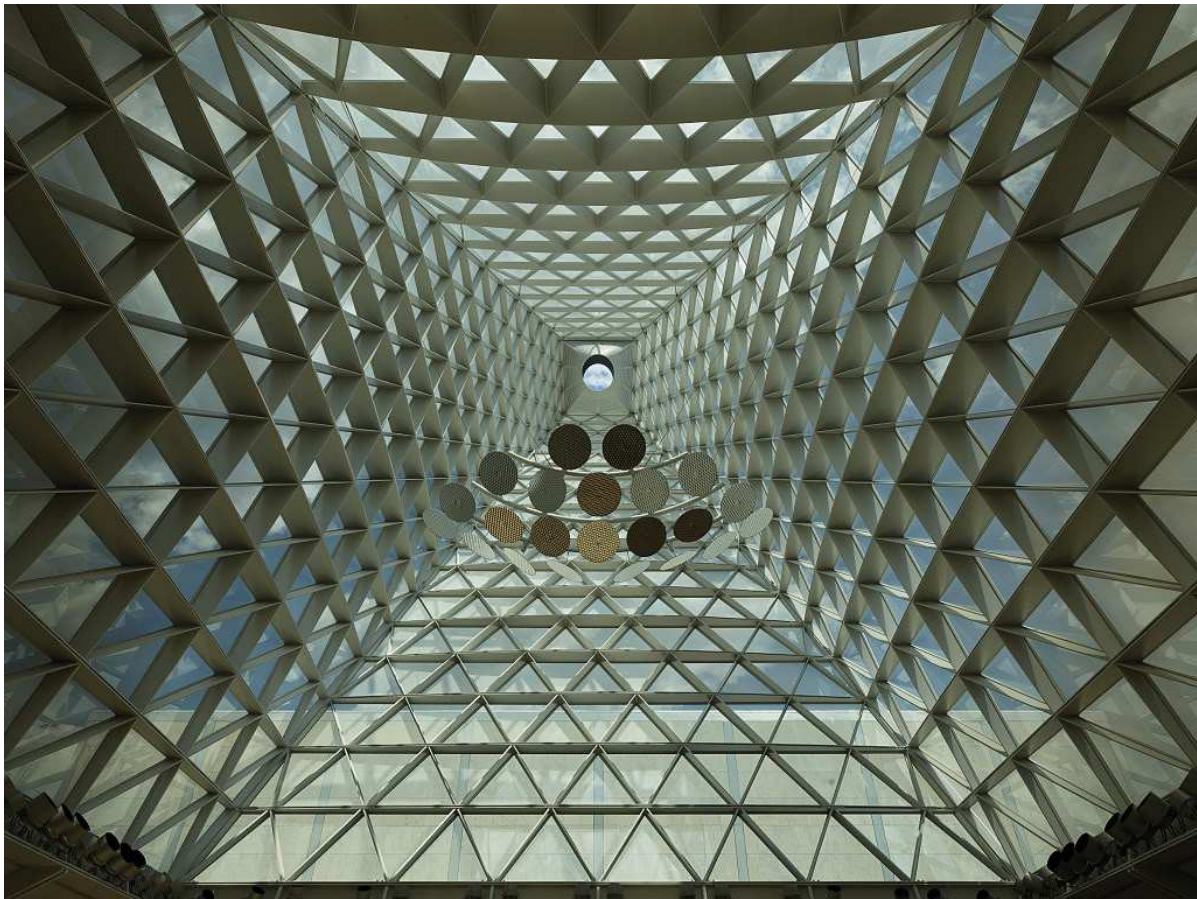


PNLA Quarterly

The official journal of the Pacific Northwest Library Association



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Leadership in Librarianship
PNLA Quarterly
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2018-2019

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A Message from the President: Pathways to Leadership

This issue of *PNLA Quarterly* is about leadership, an important topic within librarianship. Recognizing and cultivating leadership within libraries is what will continue to make our profession relevant and innovative to the communities we serve.

Leadership is a journey, not a destination. As with most journeys, it is not a straightforward path to develop the skills and capacity for leadership. Instead, it is often filled with twists, turns, and setbacks. These are what make up the experiences that help us define the type of leaders we are to become. On this leadership journey we also bring others along that share and shape the direction of our continuously evolving leadership abilities. How we treat and learn from those we bring along on our leadership journey are perhaps what ultimately define our style of leadership.

An ongoing priority for PNLA has been to assist in developing library leaders in the Pacific Northwest. This can be most exemplified by the leadership institute PNLA Leads which has contributed to the leadership development of many librarians in the Northwest. Leads is one of the crown jewels of PNLA and I have been continually impressed with every librarian that I have encountered who went through the program. PNLA is committed to renewing and reimagining Leads to continue transforming librarians in the 21st century.

Additionally, PNLA is sponsoring the PNLA President's Program: Pathways to Leadership at member regional conferences in Alaska, Alberta, Montana, and Oregon. This program session asks participants to articulate and share their library leadership journey using story image prompts. In sharing our library leadership stories with others, we learn to better identify the experiences that make us not just library leaders, but better librarians. This program was developed with PNLA members Bette Ammon (Coeur d'Alene Public Library, Idaho) and Erin Downey (Boise School District, Idaho). The Pathways to Leadership program was originally given at the Idaho Library Association conference and most recently at the 2017 PNLA conference in Post Falls, Idaho. I am excited to be sharing it further with PNLA.

I am of the mind that we are all library leaders in ways both small and large. We all contribute to making libraries better and show leadership every day in the ways we solve problems, provide access to resources, and treat others. As you read this *PNLA Quarterly* issue, ask yourself: What twists and turns have made up your library leadership experience? What leadership mile markers have you left for others to follow? And finally, how do we make it better or easier for others to follow, learn, and grow from our own pathway of leadership?

Rick Stoddart
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Editor's Column: Introducing the Editorial Advisory Board

With this issue we are launching the *PNLA Quarterly* Editorial Advisory Board! These nine library professionals, listed at the front of this issue and on the *Quarterly* website, will help me lead the *Quarterly* in several ways. The first is through providing a sounding board for topics for issues. While I've got a lot of library experience and have lived in many places in the Northwest, it helps to have a group of others with different experiences and expertise. One of the Board's first tasks was to help draft the call for submissions for the next issue appearing in this volume.

Secondly, the Board serves as a feedback loop for me on practical issues. We've had a lively discussion or two already around the type of articles we want to see the *Quarterly* publish, and what sort of turnaround time we should be offering authors from submission to publication. We're committed to continuing to publish a range of peer-reviewed and editor-reviewed articles on topics relevant to librarianship in the Pacific Northwest, with a turnaround time of six months on average from submission to publication. And we will of course continue to function as an open-access journal where authors retain their copyrights.

Finally, the Board will help out with developing and running special projects, like the Scholarly Paper Competition we hope to launch, with a cash award to an author chosen by a team of regional library celebrities. Stay tuned for more details!

I'm very pleased to have a group of committed and enthusiastic professionals helping to make the *Quarterly* the best it can be for the association and the region. If any of this sounds interesting and you'd like to volunteer, please get in touch via the email below. We'd particularly like to have some more public library workers and representatives from Montana and British Columbia serve on the board.

Samantha Hines

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The Luddite and the Technophile

"I fear the day technology will surpass our human interaction. The world will have a generation of idiots." **Albert Einstein**

When we last visited we diverged on the meanings of the sounds and sights of "Breaking the Fourth Wall." Regardless of whether Technophile or Luddite in persona, our roles as library leaders merge, for we must embrace the energy of change among our staffs, or we are doomed to petty autocracy. That would lead to an insular library, which is no library at all.

At the moment I sit in my office, glass walled (doubtlessly glass ceilinged as well) donned in my fez and smoking jacket, staring at the shelf list, so orderly in their staid maple drawers. They exist so unlike my strong-willed, problem-solving staff. This shelf list does not challenge my paradigms, and never suffers from an ailing mother or broken jealousy.

Leadership goals ought not to covet power or to embrace illusions of popularity. In some respects you are an island, like a church pastor or a school principal. This need to be an even-keeled leader was underscored for me recently when I was a judge for a literary competition-and came a fierce debate in which we split hairs on the terms *magician* and *illusionist* and whether, to the layman, the terms were synonyms. Having to moderate a decision, very publicly made, led to a vocalized sever and fevered loss in my "popularity." Such are the winds which blow upon our mettle.

Library leadership demands keen listening skills, and a supervisor must demand or nudge or deftly instruct his or her workers to model such behavior. This is the font of the reference interview and the key to supervision which leads to an employee's growth both as an individual and as a member of the team. When we listen with compassion, the world changes, and does so *sans* technology.

I find that technology can be a great personal distraction to those I observe. As a kind of comptroller for the bureau, I view waste of workplace time as dollar signs, and see that behavior in an insidious light. Once my mind wandered off as a colleague sat in a meeting, his device beneath the table top, pretending to listen as he thumb-texted his sweetheart or drinking buddy. In my escape from reality I became a plundering, swashbuckling pirate and brusquely demanded his phone. He whimpered. I struck his with a yard stick. He complied, and I threw the cranberry-red phone to the floor, and roared with laughter as it splintered into useless pieces.

This is not to say I do not encourage computing innovations in the library. But yes, I have squelched RDIF for self-circulation and for inventory purposes. In defense-the human communication that comes with a circulation clerk is value added to each transaction, and if staff does not touch the books at inventory time, they do not know well our ever changing collection. We are now a hub of 3-D printing, manufacturing watch fobs, door knobs and other sundry trinkets and baubles. We employ virtual reality in all components of children's programming, so when we read Alice... or when we read ...Oz, attendees head straight to Wonderland or to Kansas, in Toto. I have even observed a colleague using the newest virtual meeting software, but sadly, it was an excuse not to go out of his cubicle and speak face-to-face with the documents librarian.

Our role as leader requires us to keep the fourth wall broken. This is our egress to the community

whom we serve; we are the advocates to the civil and civic leaders, to families of all shapes and sizes, and to the taxpayers; we are shepherds to the lowly and indigent, for whom libraries are one of the great hopes for fairness in society. Our leadership must present every reflection with clarity, from looking glass to the latest touch screen tools. Encouraging our employees and patrons to step beyond a librarian's limitations is the challenge that should keep us engaged every single day on the job. With that said, technology can be deceiving in terms of life's lessons and those of the workplace. As leaders we must prod our staffs to focus less on the joys of immediate gratification and more on the long view of strategic planning. Ours is political world, and we are but temporary stewards for these marvelous libraries.

Jim Tindall

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* * *

Leadership is often outside the bounds of technology and its use or disdain. In libraries and in the broader world, a tool is only as good as the craftsperson behind it. Technology should be used to facilitate interactions, not distract, confuse or obfuscate. What is a library unless it is the space that binds together the systems and containers of knowledge for public consumption?

Often, when pressed about my vocation at social functions, I am met with exuberance about the printed and bound container of fiction we know as a book. There I face a conundrum, as I am "not that kind of librarian." Not to say that I do not enjoy reading, or that my taste in literature is anything but refined—it is more a question of container. When people learn that I work with digital materials, databases, and intellectual property, their faces fall.

Contrary to my dinner companions' perception, the value of a novel is not, I believe, in the printed page, but in the ability to build empathy, tolerance, knowledge, experience. We are transported and, if we are lucky, transformed and it is not (generally) based on the container of words, but on the mere fact of their delivery. People often say, "I read a book, well no, I listened to it." As if the auditory representation of those words were less useful or less valuable or morally inferior to the act of reading a written word, as if the poetry of language would be different in large print, or braille, or read aloud, or printed in a magazine digest, or read on a digital reading device. We live in an unbelievably wealthy time in terms of the number and variety of technologies of communication. The most immoral aspect of these various modes of communication is not their deviance from a bound novel, it is the propagation of the seemingly endless continuation of copyright in the interest of a few rights holders, even as copies are produced at a trivial cost. The content of books is the magic, their containment on paper or in bytes is the illusion.

As a teacher, some of the best advice I ever received was a reminder to use technology to facilitate learning, not use learning as an excuse to use technology. Using a piece of technology because it exists or because it is present in the room, without thought or purpose, may serve as more distraction than facilitation. Who among us has not sat in a presentation or class while the human elements were ready, but the slides did not advance, or the screen went blank or the internet went down or a thousand other problems. As a teacher or presenter, remember to let your technology facilitate the information you are



sharing. As professionals, let us strive to be leaders in understanding technology enough to use it only when necessary, only when enriching, or only when it facilitates more than it hinders.

So, maybe the appropriate small talk choice is, “Yeah, I love books, too. What do you do for work?”

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The Mentor: Leadership in Librarianship

Tracy Bicknell-Holmes: Dean, Albertsons Library, Boise State University, ID

Keywords: librarianship, career development, mentoring, leadership

Citation: Bicknell-Holmes, T. (2018). The mentor: Leadership in librarianship. *PNLA Quarterly*, 82 (2).

Editor's note: The Mentor column is a place for advice, storytelling, introspection, and professional growth.

I have to admit I was not enthusiastic about the theme for this issue of the PNLA Quarterly. We've been talking about leadership in libraries for 30 years. What more could I contribute? This frame of mind is what led me to the focus of my column. I will give examples where opportunities to demonstrate leadership were not taken, and potential alternatives that might be used in situations like these.

Unconscious Elitism


I once had a librarian tell me that they didn't get a graduate degree to "turn on lights". On the day of this conversation, all of the staff who would normally open the building were either sick or running late. This librarian walked into the dark building an hour after opening, passed numerous light switches along the way to their office, noticed the frantic staff, and did nothing to help even though nothing urgent was on their agenda.

Whether someone has a degree or not, most everyone is part of a team. Leadership is demonstrated by contributing to the work of the team, and stepping up when needed. This often means contributing beyond the confines of your specific duties, and sometimes taking on tasks that are typically done by a staff person in another rank.

Outright elitism is rare. However, similar issues come up as the nature of our work changes and tasks that were once performed by librarians shift down the ranks. Librarians may feel that questions received on the reference desk are too easy. Why not shift the work of answering them to the staff? Staff may feel they're being asked to do work above their pay scale without additional compensation. Both feelings are valid. Both sides can demonstrate leadership by 1) not rushing to judge the other, 2) working to understand and respect the other's viewpoint, and 3) focusing on the larger goal - how do we as a team get the work done while making sure the concerns of both sides are addressed?

Follow Up Conversations

Although an individual conversation may be over, the opportunity for dialog rarely is. This is particularly true for individuals who must work together long term and can influence each other's career success for better or worse. I once consulted with an individual who was hired on the spot by a library director and placed in a unit without consultation with the unit supervisor. This action set up an awkward triangle between the individual, their supervisor, and the library director. The supervisor should have immediately cleared the air with the individual and discussed how to move forward. When the



individual found out three months later how they'd come to be hired they decided that it was too late to do anything about it. It's never too late! The individual could have talked to the supervisor about what had happened and how the two of them could move forward together. Yes, these conversations might have been excruciating but well worth the time. In the end, all three individuals were hurt by what happened due in part to the decision each made to avoid talking about it.

Any time a conversation is bothering you, think about why and what to do about it. Find a coach or advisor who can talk through it with you. What was it that bothered you? How might you approach a follow up conversation with them? If it feels risky, perhaps you might ask another individual to go with you. Practice with small issues to build your confidence. Consider practicing on family and friends before jumping in at work.

Everyone Knows but that Person

Think about your colleagues or people you know. Can you think of a person so negative that they are labeled “toxic” and people avoid them? Or one so talkative that people avoid them because the conversation never ends? Over the years I've been struck by how often I've encountered a situation where people were complaining about a colleague's difficult behavior, yet no one was talking to the subject of the complaints or the individual's supervisor.

We've been taught not to tattle or tell on each other, but this is a disservice to individuals with problematic behavior. Sometimes assumptions are made that the individual has been told, but perhaps they didn't get the message in a way that helped them understand. Offering constructive criticism and taking responsibility for sharing our experiences in ways that can help others improve their performance is a leadership skill that can be used at any level. If someone's behavior is negatively affecting others, it may be time for a “come to Jesus” meeting, where the individual is explicitly told about the behavior, its impact on others, and the coaching to improve begins.

So, do any of these situations sound familiar? Do the suggested alternatives sound like things you could do as a leader? Watch for opportunities, even small ones, and be courageous.

We ARE Listening—Tell Us More!

Jenny Grenfell: President-Elect, Pacific Northwest Library Association

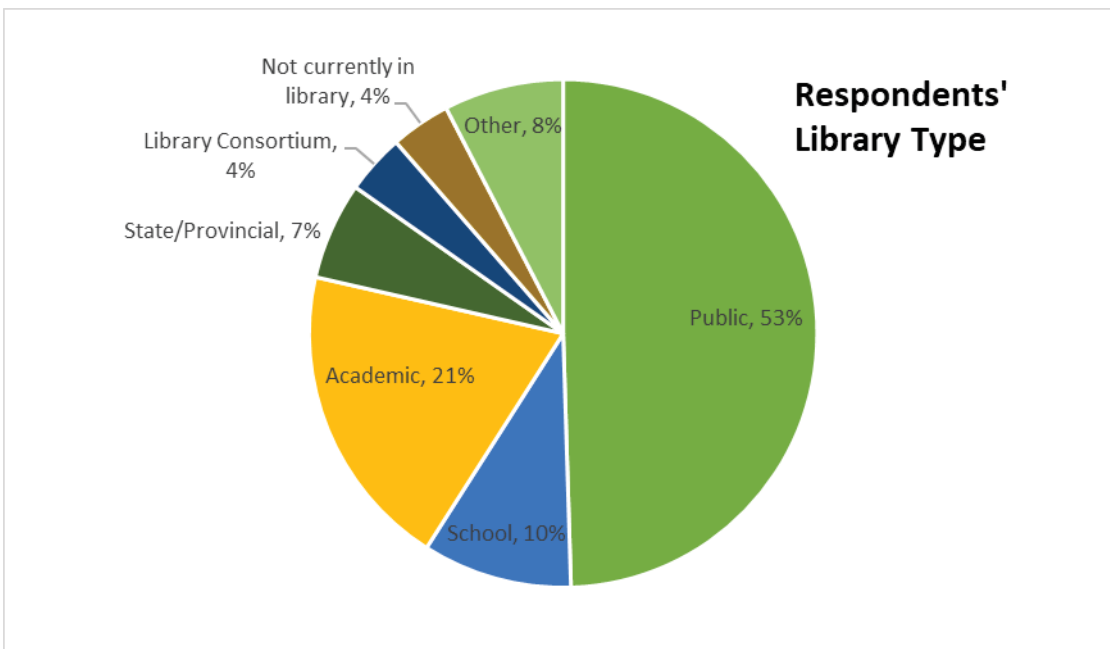
Lisa Fraser: Treasurer, Pacific Northwest Library Association

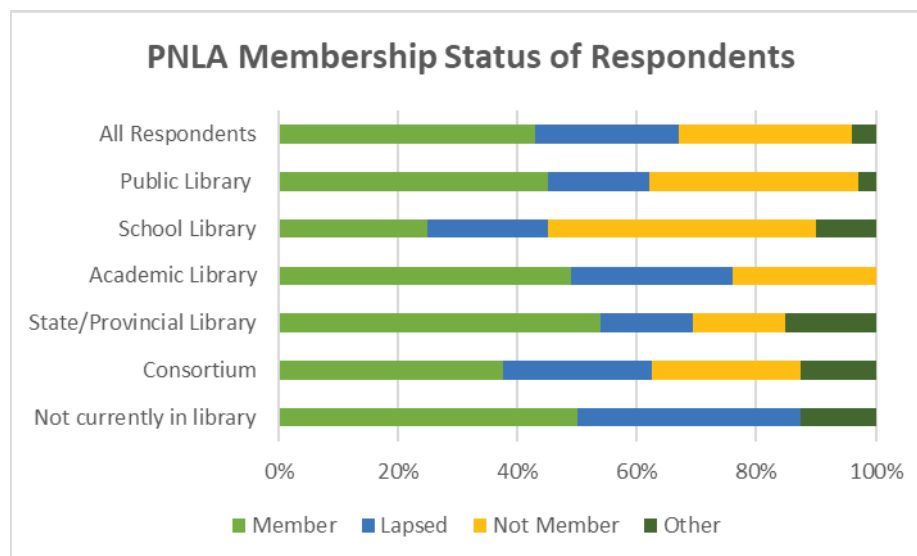
Keywords: association membership, Pacific Northwest Library Association, member survey

Citation: Grenfell, J. & Fraser, L. (2018). We ARE listening—tell us more! *PNLA Quarterly*, 82 (2).

Under the leadership of PNLA President Rick Stoddart, the PNLA Board has started to examine who we are as an organization, and how we can most effectively serve the librarians and communities in our region. To that end a survey was undertaken to obtain feedback from members and nonmembers alike about the value of PNLA for library staff.

There were 195 total respondents. A little over half of those work in public libraries, with academic libraries being the next highest category. School libraries and “other” (tribal libraries, students, hospital libraries, private sector, and executive directors) were the third category, and a variety of library types made up the remainder. (See a summary of survey results at the end of this article.) Interestingly, only 43% of respondents were current PNLA members, though several indicated affiliate or institutional membership.





Although only about 40% of all respondents were active PNLA members, for staff of state/provincial libraries, members made up more than half of those responding to the survey.

Networking! People value the networking opportunities within PNLA above all else. Several mentioned the international aspect of the organization as an added benefit. Related to that idea was the high value placed on the professional development / learning opportunities and attending the conference. Having the conference rotate through the region helps make this event accessible to a wider range of library folk. Other membership values are the Leads leadership institute, the Young Readers’ Choice Award (YRCA), the *PNLA Quarterly* publication, and the job listings on our website.

Ranking of current PNLA activities

| Ranking | Overall | Public | School | Academic | State/Province | Consortium | Not in Library |
|---------|------------|------------|------------|------------|------------------|-----------------------|----------------|
| 1 | Conference | Conference | YRCA | Conference | Conference | Conference | Conference |
| 2 | Job board | Job board | Conference | Job board | Job board | Quarterly + Job board | Quarterly |
| 3 | Leads | Leads | Quarterly | Quarterly | Leads | | Job Board |
| 4 | Quarterly | YRCA | Leads | Leads | Quarterly + YRCA | Leads | Leads |
| 5 | YRCA | Quarterly | Job board | YRCA | | YRCA | YRCA |

A few significant differences were apparent between respondents from different types of libraries. While all other groups ranked the annual PNLA conference as having the highest importance, school library staff gave the top spot to the YRCA. Conversely, the job board scored lowest for that group, while ranking second among most of the other groups. Not surprisingly, YRCA scored lowest for staff in academic libraries, who are less likely to work with school-age children and teens. The *PNLA Quarterly* had high importance for those in library consortia and not currently working in libraries, and

scored lowest for those working in public libraries. This information will help the PNLA Board prioritize and more effectively target our key activities to specific audiences.

There was significant interest in having the organization become more involved in the area of rural/small libraries as well as becoming more inclusive of First Nations/ Native American tribal libraries. We have moved ahead on the first by joining the Association of Small and Rural Libraries as an institutional member. Jenny Grenfell will be attending their conference in September to connect with folks and let them know about PNLA, as well as finding out how our members can benefit from our membership in this group. Following advice from many respondents we are moving carefully in the area of working with First Nations/Native American groups. We need to listen, learn, and open opportunities for conversation in our search to become more diverse. Rick and Jenny have started this process by joining AILA and following their listserv.

This survey was a wonderful opportunity to receive input regarding what is perceived as important by our community! The responses to the question “Please tell us what other areas PNLA might consider emphasizing” had 74 distinct responses. Sorting these into broad categories showed that there is a great interest in the following areas:

- Professional Development – especially a desire for PNLA to increase the use of video conferencing and digital learning options.
- Teacher-Librarians/School Libraries – there is an accurate perception that this is an underrepresented community within the larger group.
- Academic / Special and other library types – people want more networking opportunities among similar library types
- Larger diversity within the group, and more sensitivity to issues surrounding LGBTQ library staff as well as those with cultural affiliations.
- International Federation of Library Associations (IFLA) – there is some interest in seeing PNLA join this international organization. We have decided not to pursue it this year, but it is on our radar as a way to network more effectively in the international community.

What this survey told us was that we have an amazing diverse and passionate community of library workers! There were so many suggestions for improvement and ideas for new focus that we definitely see the mandate for refining what we do. We will be working on this in the coming year. But great organizations are NOT a spectator sport. We are so much stronger when we have not only your input, but your help. Please consider volunteering to help with one of our current opportunities - our annual conference in Kalispell is coming up August 1-3, and can definitely use help with that (or next year in Spokane). Other opportunities are the YRCA committee, or helping with Leads as we look toward next year. New opportunities to engage will become available as we reimagine our organization, and every year we need people willing to step up and run for a position on the Board.

In the coming year Jenny, as PNLA President, will be attending many of the local conferences with the specific purpose of gaining knowledge and input about how PNLA can continue to grow as a benefit to its members and an asset in our region. Please don't hesitate to contact us at any time with ideas or input – we ARE listening!

Appendix: Summary of 2017 PNLA Interest Survey

What sort of library do you currently work in? (total responses 195)

- Public 53.31%
- School 10.26%
- Academic 21.03%
- State/Provincial 6.67%
- Library Consortium / System 4.10%
- Not currently in library 4.10%
- Other 8.21% (*this included tribal, retired, hospital, executive director, student*)

Are you a PNLA member? (total responses 195)

- Yes 43.08%
- No 29.23%
- Lapsed 23.59%
- Other 4.10% (*this included "planning to join", "I think so", "I don't know", institutional /affiliate member*)

What is the greatest benefit of PNLA membership? (total responses 195)

This was a text field – the answers were loosely categorized and summarized for the article above

Please rank current PNLA activities by importance to you. (total responses 195)

Note: this question asked participants to rank items 1-5, with 1 being high. The percentages were weighted and combined to arrive at a score.

- PNLA Quarterly Journal ranked 4th - score 2.75
- PNLA annual conference ranked #1 - score 3.83
- PNLA LEADS ranked 3rd with - score 2.89
- YRCA ranked 5th with - score 2.46
- PNLA Job Board ranked 2nd with - score 3.07

In addition to current PNLA activities (YRCA, LEADS, etc) the PNLA Board is considering emphasizing the areas listed below. Please check which areas you think PNLA should emphasize.

- International Librarianship (e.g. join IFLA) 33.33% - 65 responses
- Native American/ Indigenous Peoples' libraries, collections and librarianship 64.10% - 125 responses
- Rural and small libraries (e.g. join ASRL) 71.28% - 139 responses
- I am not in favor of PNLA emphasizing any of these areas 11.79% - 23 responses

Please rank the suggested areas of emphasis for PNLA by your preference:

Note: this question asked participants to rank items 1-5, with 1 being high. The percentages were weighted and combined to arrive at a score.

- International libraries emphasis ranked 3rd – score 2.25
- Native American / Indigenous People's emphasis ranked 2nd – score 2.96
- Rural/Small Libraries emphasis ranked 1st – score 3.16

No additional emphasis – ranked 4th – score 1.63

Please tell us what other areas, besides those listed above, that PNLA might consider emphasizing and why you think they would be valuable.

Note: there were 74 responses to this question, which were grouped into broad categories and summarized for this article.

PNLA Leads: An Attendee's Perspective

Vanessa Vélez: Librarian, East Bonner County Library, Sandpoint, ID

Keywords: leadership, library leadership, leadership training

Citation: Vélez, V. (2018). PNLA Leads: An attendee's perspective. *PNLA Quarterly*, 82(2).

In the crisp and rainy final week of October 2015, I attended PNLA Leads at a quirky little hotel on the beautiful Washington coast, and can unequivocally claim it as one of the most rewarding experiences of my professional life. It was challenging and exhausting, but worth every minute of frustration and lost sleep. As part of my leadership journey, the Leads institute stands at a crossroads of my previous experiences and my future endeavors; I had just finished my MLIS program in the spring of that year and taken on new roles at work, but hadn't yet given much thought to what kind of leader I wanted to become, if any. The Leads institute broadened my understanding of what a leader could be and provided me with a valuable toolbox of ideas and skills for enhancing my personal and professional growth.

Although Becky Schreiber and John Shannon are no longer facilitating, I was lucky enough to attend their last year while receiving the added benefit of partial facilitation from experienced PNLA professionals. Becky and John kept us on track and motivated, and not always gently! I appreciated that, while always respectful, they didn't take no for an answer or allow excuses. They knew we were there to learn, and they made sure that we did. In that one blustery week, we covered personal leadership styles, motivation cycles and group dynamics, environmental assessments, personal and professional visioning, self-confidence and resilience building, transition cycles, relationship building, and self-evaluation and self-empowerment. On top of all that, we were encouraged to write "morning pages" (from Julia Cameron's *The Artist's Way*) and use a reflection journal. In the evenings, after dinner, we all attended "Mentor Moments," fireside chats led by different PNLA leaders, who used these times to share excerpts of their personal journeys with us and answer audience questions. The intimacy of these listening moments provided a welcome respite from the intensity of the day's work and allowed us insights into the leadership stories of respected colleagues.

In addition to increasing our connections with our mentors, these informal storytelling sessions helped us understand that achievement and growth do not necessarily occur along a straight line from point A to point B; rather, setbacks and surprises along the way might force unwanted detours. Through personal revelations, we understood how our responses to these detours determine the level of our subsequent success or failure, and the importance of retaining a growth mindset with an attitude of personal responsibility and agency, instead of a fixed mindset of victimization with an inability to learn or grow.

One of the most valuable aspects of the institute was this forced intimacy; as a guarded person by nature, it's not easy for me to open up and express my fears or opinions, but the packed schedule and fast pace of the various activities didn't leave much room for shyness –if you didn't participate, you let your group down. Most of us librarians will understand this sense of duty, at least, even if we shudder at the thought of expressing our innermost desires with total strangers. Serendipitously, I had just finished Amanda Palmer's *The Art of Asking*, whose similarity with Brené Brown's *The Gifts of Imperfection* struck me as slightly suspicious, until I read Brown's foreword to Palmer's memoir and realized that it was simply kismet that these two books approached the same topic – vulnerability – from

such different backgrounds (one academic, the other experiential). In any case, I firmly believe that reading these two books shortly before attending the Leads institute enhanced my experience there by making me more receptive to the lessons imparted by our mentors and facilitators, and I highly recommend both to anybody interested in increasing their creativity, compassion, and courage.

Something else the institute taught me was that there is no substitute for experience. You can read all you want, but the only way to become truly comfortable speaking from your authentic voice is by practicing doing so, in real life, with real people. Although PNLA Leads felt more exploratory (and safer) than most real-life situations, it was a great testing ground to flex emotional or intellectual muscles you might not use every day, such as empathy, compassion, active listening, improvisation, discomfort, and enthusiasm. The Leads facilitators recognize that the institute can feel like a bubble, with the danger of returning to your “normal life” and being too busy putting out fires to consciously apply any of the principles or strategies learned during the week. Accordingly, they provide ideas for re-entry which include developing a “30 second commercial” (i.e. elevator pitch) describing the lessons learned at Leads, as well as a list of commitments to be developed by the attendee.

I could go on about the various activities and networking opportunities at PNLA Leads, but it’s probably best to experience it yourself. If you ever get the opportunity to attend, here is my advice on how to make the most of it:

Do the homework. Even if you don’t believe in Enneagram or other personality typing, it’s worthwhile going through the quiz to practice self-assessment and self-reflection.


Do the work while you’re there! Although it can get exhausting, morning pages and journaling help provide you with valuable insights and set you up for the day with a focused and receptive mindset.

Sleep, rest, get outside; whatever recharges you. Try to get enough shuteye, but also make sure to take some reflective time by yourself to allow new connections to trickle through your consciousness as you work through the concepts presented during the day’s activities.

Try not to bring your regular work with you. John and Becky told us we wouldn’t have time for it, and they were right. While you probably can’t avoid checking your email and connecting with family or coworkers, you’ll get the most value from Leads if you are able to focus fully on it instead of splitting your attention.

And finally - take the personal action plan seriously! If there is one thing I regret about Leads, it’s that I let my momentum from it die down in the wake of my regular work demands. I also regret not keeping in better touch with the friends I made at the institute. I met some incredible people there, and in this age of interconnectedness, there’s no excuse for not reaching out, even just to check in. That’s my goal for this week.

In a nutshell, PNLA Leads is worth it, and if you get the chance to attend, you should! If you can’t attend, or you already have, consider supporting the institute through donations to allow others in our



profession access to this wonderful resource.

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You're a Library Director, Now What?

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Abstract

This paper briefly examines three areas that individuals new to library leadership should focus on during their first year as a new library director: creating relationships, understanding financials, and identifying a leadership style. While this paper is written with the public library administrator in mind, the areas and ideas showcased are easily transferrable to academic, government, and special library administrators.

The intent of this paper is to increase awareness and understanding of these three important topics:

1. Creating relationships and listening for understanding;
2. The financials of your organization;
3. Identifying personal strengths and weaknesses, expectations, and leadership style.

Introduction

Leadership within a public library is a constantly changing dynamic. One of the reasons is that public libraries are constantly changing—offering new services, integrating new technologies, and hiring more diverse expertise, to name a few examples. To be an effective leader, one must be willing to adapt to the multitude of changes one faces as the head of an organization. This paper focuses on three areas—creating relationships, financial understanding, and leadership style—that professionals new to library leadership should contemplate as they take on their new roles. Of course, there are numerous other areas of library administration to explore and become acquainted with over the course of the onboarding process. The ideas discussed in this paper were chosen as they relate to all forms of libraries: public, academic, government, special, rural, urban, those with or without branches; and of all levels of number of employees and budget allocations. For the purpose of this paper, the terms leader and leadership are interchangeable with the terms library director and library administrator.

Congratulations!

Welcome to library leadership! Perhaps this is your first foray into library administration. Perhaps you have experience being a department head, branch manager, or other type of management within a library. Perhaps you have experience already in library administration and are looking for a different perspective or insight to foster more personal growth. Whatever the case, I am glad that you are taking the time to read the ideas shared in this article. Leadership is a tricky endeavor. It takes time to cultivate and hone one's leadership skills. It takes time to learn what works for you and what does not work for you. While it may seem that leadership is a lonely place, it does not need to be this way. Some of the best leaders I have had the privilege to follow were the ones that realized early on that while the leader of an organization may be an island, the staff members and community partners surrounding this leader



form a powerful and much needed archipelago.

Before embarking on the three main ideas briefly discussed in this article, I want to share some other aspects of leadership that I have found to be extremely beneficial in my own leadership journey. Not all of these experiences will be useful to you. But I think many of them will. The first one is humility. Ego has a tendency to make leadership corrosive. Check your ego. Just because you sit in the corner office, make the most money, or have the best perks regarding your position within an organization, you do not necessarily know all the answers, have the best solutions to a problem, or even fully understand all that happens within your organization. Accept that as a leader you need to humble yourself before your staff, the public, and stakeholders by knowing when to ask questions, when to remain silent, when to just listen, or when to say three of the most powerful words in the human language: I. Don't. Know. If you are able to do this, you are well on your way to developing trust with your staff, the public, and your stakeholders.

The second aspect I wish to share is the concept of being part of a team. As the leader of your organization, it may be easier to lead from afar. It is comfortable to watch from a safe distance as your staff performs your directives. Sometimes this is needed. That being said, more often than not, your incorporation and participation within the team is more advantageous to you, your staff, and the overall success of your organization. Make the effort to be part of the team. This does not mean that you micro-manage every aspect of the work going on within the organization. What this means is that you have taken the time to engage with the multitude of projects, services, or resources your organization offers or is currently developing. Aim to be conversational about these many offerings. Again, you do not need to be an expert, but you should not be a deer in the headlights about a topic if approached by the public or your stakeholders about what your library offers.

The third thing I want to share is the importance of patience. Patience is a gift. Unfortunately, patience is sometimes dressed in an unflattering outfit disguised as indecisiveness. As a leader, strive to know the difference between being patient and being indecisive. Being patient means gathering all of the information you need to make a well-informed decision. This may come in the form of research, public hearings, or staff input, to name a few. Being indecisive means having the information and not committing to an actionable plan. If you are a new leader, you may fear making the wrong decision. While this is a legitimate fear, I have bad news. You will make a decision that will not be popular. Making unpopular decisions is part of leadership. The goal of any leader is to be able to provide sound evidence to support why a decision was made.

And, when you are able to provide evidence as to why a decision was made, this allows the fourth thing I want to share: ownership. As a leader, own your job. This means taking full responsibility and accountability as the leader of your organization. Bottom line: be the type of leader that you would like to follow. Own your mistakes. Share the successes. Be a consummate cheerleader for your staff and your organization. Set the standard for excellence, but at the same time don't pass the buck for failure. And, remember, failure is not the ghastly monster most commonly projected within one's mind.

Finally, do everything in your power to navigate around the pitfall of what I deem to be the most egregious error of leadership: You do not need to be better than your predecessor. That is not your goal.

While the reason that you are in your leadership position may have something to do with the actions of your predecessor, your goal is to use your skills to enhance your organization, to make it better through your skills of leadership. In all likelihood, you have never been in competition with your predecessor. Don't start now. Be you. Set your own leadership goals. Form relationships. Strive to gain an understanding of your organization. And, take a breath. Leadership is extraordinarily fun, even if difficult.


Listening for Understanding and Creating Relationships

You have moved into your new office. You have business cards that proclaim your new title. You have all these ideas yearning to escape your brain. You are eager to start doing. *Now what?* Simply put: Hit the pause button. The inclination to start doing and making changes seems to be the right path. However, in most cases, it is not. There will be a time for doing, just not yet. Right now is a time for listening. So before you set in to action your plan to revolutionize your organization, give yourself some time to better understand your organization. Plan for the first six months (a year is better, if you have the flexibility) to begin an information gathering and listening tour. Even if you were promoted from within your organization to the position you now hold, you need to be able to adjust to this new perspective. The view from leadership is vastly different from almost all of the other positions within your organization. Certainly make changes, if needed. But try not to make any sweeping changes until you have had a chance to become, to the best of your ability, informed about the areas that need to change.

During this information gathering and listening tour, acquaint yourself with the history of your organization. In all likelihood, you are not the first person to have this office or make decisions for your organization. During this time, try to understand the rationale behind your predecessor's actions and decisions. You will probably find an area or two that will mark a beginning for your own changes. You will also probably find that some areas that you want to change cannot be changed. Regardless, you are acquiring historical and institutional knowledge of your organization that will be extremely useful to you as you grow as a leader. In other words, honor the future of your organization by understanding your organization's past.

Next, while you are gaining a historical understanding of your organization, strive to understand your organization through internal and external cultural lenses. Before attaining your current level of leadership, you may have not been aware of the external cultural relationships your current organization currently has, or the ones that were once strong but have now become weak. This is a time for reaching out to these partners to better understand how your organization and their organization can best complement each other. This is also a chance to share your vision of the future of your organization with potential stakeholders. Internally, take the time to understand the environmental culture of your organization as to how it works, its organizational structure, and the overall temperament and health of the staff. Many new leaders are so eager to begin making changes that they fall victim to not fully understanding what these changes could mean to the overall health and mindset of the staff. If done properly, acquiring the internal and external culture understandings may provide insight to how you want to make changes, the strategies you will employ, and potential staff members who may help in this process.

As you get a better historical and cultural understanding of your organization, it is also crucial to un-



derstand the political battlefield of leadership. I wish I could say that politics will be nominal in your new role. That is most likely not the case. Every new leader should strive to get a basic understanding of the political atmosphere of not only the organization they are leading, but also a reading of the political environment of the community their organization serves. It is important to remain apolitical as an organization. But politics does play a role in all organizations. Sometimes just having a cursory understanding of prior political battles of your predecessors allows for understanding of how not to approach an issue. Understanding the politics of an organization will also help with understanding how an organization is financed, the services it has previously provided, and dynamics and relationships with the staff, the public, or even stakeholders.

Each of these areas—historical, cultural, and political—take time to navigate and explore. But bypassing this first step is a sure way to experience (and find!) problems that with a bit of foresight could have been avoided until a more solid foundation of understanding had been achieved. Gathering information in these areas also helps you better understand the areas of strengths and weaknesses in your own leadership style. By exploring each of these areas you have proactively begun the process of developing relationships. And it is through relationships that the overall success of your organization depends.

As a leader you provide the vision for your organization. But this vision cannot come to fruition without staff believing in the vision. This time of information gathering and listening is also a time to begin creating relationships with your staff. As their new leader, you have to acknowledge that some of them may have wanted someone else hired instead of you. This can be a hard pill to swallow. Check your ego. Instead of ruminating that they wanted someone else in your office, take the time to get to know them. If possible, spend 20-30 minutes with each staff member over the course of a few weeks or months. Learn how they best succeed under a leader. This is an arduous task. It takes time. But leadership is not a one-size-fits-all approach. A good leader can get everyone going in the same direction; a great leader will understand how each of their team members moves in order to go in that one direction. Investment in your staff is one of the best investments you can make for your future as their leader. This is also a time when you can express your expectations of them. And, if you are bold, you can ask them what they expect from you. It is difficult enough being a leader, but it is even more difficult to be a leader not knowing what expectations your staff has for you and your role within leadership. And should you have this conversation with your staff, be prepared to not receive feedback immediately. For some of the staff, this request for feedback may come as a surprise. It is not often that a leader will willingly make themselves vulnerable in order to grow.

Once you have begun the process of creating relationships with your staff, extend this relationship building to the other entities that are striving to make your organization successful. For example, reach out to Library Board members, Foundation members, and Friends of the Library Board members. Ask them to help you gain a better understanding of your organization. Create an open avenue of trust and discourse. As with your staff, share your expectations of each entity while also asking for their expectations for you as a leader. Establishing relationships with these entities also provides the opportunity to meet other leaders within the community. The people on each of the boards mentioned above are on these boards for a reason. They are most likely connected and influential within their sphere of influence. Use their knowledge to share your vision, grow your organization, and to gain access to the com-

munity you serve. Obviously, this will take time. And, for some, it is a giant step out of a comfort zone. But libraries are changing. And change comes through collaboration.


Budget and Financials

The organization's budget is more than just its lifeblood. The organization's budget is also the main tool that leadership uses to allocate, strategize, and organize new opportunities for services, resources, and potential partnerships. Understanding the organization's budget is a process. Start by understanding the funding mechanisms. If your library gets funding from a city or county, understand the mills ratio and allocations. Acquire information about the history of the budget. When was the last time the budget experienced growth? When was the last time the budget was cut? Why was the budget cut? This knowledge will help with the yearly budget planning process. Additionally, if your organization has a Foundation or a Friends of the Library group that contributes a yearly allotment, how much is this? How have these monies been used? If there are other outside revenue streams, what are they? How are these monies used? You have to become conversant about your organization's budget in a way that will enable you to speak with authority on the simplest of inquiries or the hardest questions posed by a governing body. And as with creating relationships, this takes time. Ask for help. Ultimately, you will be the one responsible to answer for and oversee your organization's wealth and monetary resources.

With this information, use what you have learned before the yearly budget process. In some organizations, the Library Board will set the budget. In other organizations, the budget is determined by city officials. In some cases, it may be a combination of the two or even have a third option. Regardless of the funding authority, you want to be able to understand why monies were allocated in the manner in which they were. Oftentimes, budgets are stressful because they are not fully understood. Save yourself worry and a late night outing to the pharmacy for Maalox by doing your homework about the financials of your organization.

But budgets demand honesty. Conjuring money from nothing is not an option. This means that when times of trouble do approach, the best defense is a well-informed offense. Within the budget, begin the process of identifying areas where cuts or reallocations can be made. Start with the external databases used in your organization. What are cost per usage statistics? How long has the library been paying the current price for the resource? Can the price be negotiated? Are there different options for the resources? Can the resource be acquired through a consortium or other outside partnership? If using the databases is not optional, study the collection development budget to see if cuts or reallocations can be made in this area. Again, statistical analysis of usage in each area of a library's collection could provide a source of savings. I do not recommend cutting personnel or services to save money.

Finally, unforeseen expenditures will happen. But even unforeseen expenditures can be predicted and planned for. Technology will always need to be upgraded. Plan for it. Library vehicles will need to be replaced or repaired. Plan for it. The facility itself, even if new, will have costs associated with it. Plan for it. If you are completely new to this position of leadership, it is time to become proactive in financial planning for your organization. Make sure that there is a schedule for replacing technology, equipment, library vehicles, or even personnel. This may take a year or two to fully design and implement,



but it is worth it. And if you are an old hand at leadership, ensure that there are plans in place so that once you leave your post your successor will not have to worry about the financial quagmires.

Leadership Style

Leadership style should never be so set that it cannot change. The best leaders are versatile in their leadership abilities. During your information gathering and listening tour it is also important that you take the time to reflect upon yourself as a leader. Once promoted to leadership it is easy to project in your mind how you will be as a leader. Perhaps you already have a notion of what type of leader you want to be within your organization. This is not necessarily a bad thing to imagine or contemplate. However, caution ought to be applied to this type of thinking. For it is only when a person has been in a leadership role for some time that they are made fully aware of their leadership abilities and also what type of leader is needed for the organization. Again, leadership skills take time to fully realize. Every day should provide an opportunity for growth. In the first six months (or a year!) take the time to fully understand your strengths and weaknesses. We all have different strengths. And we all have different weaknesses. Perhaps your strengths can help camouflage some of your weaknesses. This is a good strategy at first. But sooner or later, your weaknesses will have to be addressed. And if you have begun the process of cultivating relationships with your staff, the public, other library entities (FOL, Board, Foundation), and external stakeholders, you already have an army to help you overcome your weaknesses.

The most successful leaders are the ones who are willing to change in order to meet the demands of their organization. Failure in leadership oftentimes happens because those in leadership positions are too stubborn to admit that the needed change for the organization needs to start with them. This may be as simple as being more inclusive in your communication. Or it may be as difficult as undertaking the necessary steps to rearrange administration, removing personnel, or adding or relinquishing responsibilities at the management level. Unfortunately, there is not a magical elixir one can drink to become the best leader for their organization. Time, preparation and a proactive mindset are your allies.

And just like the transition your staff is experiencing under the guidance of new leadership, you, too, are experiencing a transition. Give yourself the flexibility to learn from others as you become acclimated to your new role. If possible, find a mentor. Study different leadership styles and strategies. Speak with other library administrators. Join a professional association to gain insights to leadership. You know that you will have things to learn. But there are many things you are still unaware of that you will be expected to know. Much like everything else during your initial months on the job, this, too, will take time. The key is to make this time productive for you, your staff, your stakeholders, your governing body, and your partners.

Conclusion

The three areas covered in this paper—creating relationships, understanding financials, and developing one's leadership style—are only the basics of what to contemplate when becoming a new library administrator. It takes time to find success in leadership. And while you will assuredly fail at some point, you will also experience great success. Appreciate this balance. Take the time to gain a better under-

standing of your organization, your role within your organization, and the leadership needs of your staff. Develop relationships with your staff, the public, special interest groups, partners, and all other stakeholders. Strive to be fluent in all aspects of the financials of your organization. And be flexible. Leadership is difficult, to be sure. But a successful leader can be transformative. Endeavor to become the type of leader you would want to follow within an environment in which you would like to work.

In the Interim: Leadership Shorts from Three Interim Library Leaders

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Kim Read: Interim Dean of Libraries, Concordia University Portland, OR

Keywords: leadership, library administration, library leadership, interim leadership, succession planning

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Leadership can take many forms. For some it is leading by example, while for some it is more authoritarian, and yet others may have a team leadership model. Whatever the leadership model is, how does it change in a short term appointment? This article gives three perspectives from interim library leaders at different institutions. One is a large state university, one a private college, and one a smaller state university with a tech focus. While the institutions and the circumstances of the interim roles may be different, there are similarities that cross all three.

Change, communication and transparency, and balance are three of the themes all three interims mention. These are often themes in modern academic and library leadership. However, putting an expiration date on the leader adds some complexity. What needs to be done in the short term? What can be done in the short term? And what plans can be laid for the future that allow a new leader to adapt or change them in the long term?

Portland State University

I am currently serving as Interim Dean at Portland State University Library. Since 2006, my role here has been as Assistant University Librarian (AUL; similar to an Assistant Dean) for Administrative Services, Planning, and Digital Initiatives. In my role as AUL I have responsibility for, or at least influence on, high-level library decision making. Though I find my experience has prepared me well for this interim role, it's also very different being the final decision-maker.

Balancing long-term decisions v. short-term position

The biggest challenge in being in a temporary position is having to make decisions that have long-term impact. In these situations, I try to determine if I must make a decision or if it's something that can be delayed. In these situations, I rely on consulting with others, examining the pros and cons of the choices, and trying to project what the likely outcomes might be for each option. The following are a few principles I use when making decisions.

Transparency

In the best of times, transparency in decision-making is always a good practice, but I find it even more important during interim leadership. There's a domino effect when someone is serving in an interim role; some of their responsibilities have likely moved to others, and so everyone is doing more work. People become stressed in this environment. Staff may feel uneasy without a permanent leader. When discussing problems, challenges, and possible courses of action on a topic, I like to present the problem, its associated elements, and my preferred solution with a rationale of why it's my preferred solution. I

try to explain what I'm trying to accomplish or trying to avoid. When everyone understands an issue, you're more likely to have a constructive conversation. I try to be open and listen to concerns and alternative ideas, and be open to other solutions. I find that when I make a decision and someone disagrees, if they understand the context and why I made the decision they are more likely to make peace with it and move on. I also use various consensus techniques to help us get to better decisions. These tools help me better understand how strongly people feel about the options.

Over-communicating

I try to use multiple ways to communicate on the same issue. Repetition and different methods of communication means it's more likely that someone will hear the message. I make use of meeting agendas (and when possible sending materials out ahead of meeting time), meeting notes, weekly "library bulletin" updates, verbal communication at meetings and one-on-one, follow-up emails to specific groups or teams, etc. Everyone is busy and you need to provide many opportunities for staff to receive information.

Have fun!


Lastly, I try to have fun and incorporate fun things into worklife. At an all-library meeting, we recently celebrated Pi Day with pies and pie/pi related trivia. We also have several new colleagues and we're introducing work-appropriate "ice breaker" introductions at meetings to help get to know each other. We've also talked about a going for coffee on breaks, a weekend picnic and perhaps organized tours of the campus' underground tunnels. Incorporating some light moments during work or planned fun things during breaks or after-hours helps to organically strengthen relationships which in turn helps to increase trust among colleagues.

Concordia University

I am fortunate to serve on a team with exceptional people. They are great at what they do, work well together, are considerate, and are each individually driven by student success. It made sense, then, to start the interim role by focusing on my colleagues. I neither wanted to be the interim that made sweeping changes unilaterally, nor did I want to keep everything status quo if changes were desired. The first thing I did as Interim Dean of Libraries at Concordia University Portland was schedule one-on-one meetings with each of my colleagues. I asked the following questions:

- What's going well?
- What needs improvement?
- What would you like to stay the same?
- What would you like to change?
- How would you characterize your workload?
- What are your goals or hopes for your work this year?
- What are your goals or hopes for the library this year?
- What concerns do you have?

Using their feedback, I started the year by outlining library goals and priorities with the student-



driven expertise of our faculty and staff. Some areas identified for improvement included budget transparency, collegiality, interlibrary loan cross training, access to assessment tools, and procedure documentation. Regarding transparency, I shared the discretionary budget with our full-time faculty and staff and established an open door policy for fielding questions about the budget. Each month, I share the monthly summary report with the team. Regarding collegiality, many team members wanted to understand each other's roles better and build relationships with each other. To address this, at each department meeting, one or two team members are asked to share details about a project to build understanding of their specific role. Additionally, we now hold optional events to volunteer as a group at external non-profits once a semester. For the other identified areas, I made administrative and budgetary decisions to support cross training, assessment tools, and procedure documentation.

Serving as interim is an opportunity to define and establish expectations and priorities of the Dean position before a permanent Dean is hired. For example, it is part of our culture now, that budget transparency is expected of the Dean. Additionally, I scheduled multicultural competency trainings for our team throughout the year, similarly establishing an expected part of our culture. While the possibility exists that a new Dean might make changes, establishing procedures, defined role expectations, and policies that prove successful will hopefully become part of the library's more permanent organizational culture.

These are brief examples of the internally-focused work of Interim Dean. Externally, it also made sense to approach the work as if it would have long-term effects. I have engaged in relationship building, collaboration, and advocacy wholeheartedly. Because those things are so crucial for libraries, I wanted to ensure we didn't lose ground in any of them.

Finally, with both an internal and external focus, our library is embarking on a process I am referring to as, "strategic planning lite." We will complete this by the end of the fiscal year, defining who we are, what we do, the value of what we do, how we assess this value, and how we contribute to the university's overall mission and vision. The library has not previously engaged in strategic planning work and we are excited to define and share the library's identity and value.

It has been a great honor to serve as Interim Dean. I feel grateful to be supporting such an outstanding group of library people and join with them to lead from a student-centered philosophy.

Oregon Institute of Technology

For me, my interim has been as a change leader. Change the organization structure, change the director to a dean, change to a more open door transparent culture.

At a recent event a library director told me, "Leadership is Partnership." This has come 6 months after I first took on an interim leader role, but it is the tone I have tried to convey. In this together, we can make a better place to work. In this together, we can build a library that thrives with the abundant change we are about to face.

The leadership at Oregon Institute of Technology (Oregon Tech) has had great change over the last

couple of years. In April of 2017 a new president started, in July, a new provost, and as of July 2017, the director of the library position has been open. With any change in leadership change will trickle down. With the overhaul of Oregon Tech's leadership, the change has flooded down and can be felt across all faculty and staff.

I started off my interim by talking to all the faculty and staff in the library. I had a base set of questions that I asked but let the person I was meeting with take the conversation where they wanted. I heard from many that there was a need for change. I followed this up with some exercises and group SMART (specific, measurable, attainable, relevant, timely) goal setting at a retreat about a month later. I was introduced to SMART goals as part of a budgeting process on the regional campus I am part of. This method of goal setting seemed a good way to set the tone for an interim, and to give clear timeline for the goals set.


At the same time as setting goals, I also began working on the new director of libraries position. Through research, conversations with people in the library, conversations with the new provost, and remembered conversations with the former library director we worked out a new position with a new title that could have the freedom to lead and reach outside the building walls while also being accessible to the faculty and staff within those walls. The position was posted three months after my interim officially began. As of this writing the committee is in the applicant review phase to fill the position.

By changing the director position to be more outward facing, we needed to restructure some of the inward positions to deal with the day to day activities in a more efficient manner. Part of this was already started in a bottom up process to look at staff workload while the previous director was still at Oregon Tech. The workload review showed some inefficiencies. The meetings with staff brought up a desire for change. With all this, I embarked on reorganizing the staff structure. I met with Human Resources, people who I believed would be affected most by the change and the library faculty. I proposed, listened to feedback, made changes, and proposed again. This process is ongoing. It has not been without its bumps so far. Through these I have tried to listen and adapt the plan where needed.

The amount of change brought on in my interim would make anyone take pause. It has not been all change though. Many of the structures that were already in place have remained the same. These include periodic meeting for the librarians, and for all the staff. These meetings are one way I have tried to keep as transparent a process as possible. At each all staff meeting we go over progress on SMART goals, we have some sort of activity as a group and I try to leave time to ask questions. I try to keep an open door/email/cell phone policy so people may contact me when they feel the need. And I listen. Above all I try to listen. I have tried to find that common goal where we can partner, staff and librarians, to take on the change together.

Conclusion

The occupational outlook handbook from the late 1990s said there would be a gap in qualified librarians. It seems many reports and articles since then have echoed the call for more librarians, and specifically, more library leaders to be ready. Looking at the library leaders in the Pacific Northwest region, there seems to be a mix of new leaders, and more experienced leaders; leaders at the beginning of in-



terim, and those who may be looking at what comes next. No matter how one comes into the leadership role, or how long they may be in it, a few things stand out as common threads: change, communication, and balance.

Is a Library Department Chair Essential?: The Development of the Library Department Chair at Central Washington University

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Abstract

The combined position of University Archivist and Library Department Chair in the James E. Brooks Library at Central Washington University (CWU) in Ellensburg, Washington is unique and draws curiosity as to what other academic libraries have department chairs and what is their specific area of librarianship. This article provides a review of literature on the responsibilities of department chairs and their vitality, as well as publications specifically referencing library department chairs. A comparison of the CWU library department chair to another library faculty chair in the Orbis Cascade Alliance is also provided. The history of the chair position at Brooks Library is examined as is the makeup of the library faculty. Resources for chairs at CWU and personal strategies that have proved effective in being a leader of library faculty are described.


Introduction

The position of library department chair has been in place in the James E. Brooks Library at Central Washington University (CWU) since September 2011. The challenges of this position combined with the position of University Archivist require organization and documentation to serve as an effective leader of the library faculty. The prevalence of other library faculty chairships at libraries that are part of the Orbis Cascade Alliance are researched in this article. Given the prevalence of similar positions and how the library faculty chair's role can be accomplished through department/unit heads or directors, or at the administrative level, is there a need for a library department chair? That question will be explored throughout this article.

Research Findings

What is a department chair? The literature published on this since the 1950s is abundant and provides strong evidence that a department chair is vital to the success of the department, as well as to mentoring faculty as they pursue research and scholarship endeavors on the way to being awarded tenure. The literature also describes the challenges and stresses associate with being a chair, sharing findings of several surveys and receiving feedback from hundreds of chairs nationwide on the challenges of being a chair. The literature also provides assurances to the current department chair wondering if other chairs experience the same challenges, heavy workloads, and stresses they have.

The 2010 Hyman and Jacobs article, "What a Department Chair Can - and Can't - Do" states, "Every department at a college has one: a chair who, typically, is a faculty member in that department, assigned by the dean to manage the department." In the 2016 article "Department Chair: A Retrospec-



tive Perspective" author Robert E. Cipriano states, "The department chair is a linchpin of a university... The chair is a classic hybrid-in-the-middle position; not really an administrator but 'more than' a faculty member."

The importance of a department chair is described in the book chapter "Who Becomes a Chair?" authored by James B. Carroll and Mimi Wolverton. The statistic that "80% percent of all administrative decisions made in colleges and universities are made by department chairs" goes back to a 1958 publication and it overall remains true currently. Chairs do play a central role in the governance and productivity of postsecondary institutions (Carroll & Wolverton, 2004). The authors go on to explain the difference between "faculty chairs" and "institutional chairs." Faculty chairs represent the technical core of the university and serve as part of its collegial system while institutional chairs represent the administrative and bureaucratic core. Faculty chairs return to faculty status when their term of chairs ends which is usually 4-6 years.

The 2005 Wolverton, Ackerman & Holt article, "Preparing for Leadership: What Academic Department Chairs Need to Know" concurs that the majority of the work done at the university is done at the department level and the department's success is strongly influenced by the effectiveness of the department chair. The authors share that "the real work of academic chairs demands a diverse set of leadership capabilities: well-honed communication skills, problem-solving skills, conflict-resolution skills, cultural management skills, coaching skills, and transition skills." The authors also emphasize the importance of preparing a faculty member to be chair given the complexities and stress of the position, educating them on what expectations will be, and the need to provide sufficient development for that role. They share that deans believed people skills, particularly communicating and handling conflict, were especially crucial for a chair to be successful in their role.

Authors Gmelch and Burns also shared in their 1993 publication the complexities and stress levels of department chairs. They described chairs as feeling "trapped between the stresses of performing not only as an administrator but faculty member as well." The "Department Chair Stress Index" used for this article was taken by over 800 chairs nationwide. As with other articles in this review, Gmelch and Burns use the term "complex" in describing the role of the chair as well as stating its importance in bridging the gap between university administration and the faculty. The dual pressures felt by department chairs with being a chair and a faculty member were also shared. A strong theme resulting from their survey was that chairs feel much stress in evaluating the performance of their faculty as well as resolving differences among faculty. The authors also emphasize that given the importance to have effective chairs, the administration needs to be responsive in developing productive leadership skills.

Iris Berdrow also wrote on understanding the roles of department chairs. Her 2010 article included conducting a survey of chairs to better understand the issues and challenges they face in their positions. This data collecting also included providing professional development workshops for department chairs to build upon their skillsets. What the department chair is, an effective leader and guide, should be taken into account as well as what they do, serving as an effective manager. A primary finding of Berdrow's project was the "overwhelming complexity of demands placed on the department chair." Complexities resulted from the number of stakeholders, pressure from the university, time constraints,

and as chair, being first among equals and then returning to faculty status after the chairship ends.

In addition to being the middle man between the faculty and dean, chairs oversee and maintain the department's budget, evaluate faculty at varying levels of promotion including tenure, oversee teaching assignments and workload plans of their faculty, establish department goals, oversee faculty performance standards, and are usually the first person to handle conflicts or issues among their department's faculty. Academic departments are generally chaired by a tenured faculty member of their department that is elected by the faculty and/or appointed by the dean. The chair is the leader and guide for the department and represents their faculty to the rest of the university. Chairs who retain faculty status are still responsible for meeting their own evaluations and continuing to actively conduct research and produce scholarship.

While the literature on being a department chair is abundant, there is little to review regarding library department chairs. Dana W. R. Boden has written on this topic over the past twenty years. In her 1994 article, "A University Libraries Faculty Perspective on the Role of the Department Head in Faculty Performance: A Grounded Theory Approach Revised," Boden provides a study of how library faculty at the University of Nebraska, Lincoln perceive their department chair's role in advocating and promoting faculty development. She notes that faculty expect the chair to be accessible when they are needed. Faculty also expect the chair to let them know of opportunities, both at the library and professionally, that will advance them towards receiving tenure. She notes that the literature written on chairs is almost always on chairs of teaching departments only.

Boden's 2002 dissertation *Department Chair Faculty Development Activities and Leadership Practices: University Libraries Faculty Perceptions* further examines the library faculty's perceptions of their department chair's role in professional development. Boden's 2007 article on the views of librarians regarding their chair's professional development roles restates from her 1994 article that there is still a shortage of literature on library faculty chairs to prepare or guide them through the experience.

Sherrie Bergman wrote in her 2011 article on the importance of the academic library developing cooperative partnerships with both administrative units and academic departments. These partnerships lead to increasing the visibility of the library across campus and the resources it provides. Strategies for achieving this included understanding the cultures of other campus departments and reaching out to new administrators/chairs/department heads and learning about their positions and challenges. Another strategy is for library faculty to serve on non-library committees. An example of this is the library department chair serving on a committee to represent the library and learn more about what was taking place at the university and how the library could play a part in it and vice versa. The chair was ultimately chosen to lead the committee and the committee's tasks were successfully completed with the help of the library partnership.

Green and Swanson described the library department chair's role in their 2011 article on the library reference services at Moraine Valley Community College. The department chair assigns reference desk shifts and maintains that the information at the reference desk is current. In addition to reference, all librarians also teach information literacy sessions. As with other academic libraries, the librarians at

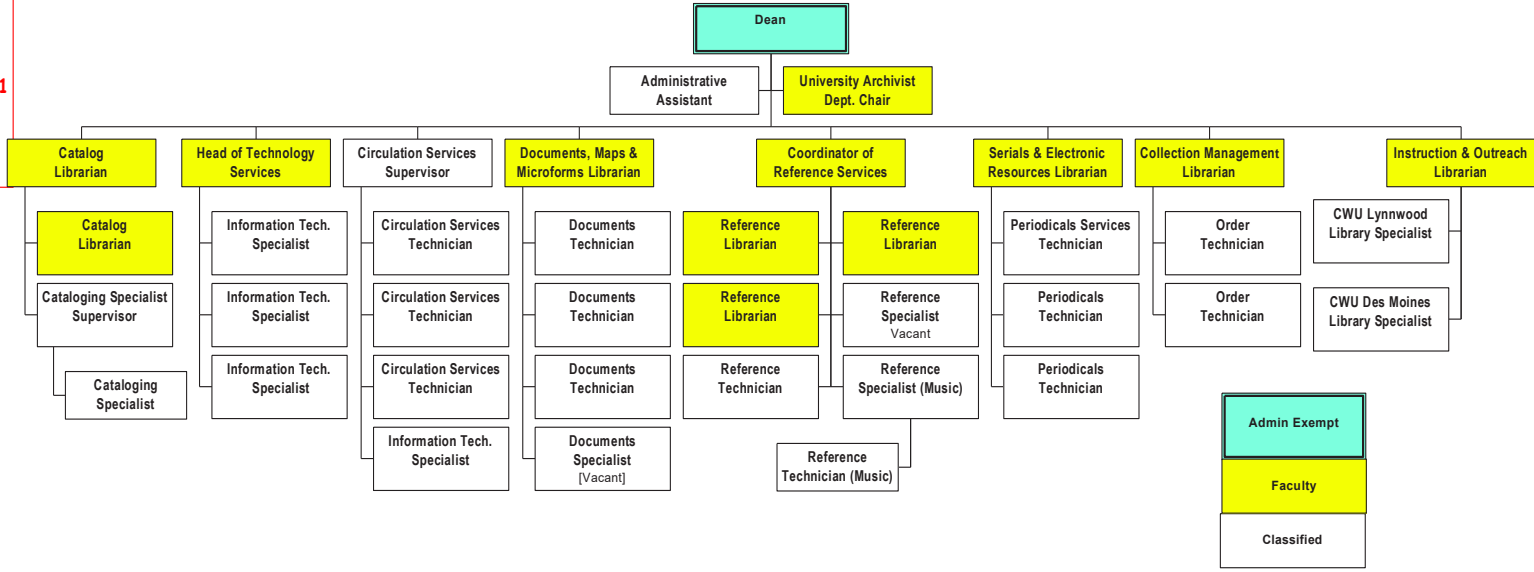
Moraine Valley Community College have many responsibilities and limited time to accomplish all of them. The library's department structure provides a way of sharing knowledge among the librarians, including monthly department meetings and a yearly planning process.

The Orbis Cascade Alliance, founded in 1993 in Oregon (Chmelir, 2015), serves as a consortium of 39 public and private academic libraries in Oregon, Washington, and Idaho. The group strives to improve resource sharing among its members through a single shared library system that enables members to share costs and centralize work processes as well as provide lending services to members. Central Washington University joined the consortium in 2002 along with five other Washington public baccalaureate-granting institutions that were formerly part of the Washington State Cooperative Library Project (WSCLP) before the merger with Orbis (Chmelir, 2015). In looking at the other members in terms of how their library faculty are organized and if a department chair position exists, the findings included two community colleges. The Clackamas Community College library's faculty includes a Department Chair and Instruction Librarian, <http://libguides.clackamas.edu/ask/alibrarian#s-lg-box-wrapper-14521594>. The Portland Community College library's faculty includes a Faculty Librarian and Faculty Department Chair, <https://www.pcc.edu/library/about/people/staff/>. Besides CWU the only other state universities that have a library faculty chair are Eastern Washington University (EWU) and Western Washington University (WWU). The EWU libraries have a faculty chair with the job title "Faculty Chair, Reference & Instruction" <https://www.ewu.edu/library/about-us/contact-us>. The WWU libraries have a "Faculty Department Chair" who is Librarian for Colleges/Departments/Programs and is in the Teaching and Learning Division, <https://library.wwu.edu/staffdirectory/subject-librarians>.

Brief History of the Library Department Chair at CWU

The creation of a library faculty chair position as a full faculty member and not an administrator was created at CWU Brooks Library in 2011 following the hire of a new library dean in 2010. The position was combined with that of University Archivist, a position that had been vacant for three years, and hired with the rank of a tenured professor. The breakdown of job responsibilities for this faculty position involved 50% as university archivist, 45% as chair, and 5% other duties as assigned. Hiring a chair for a faculty department is not a common practice as the typical chair has already served as a faculty member in the department and is voted on by the faculty to serve as chair for a term that usually lasts four to five years. The position was successfully filled and the professor started in September 2011 (Owens, 2011). The chair position was filled before the position of Associate Dean, as exhibited in the 2011 library organization chart:

**CWU Library
Organization
September 1, 2011**



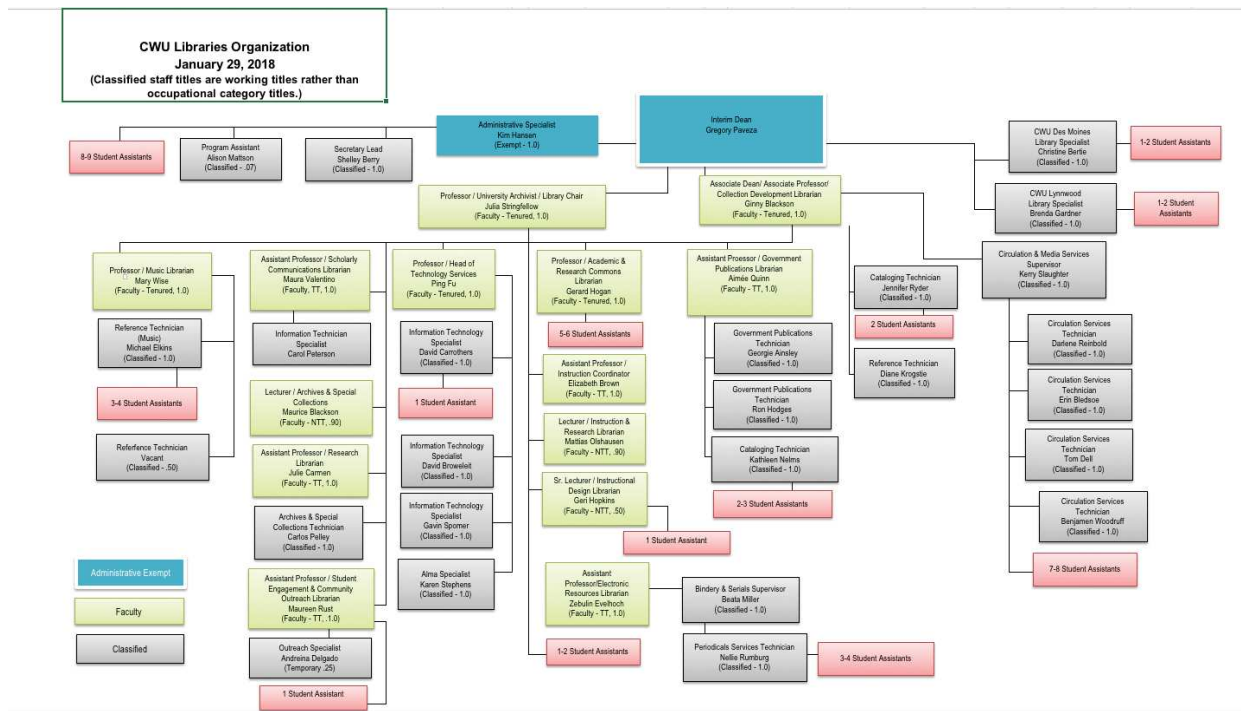
There were six tenured faculty, two tenure-track, and three non-tenure-track at the start of the chair's time at CWU in 2011. The role of the faculty chair was to lead and guide the faculty rather than serve as direct supervisor. All library faculty reported directly to the dean of libraries. The creation of an Associate Dean position and filling that position in 2013 provided an administrator in charge of the physical library building and who oversaw the staff. The chair left in 2015 and the search began for a new faculty chair, once again paired with the role of University Archivist and once again hired as a tenured professor. The job ad for the position (Central Washington University, James E. Brooks Library, 2015) included the statement "Responsible for management of university archives and leadership of faculty within the library." Archivists in the region with significant experience in the profession as well as leadership experience were contacted regarding the opening and following a search and interview process, the position was filled.

At the time that I started as Faculty Chair and University Archivist in July 2015, there were two tenured faculty, nine tenure-track, and three non-tenure track. The faculty included three others who started in the spring and summer of 2015. I came into the role not having previously served at an academic library where there was a chair. The learning curve was steep and with no other library faculty chairs in the geographic area and minimal literature specific to library chairs on best practices and issues involved with the role, other resources were pursued to gain knowledge and experience as a chair.

Description of Library Faculty at CWU

The librarians in the Brooks Library at CWU have faculty status with the same method of evaluation and promotion that the other campus faculty have. As is stated in Article 15.4.4 of the faculty Collective Bargaining Agreement (CBA), <http://www.cwu.edu/hr/sites/cts.cwu.edu/hr/files/2017-9-27CWU-UFCAgreement2017-2020FinalwithSignatures.pdf>, "All library faculty will enjoy full faculty status with all the rights, privileges and responsibilities." Library faculty are expected to perform service and scholarship work in addition to their librarianship and teaching duties. In addition to providing library instruction sessions, the library faculty also teach credit-bearing courses that are part of the Minor in Library and Information Science and the Type B Certificate in Library and Information Science, <http://www.lib.cwu.edu/Library-Information-Science-Programs>. The courses are mostly online and range from one to three credits. The library has ten committees from which the library faculty can choose to serve on. Several members of the library faculty serve as chairs for these committees.

The Brooks Library is currently experiencing a time of transition with a search going for a new dean, the hopes that a full-time associate dean will then be hired, and two open faculty positions. The 2018 organization chart displays the number of faculty and staff:




CWU Resources for Department Chairs

The university does offer guidelines of expectations for chairs. While these are focused on chairs of colleges and academic units (the library is considered a non-academic unit), they have proven helpful as a baseline to refer to when handling faculty issues and concerns. The faculty at CWU are unionized and the current Collective Bargaining Agreement of the United Faculty of Central (updated 2017) has an entire section devoted to department chairs. "ARTICLE 12 -DEPARTMENT CHAIRS," describes the leadership roles and responsibilities, terms of appointment, elections, removals, and replacements; evaluations of chairs, and compensation. As Article 12.1 states, "Department chairs are leaders among the faculty in developing strong student advising, teaching, research, public service, and academic programs within their departments." The expectations of the chair include overseeing the teaching, scholarship, and service of faculty in their department; planning, scheduling, and assessing curriculum; conducting evaluations and managing workloads of their faculty; overseeing faculty recruitment and hiring; and managing budgets in addition to other job responsibilities.

Another document that describes department chairs is the Faculty Senate Code updated in 2017. Section II, "OTHER FACULTY APPOINTMENTS" discusses the steps needed for the election, removal, and replacement of department chairs. It also establishes the voting process needed to elect or remove a chair, and what faculty are considered eligible to vote. The emphasis on the procedures for chairships in a department indicates department chairs are an important aspect of faculty leadership and governance as recognized by the Faculty Senate.

The university provides the Academic Department Chairs Organization (ADCO) that brings all department chairs together twice a month to discuss campus and faculty issues and work on ways to improve. The group was created to maintain and strengthen the roles of department chairs across campus. For the



past two years the Provost has provided funding for four chairs to attend the annual Academic Chairpersons Conference that I attended in 2017 and found to be very helpful in providing networking opportunities and valuable resources. During my first year as chair there was a monthly "New Chairs Seminar" over the lunch hour organized by an emeritus professor serving as an interim chair with years of experience chairing. Different speakers attended to go over and answer questions about faculty evaluations, learning the system Faculty 180 used for building professional records and uploading evaluations, managing budgets, and best practices for dealing with difficult faculty. These seminars were a tremendous help and assisted with the steep learning curve of being a first-time chair. The first year chairs went on to informally meet monthly as a group during their second year to share issues they were dealing with and provide advice on how to handle them. I am still in contact with these chairs if I need advice or guidance on a faculty issue. Having that type of support system reminds you that you aren't the only chair going through a particular issue or frustration.

The *Dr. James E. Brooks Library Faculty Performance Standards and Review Procedures for Reappointment, Tenure, Promotion and Post-Tenure Review* (updated 2014) follows the CBA guidelines in the role of chairs regarding evaluations, reappointment, and tenure, as well as the chair's role in approving and overseeing workload plans. The expectations of teaching/librarianship, scholarship, and service are stated. Having faculty performance standards for a department is a must: it provides documentation for what expectations are for faculty and serves as a reference point when questions arise. Along with the CBA, they are the standards the dean, chair, and personnel committees follow when evaluating a faculty member's work.

Learning from another Chair in the Orbis Cascade Alliance

My research for this article included an interview with library faculty chair Professor Justin Otto at Eastern Washington University (J. Otto, personal communication, May 18, 2018). Like CWU, their faculty are unionized and have a Collective Bargaining Agreement, <https://sites.ewu.edu/hr/files/2017/06/EWU-UFE-Collective-Bargaining-Agreement-2016-2019-1.pdf>. A section is devoted to describing the responsibilities and expectations of the department chair and the responsibilities of the library faculty chair are described in Article 10.2 as "The library faculty chair is the chief administrator of faculty personnel processes pertaining to faculty of the EWU Libraries, a member of the faculty, and a member of the bargaining unit. The responsibilities of the chair are to provide effective leadership within library and University policies and goals. The chair is also expected to provide personnel management of library faculty. Specific roles and responsibilities of the chair are described in the EWU Libraries P&P. The Library Faculty Chair may not initiate a grievance regarding matters arising from his/her duties and responsibilities as chair."

The term of a chairship at EWU is four years and Professor Otto is in his second term as library faculty chair, serving a total of five years so far in that position. He was tenured at the time he was voted into the chairship by the library faculty and since then has been promoted to full professor. He notes that challenges in being a chair include finding the time to continue research and scholarship in order to meet levels of promotion and the heavy workload. Another challenge is that the library faculty have the same faculty status as those across campus and are held to the same performance standards. Meeting these standards can be difficult given the differences between library faculty job responsibilities and

those of full-time teaching faculty. He credits having success in his role as chair to communicating regularly with his faculty and asking a lot of questions, even if it is informally by walking around the library and stopping by faculty offices to see how they're doing and what they're working on. He has an open door with his faculty and encourages them to meet with him as needed. Having a good relationship with Human Resources and the Vice-Provost and having those faculty resources to contact when needed are also vital.


As with my chairship at CWU, Professor Otto reports directly to the library dean as does the other library faculty. While he leads the faculty, he is not the manager or supervisor. He can ask the faculty to do something, but only the dean can make them do a task. When asked if he felt a department chair was essential for a library, he replied yes, with a faculty model and librarians having faculty status, a chair is needed to assist faculty in meeting tenure requirements as well as research and scholarship.

How to Make It Work

Now that I have shared background on how the department chair came to be in the Brooks Library, the makeup of the library faculty, and resources offered at CWU for chairs, it is clear that the job of department chair is a full-time job by itself. Juggling this in addition to serving as University Archivist and running an Archives department has proven quite challenging. I am also expected to meet the librarianship/teaching, scholarship, and service standards of tenured faculty. My position description divides my time as 50% for University Archivist, 45% for Chair, and 5% other duties as assigned. After nearly three years of serving in this role I can share that this breakdown is unrealistic. About 70% of my time is spent doing chair duties, 25% is spent as an archivist, and 5% is spent on the random tasks and actions that come up and need to be addressed right away. How do I try and accomplish all this and be an effective leader of the library faculty? There are some lessons learned and strategies that have proven to work.

First, stay organized and document, document, document. Keeping my work calendar up-to-date is crucial given the plethora of meetings I attend. When the academic calendar and faculty personnel actions calendars are released I go through and put key dates and deadlines on my calendar. At the beginning of each week I review my calendar to see what is coming up and what I need to prepare. Keeping an ongoing list of things I need to do is very helpful, as I rely less on my memory and more on the list to remember all the tasks that come up during the day.

I conduct monthly meetings with each of my 13 faculty, usually for 30-45 minutes per meeting. We talk about what they are doing in their areas of librarianship/teaching, scholarship, and service. We discuss concerns and questions they have. If an evaluation is coming up, we review the steps they need to take to submit evaluation materials. At the beginning of the fiscal year we discuss conferences and other professional development opportunities they want to pursue that year and use their professional development funds on. Encouraging faculty to attend webinars, trainings, and conferences to build their skillset and pursue interests is important. The meetings also help me determine if the faculty member is taking on too much and their workload needs to be adjusted. Being aware of the faculty member's behaviors and noting if they are overly stressed are important to monitor continuously. I take notes during the meeting and then add them to the document I keep for each faculty member to record what they are



working on. This has proven very beneficial as I can easily look up what the faculty member is doing if I have questions. Being in the know on what your faculty are up to is essential.

Second, be transparent, even if you're sharing something the faculty will not like. I hold faculty meetings every other Thursday afternoon. There is a call for agenda items the Monday before the meeting, the agenda and meeting minutes from the previous meeting are shared on Thursday morning, and the faculty come to the afternoon meeting knowing what will be covered. There is a time for announcements when faculty share events coming up and major projects they are working on. News is shared from other university meetings they have attended. For the chair's announcements, I remind the faculty of deadlines coming up in regards to evaluations and workload plans, events they should attend, and notes from key items shared at ADCO and Faculty Senate meetings. If there is an item the dean wants me to share and discuss with the faculty, that occurs.

There is also time during the meeting allotted for "faculty accomplishments" when I share news of recent scholarship, conference presentations, and other university/professional achievements of library faculty. This has helped build faculty morale and lets the faculty know what their colleagues are working on. If a faculty member recently attended a conference they will give a short presentation on what they learned and took away from the conference. Meeting twice a month can be tedious and the meetings aren't usually exciting, but it is an opportunity for the faculty to come together and learn what their colleagues are doing and be in the loop.

Finally, be available when your faculty need you and listen, really listen. My office is in the Archives on the fourth floor of the library building with the majority of the faculty being on the first and second floors. With the two floor difference I remind my faculty regularly that if they don't want to come up to the Archives and talk I'm happy to come to them. If I receive a phone call or email from a faculty member saying they need to talk, I meet with them right away. With emails I try to answer faculty emails within the day. Being a strong believer in the effectiveness of in-person communication rather than emails that can be easily misunderstood, if what I need to say to a faculty member takes more than a couple of sentences in an email, I will schedule a time to talk to them. Succinctness in emails and talking in person provides more effective conversations and conveys to the faculty member that you want to take the time to talk with them in person and understand the situation. If you are delivering bad news, do it in person. The faculty member will respect you more for doing that than sending an email message.

Finally, *finally*, really actively listen to your faculty. Sit still and listen, don't look at your phone or device, really engage and show them what they are concerned about is important to you. Follow the conversation up with an email noting what actions will be taken, and check in with the faculty member on what the status is. As is true with library patron interactions, if they feel the communication process was a success they will return when they need to speak with you again and know their question is important to you.

Conclusion

So is a department chair needed for the faculty of an academic library? Given that only four academic

libraries have them in the regional northwest library consortium of six states, the lack of literature and resources available to library department chairs, and finding a library faculty member willing to be chair in addition to everything else they do, it doesn't appear to be a necessity to run a successful academic library. However, the ever increasing tasks and expectations of the library dean include fundraising, pursuing other funding options, traveling nationally to meet donors and cultivate those relationships, and serving non-stop as an active advocate for the library on campus, in the community, and at the state level. Meanwhile the tasks of the Associate Dean include running the building, attending meetings and events the dean is unable to attend, and being second in charge and the point of contact in the dean's absence. A third leader is needed to guide the faculty, a faculty member serving as the go-to for faculty questions. With the rapidly changing profession and the need to grow throughout a career and continue to make headway in professional opportunities as well as scholarship and research, it is very helpful to have a direct point of contact for questions and guidance. Playing a role as chair in your faculty's successes and career accomplishments, whether they are receiving promotion and tenure, successfully publishing an article, or being accepted to present at their first international conference, makes the job of chair worthwhile.

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Call for Submissions and Author Instructions

Digital Equity, Access, and Inclusion: Challenges Across Contexts is the focus of the Spring 2019 issue of *PNLA Quarterly*. We invite library practitioners, students, and educators in the PNLA region (Alaska, Alberta, British Columbia, Idaho, Montana, and Washington) to submit articles that deal with any aspect of digital equity in our profession, including (but not limited to) information and social justice, case studies relating to inclusive excellence, issues particular to the Pacific Northwest, digital equity in libraries, archives or museums, and unique collaborations. Articles may be theoretical, research-based, or practice-focused. Articles will be peer-reviewed upon author request.

The deadline for submissions to pqeditors@gmail.com is November 30, 2018.

Authors are asked to:

- Submit manuscripts of between 1,000-6,000 words electronically in Microsoft Word file format;
- Use Times New Roman 12 point font and 1.15 spacing;
- Adhere to guidelines in the 6th edition of the *Manual of Style of the American Psychological Association* (APA). This rule applies in terms of format and references;
- Obtain any necessary written permission to use copyrighted material, and to pay any and all relevant fees. Appropriate credit should be provided in the manuscript;
- Submit original work that has not been previously published and is not under consideration for publication in another journal;
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