 1 tasks. PI Tu-Keefner, a WHO/CDC-certified infodemic manager with experience in similar 2023 WHO and IMLS sponsored events, will design the agenda and activities for the two-day hybrid Consultation with team members and the Advisory Board (AB; Supporting Document 3). This strategic partnership will facilitate integrating state and national perspectives into the project, strengthening its scope, relevance, and overall impact. Expert Consultations are a type of active, discussion-based engagement used by groups like WHO to review results of recent systematic literature reviews on topics such as our proposed review of libraries, librarians, and disaster management.

Once the systematic scoping literature review provides the initial list of disaster-related topics and needs for LIS practice, preparation, and research, the Consultation discussions will alternate panel discussions with a Delphi ranking exercise, where experts will be asked to vote on the identified priorities based on agreed-upon ranking criteria. The intention is to engage experts across all three domains to work across the evidence ecosystem. Before the consultations, experts will be provided with an initial list of priority research areas identified during a preceding review. During the consultations, experts will be asked to provide insights on the proposed priorities and to offer and discuss additional research opportunities and gaps in practice, learning, and research..

The team will coordinate logistics for the hybrid Expert Consultation, finalize the meeting agenda, and secure additional funding. She advocates for LIS educators to engage with library leaders to understand better the curriculum development and in-service program design needs of different library sectors. The Consultation will 1) distill professional and preservice competencies and research themes and gaps; and 2) recommend priorities for library leaders, LIS practitioners, disaster researchers to address in the Library Leader Summit.

Expert Consultation Participants. We will draw our 26 Consultation participants from 1) IMLS disaster-related grantees, prioritizing LB21 and NLG-L; 2) COSLA members; 3) published researchers; 4) AB and team nominees.

Timeline. Table 1 illustrates the Phase 1 sequence of events.

Table 1. Phase 1 (August 2025-June 2026) Timeline

Timeline	Activities
8/25	● Finalize the advisory board

9/25 10/25	• Complete a systematic scoping review • Develop the meeting agenda • Review possible formats and techniques for the Consultation • Schedule the Consultation in alignment with the ALA Annual Convention 2026 • Select a venue with hybrid meeting facilities in Chicago for the Consultation
11/25 12/25 1/26 2/26	• Identify potential consultation participants • Finalize the consultation agenda • Confirm participants • Select and finalize engagement formats and facilitation techniques
3/26 4/26 5/26	• Plan and finalize logistics • Organize event details • Prepare resources and technology for the consultation • Design an evaluation protocol for the Consultation
6/26	• Host the hybrid expert consultation

August 1, 2025-October 31, 2025. The team will lay the groundwork for Phase 1 tasks by finalizing the AB members and Summit participants. The team will conduct a systematic scoping review to identify and map available evidence on topics relevant to the Consultation, following the Arksey and O'Malley (2005) framework. The systematic scoping review will enable the team to: 1) characterize the quantity and quality of literature addressing the Consultation's focus areas and recommended formats; 2) map key concepts underpinning the project's targeted topics; 3) examine the nature and extent of existing research evidence, including ongoing studies; 4) identify gaps in the literature to inform recommendations for future research (Arksey & O'Malley, 2005; Levac et al., 2010). Additionally, the team will coordinate the Consultation's scheduling to align with the 2026 ALA Annual Conference in Chicago and will identify an appropriate venue in the city. A sample agenda for the Consultation is provided in Supplementary Document 2.

The team will work closely with the AB to complete these tasks, ensuring strategic input and collaboration. With AB members, we will review the Phase 1 goals, provide a project progress update, and seek guidance on activities planned for Phase 2.

November 1, 2025-February 28, 2026. We will finalize the Consultation participant roster. To ensure a well-rounded and impactful Consultation, the team will collaborate closely with the project AB and COSLA members to identify and confirm participants. The **26 participants** will include: 1) LIS researchers who have conducted studies relevant to the proposed project, particularly those who have received funding from the IMLS; 2) Library leaders with expertise in related practice, curriculum, and/or research areas; 3) State Librarians (COSLA members), with a particular focus on high-risk states that have experienced significant natural or human-made disasters, including Florida, South Carolina, California, Texas, Louisiana, Alabama, and North Carolina; 4) Influential contributors to the advancement of librarianship, including Cindy Randall from Cornerstones of Science and Carson Block, IMLS-funded Toward Gigabit Libraries Toolkit developer and rural and tribal broadband and libraries expert.

We will finalize the Consultation agenda and design engagement formats and facilitation techniques for the forum, seeking confirmation from the advisory board members to ensure alignment with project objectives. Additionally, the team will determine and pre-test the selected formats and facilitation techniques to optimize participant engagement.

March 1, 2026-May 31, 2026. During this period, the team will concentrate on organizing the Consultation details, primarily focusing on planning and finalizing the event logistics. Additionally, the team will create a comprehensive checklist to document the necessary resources, technology, and materials to facilitate the Consultation effectively. The team will refine the evaluation in Supplementary Document 2 to measure the Consultation's effectiveness.

June 1, 2026-June 30, 2026. During this period, the team will review the preparations for the Consultation,

addressing any outstanding tasks to ensure its successful execution. Additionally, the team will make final arrangements to attend the 2026 ALA Annual Meeting and host the Consultation. **The project team aims to complete these tasks by the end of June 2026.**

Phase 1 Deliverables. This phase will produce a systematic literature review, media from the Consultation event, draft practice, learning, and research agenda to guide and inform the Library Leader Summit.

Phase 2 (July 1, 2026 - January 30, 2027): Library Leader Summit

Phase 2 Goal and Guiding Question. PI Mardis will lead the design and implementation of the virtual Library Leader Summit, with advice from the AB and project team. Guided by the question (GQ), *"What audience, process, content, and assessment recommendations do library leaders have for 1) professional learning; 2) LIS curriculum, and 3) a national research agenda,"* in summer and fall 2026, the project team will integrate the Consultation's recommendations for key participants and content into 3 days of virtual professional learning in late 2026 to establish agendas outlining next steps for practitioners, LIS faculty and researchers.

Phase 2 Overview. The Summit will include panel presentations and engagement opportunities with field experts to build, apply, and learn new knowledge through active knowledge sharing and evidence dissemination on topics such as understanding natural disasters, improving disaster planning practices, collaborating with local emergency services, and supporting community engagement and recovery efforts, emphasizing practitioners and LIS educators. Summit products include localized implementation plans, participant feedback on additional challenges and opportunities, and suggestions for refining tools and resources to enhance professional learning. All presentations, discussions, and activities will be recorded and transcribed for the technical report. The Summit will foster interactions among practitioners, educators, and disaster professionals to support objectives and lifelong learning.

Summit Participants. Expert Consultation participants will recommend library workers for the Library Leader Summit, prioritizing IMLS grantee and highly impacted states (illustrated in Figure 1). We will use a purposeful snowball method (Stake, 1995) of identifying participants to round out Summit nominees (approximately 60 information professionals). A purposeful snowball method will allow us to find information-rich participants unknown to the project team with significant knowledge about libraries and disasters, LIS curriculum, and disaster research. We aim to balance participation geographically and by role (e.g., library director, LIS faculty, researcher) to ensure broad representation in each track (professional learning, LIS curriculum, research).

Timeline. Table 2 illustrates the Phase 2 sequence of significant events.

Table 2. Phase 2 (June 2026-November 2026) Timeline

Timeline	Activities
6/26-7/26	● Review Expert Consultation results and evaluation
8/26-9/26	● Finalize Library Leader Summit participants
10/26	● Finalize Library Leader Summit agenda, speakers, and activities ● Finalize evaluation protocol for the Consultation
11/26	● Host the virtual Library Leader Summit ● Conduct event evaluation

As Table 2 indicates, we will kick off this phase by deeply debriefing the Expert Consultation's conclusions, including the systematic literature review. Armed with a list of topics and draft practice, learning, and research agendas, we will finalize participants, then ensure that the event's agenda, speakers, and activities support the goals of furthering the three LIS agendas. After we hold the Summit event in November 2026, Evaluation (described in the Evaluation Plan)

is critical at this juncture to ensure the agendas reflect the Consultation and Summit, and are translatable to action.

Phase 2 Deliverables. This phase will produce a near-final practice, learning and research agendas; video of Summit event speakers and activities; and a fulsome evaluation to identify remaining challenges, opportunities, and suggestions. The agendas will be included in Phase 3 products with features allowing for public comment (though disposition of those comments will take place after the project concludes).

Phase 3 (December 2026-January 2027): Technical Report and Community Resiliency Toolkit

Phase 3 Guiding Questions. The following questions guide (GQ) this phase: GQ3: What topics, processes, and findings should be included in a technical report that sustains and furthers the project goal? GQ4: How can project products best be collected, organized, and described to sustain and further the project goal?

Technical Report. Dr. Tu-Keefner will lead the technical report. We will compile, review, and integrate Phase 1 and Phase 2 output and conclusions in a technical report like those published by the WHO (2024) and the National Academies (2024), with the project's goals and background; the events' structure and process; findings organized by theme; and detailed implications for policy, practice, and research. We will also incorporate participants' event structure, content, and effectiveness evaluations. Pre-publication, all participants will review the report and provide recommendations. At the Expert Consultation and the Library Leader Summit, we will gain participants' informed consent (with IRB approval) to have selected and excerpted panel discussions, presentations, and knowledge products captured and disseminated via the <http://www.preparedlibraries.org> website, a destination for library crisis response materials operated by the USC team with a registered domain name for sustainability.

Toolkit Contents. Dr. Mardis will lead toolkit efforts. The multimodal toolkit, also linked to <http://www.preparedlibraries.org>, will be an innovative collection of dissemination products designed to empower library professionals, LIS faculty and students, and community stakeholders with the knowledge and tools needed to address challenges related to natural disasters. Developed to reflect the learnings from Phase 1 and Phase 2, this toolkit bridges research, practical resources, and community engagement strategies to ensure libraries remain resilient, resourceful, and impactful during times of disaster. Key features include:

- **Comprehensive Resources.** The toolkit includes evidence-based materials, such as guides, handouts, and infographics, that provide actionable steps for disaster preparedness, response, and recovery in library settings. After the Consultation and the Summit, we intend to add a public submission feature.
- **Multimodal Formats.** The toolkit supports many learning and communication styles and leverages various formats—videos, podcasts, checklists, slide decks, and interactive tools—to ensure accessibility and usability for all audiences.
- **Focus on Librarians as Community Anchors.** The toolkit highlights librarians' critical role in disaster scenarios and emphasizes their capacity to support community resilience through information sharing, shelter services, and emotional support.
- **Case Studies and Best Practices.** Real-world examples illustrate how libraries have successfully navigated natural disasters, demonstrating the importance of adaptability and innovation. Participants will generate this content in the Consultation and Summit.
- **Online Forums.** Consultation experts, Summit participants, and the library and emergency community will eventually have online forum areas to exchange knowledge, strategies, and best practices. These forums will require an account (for human validation) and be loosely moderated, and may launch post-project.

This toolkit is designed for librarians and library staff seeking proactive disaster strategies; library administrators looking to integrate disaster response into their policies; community leaders and stakeholders collaborating with libraries on disaster resilience efforts; and researchers and educators aiming to understand the intersection of

libraries and disaster management. Special attention will be given to addressing the needs of transitioning and challenged populations, ensuring that libraries can serve as complete hubs of support during crises with librarians who meet all users' needs. By equipping libraries and librarians with this toolkit, we will sustain our research agenda and to enhance communities' abilities to protect library infrastructure and resources, provide essential services to affected populations during disasters, and foster community connections and recovery in the aftermath of crises. This multimodal toolkit represents a vital step in ensuring libraries continue to serve as pillars of resilience and knowledge.

As the Schedule of Completion suggests, the toolkit will launch in stages, with design and setup followed by the deposit of Expert Consultation products, including the systematic literature review, excerpted discussions, presentations, and discussion materials. The FSU team has expertise with Omeka, an open-source digital library platform that can contain, organize, describe, and provide scalable access to materials during and beyond the project. FSU hosts a dedicated Omeka server under Dr. Mardis' control. Omeka uses Dublin Core metadata to describe materials and options for exchanging records with other repositories, thus greatly enhancing the project's reach and sustaining this work for future updating and expansion. This toolkit will be linked to <https://preparedlibraries.org>, under USC's aegis.

Evaluation Plan

Dr. Faye R. Jones will lead evaluation efforts to ensure a comprehensive understanding of satisfaction and outstanding needs, using surveys, focus groups, and interviews to collect post-event perceptions and ongoing feedback for each phase. This process will measure the project's effectiveness, efficiency, quality, and timeliness, as detailed in the Performance Measurement Plan. Our guiding questions (GQ) are a comprehensive framework to assess the extent to which the project meets goals and objectives.

GQ1 (Consultation): Integrating their knowledge with IMLS funded research results and other research findings, what 1) professional learning; 2) LIS curricular; and 3) empirical research agenda recommendations do experts have?

GQ2 (Summit): What audience, process, content, and assessment recommendations do library leaders have for 1) professional learning; 2) LIS curriculum, and 3) a national research agenda?

GQ3: (Technical Report): What topics, processes, and findings should be included in a technical report that sustains and furthers the project goal?

GQ4 (Toolkit): How can products best be collected, organized, and described to sustain and further the project goal?

Formative Improvements. To ensure continuous improvement and analyze interim project milestones, we will evaluate each phase of the project before fully implementing the next phase. By systematically monitoring these aspects, we will assess the effectiveness of each phase and make necessary adjustments to enhance the overall learning experience. Progress evaluation includes analyzing interviews, focus groups, meeting minutes, and observations to identify challenges encountered during the development and integration phases, documenting any technical, instructional, or logistical issues that arise.

Summative Evaluation. To assess the impact of the Consultation and Summit with the AB and project team, Dr. Jones will focus on how the event aligned with expert-identified priorities, ensuring that the skills and agendas developed are relevant and applicable to practice, learning, and research related to information organizations' disaster management. To effectively measure outcomes, we will use survey questionnaires (see Supporting Document 2) and participant interviews to evaluate each project phase's alignment and effectiveness. In addition to event evaluations, we will conduct a focus group of participating experts from various domains and locations. In collaboration with the Advisory Board, the project team will thematically analyze focus group data to gain insights into how experts arrived at their professional learning, curriculum, and research recommendations. We will use open and

axial coding based on themes from the Systematic Literature Review, code data for knowledge, skills, and abilities experts define as important and how they arrived at these conclusions. This evaluation will occur after Phase 2.

Project Results

Each phase is designed to further a proficient library workforce, as Figure 2 suggests, starting with a systematic literature review to inform the Expert Consultation, which then guides the Library Leader Summit. Each phase also produces valuable stand-alone results. Guided by GQ1, Phase 1 will result in a systematic literature review for the LIS community and

topics used in the Expert Consultation.

The Consultation will result in videos, transcripts, and bibliographies for the library and disaster community, along with draft practice, learning, and research agendas for the Library Leader Summit.

Following GQ2, The Summit will result in

videos, transcripts, workshop curricula,

draft syllabi, and other documents immediately valuable for the library community. These outputs will be reflected in the technical report and sustained through the Community Resiliency Toolkit, addressing GQ3.

Goal: Further a proficient library workforce with research-informed competencies integrated into rigorous, ongoing library professional learning, incorporated into LIS education curricula

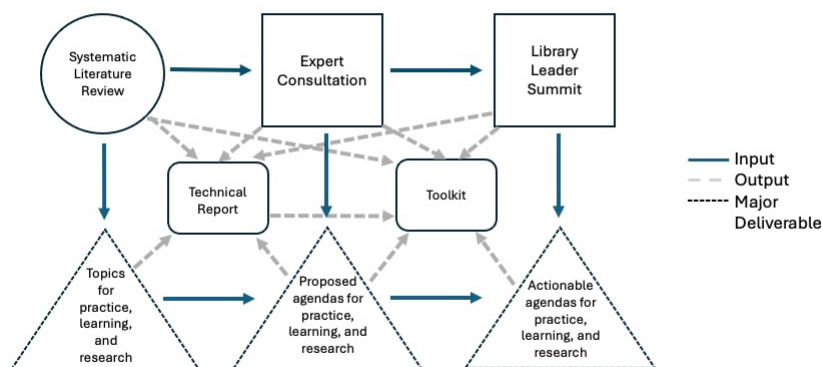


Figure 2. Project flow with inputs, outputs, and deliverables

Dissemination. The project team will share the technical report and associated products directly with COSLA, ALA, ACRL, PLA, and other cognizant professional organizations and global stakeholders, including CILIP, EHIL, IASL, International Congress on Medical Librarianship (ICML), and IFLA through social media, conference participation, <http://www.preparedlibraries.org>, email lists. We will promote the project products, especially strategies for LIS curriculum innovation and professional learning development, at LIS conferences (e.g., ALISE, ASIS&T), in professional and research publications (e.g., *Library Journal*, JELIS), and on LIS email lists.

The technical report, with Consultation and Summit materials, will be available through the Community Resiliency Toolkit linked to the USC team's disaster repository funded by the Network of the National Library of Medicine Region 2 (<http://www.preparedlibraries.org>). With participants' permission, we will granularize event video excerpts hosted on a dedicated YouTube channel linked to this website and included in the Omeka-based Toolkit. As described in Results, the USC team is developing this comprehensive open-access disaster website to showcase the team's research projects, findings, and related scholarly presentations. This website provides links to valuable resources, e.g., research reports, best practices, and training materials, for long-term sustainability and accessibility to support library professionals and community partners with a destination for discovering evidence-based insights and practical tools. Frequent updating and expansion of the content will ensure that users have access to the latest disaster developments within the library and information science field. The resources generated from the proposed project will be freely accessible; the toolkit and technical report will be easily accessible here. The technical report will be sustained through the toolkit by providing a public commenting period to gather broad feedback. Though this activity will take place after the project, having this work widely accepted with community input and validation is vital.

Florida State University and University of South Carolina
Translating Disaster Research to Action: Empowering Library Leaders with Evidence and Strategies for Community Resiliency

Schedule of Completion

[illegible]