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Expanding the Impact of the Conference on Academic Library Management: Identifying Gaps and Opportunities in Professional Development Support for Managers

Permalink

<https://escholarship.org/uc/item/6t589571>

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Publication Date

2025

Data Availability

The data associated with this publication are available upon request.

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*Expanding the Impact of the Conference
of Academic Library Management:
Identifying Gaps and Opportunities in
Professional Development Support for
Managers*

White Paper

December 2025

Institute of Museum and Library Services Grant
#RE-254898-OLS-23



Acknowledgments

This project was made possible in part by the Institute of Museum and Library Services Laura Bush 21st Century Librarian Program. “Expanding the Impact of the Conference of Academic Library Management: Identifying Gaps and Opportunities in Professional Development Support for Managers” maintains grant number RE-254898-OLS-23 and was awarded in July 2023.

The grant was administered by the University of California San Diego Library.

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Special thanks to Jennifer E. Knieval for her contributions to the original grant application.

We would also like to thank Daniel Ibarra and Maria Reiney Adams for their administrative contributions to the grant.

Many thanks to the Forum attendees, applicants, and survey respondents for their time to support the grant work and research.

Thank you to all CALM volunteers and attendees for your enthusiasm, inspiration, engagement, and feedback. This white paper would not exist without you.

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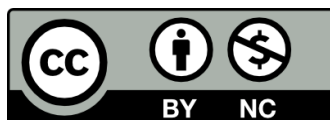


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Introduction

This white paper presents the methodologies, findings, and recommendations for the Institute of Museum and Library Services (IMLS) grant RE-254898-OLS-23, “Expanding the Impact of the Conference of Academic Library Management: Identifying Gaps and Opportunities in Professional Development Support for Managers.” The grant team for this project came together through their involvement with the Conference on Academic Library Management (CALM), a conference that began as a way to address the needs for the development and discussion of practical management skills rather than “leadership” skills. As CALM continued, we received feedback from participants who expressed a desire for more professional development centered on management: more training, more discussions, and more opportunities to learn from one another. Based on this feedback, members of the grant project team questioned whether there may be a gap in managerial professional development for academic librarians. An intensive investigation of this nature would be difficult to pursue with an all-volunteer team, and we quickly recognized the need for grant-funded support.

As opposed to a grant focused on growing the CALM conference specifically, this research focuses on the gaps writ large in the profession for developing managerial skills in academic libraries, with a goal of providing this resource for any interested parties to be able to take up the findings and develop programs to help meet the needs of our field. For the purposes of this white paper, we make the distinction between leadership and management. Leadership is not tied to a particular position within an organization--all library workers are capable of practicing leadership within their sphere of influence; whereas management is tied to positionality within the organization and implies authority and power over a group of workers. With our purpose, team, and definitions in place, the grant team solidified the objectives of the grant and how we would address them.

Questions guiding this grant include: What professional development already exists for academic library managers? How accessible are those opportunities? Do these programs cover topics academic library managers need in their positions? In reviewing these questions, we determined that our objectives would be:

- Identifying the professional development needs of academic library managers.
- Engaging with a wide variety of perspectives on library management with a particular attention to library professionals from historically excluded communities.
- Collaborating with academic librarians and organizations interested in person-centered management¹ principles to map a professional development program for academic library managers.
- Creating a sustainable and equitable set of recommendations to facilitate opportunities for professional development in person-centered management practices.

¹ “*Person-centered management* is a management philosophy and practice which explicitly acknowledges that we are unique individuals who bring our experiences, preferences, and needs into the workplace with us. To successfully create environments where people can fully succeed at work and in functional teams, the needs of each individual must be surfaced and authentically considered.” (Cook et. al, 2025, p. xiii)

We determined that we would need multiple approaches to meet these objectives. To gain a better overall understanding of the scholarly conversations around management and library management, we performed a literature review. We also reviewed and analyzed management course syllabi from ALA-accredited MLIS programs to learn what formal library management courses include as part of coursework.

To get multiple perspectives on library management, we developed a survey to broadly engage library managers, aspiring managers and those who have managers in an exploration of needs that they themselves could see were needed by managers. We extended engagement by holding an in-person Forum to hold focused conversations and to work collaboratively toward creating professional development programs to meet the needs of academic library managers.

The results from our literature review, syllabi analysis, survey, and in-person Forum show that there are opportunities to redefine library management training and development, develop new ways to provide training, and address the needs of library managers across their careers. We could, for example, recommend that we explicitly state definitions for management and leadership within our formalized courses and programs (syllabi review). We can see from our survey and Forum results that while many managers have some kind of formal coursework or training, that there is a need for hands-on or on-the-job training.

Our research covers a broad set of questions and approaches. No single organization or entity may be able to address all needs for library management training and development. We hope that others will join us in filling the identified professional development gaps and welcome you to explore our evidence-based recommendations. We hope that this white paper can serve as a roadmap for any group interested in pursuing this essential work in our field.

Literature Review

Management Training in Libraries Gap

The challenge of preparation of skilled managers in libraries has been recognized and discussed in the professional literature for decades. In his 1980 call to action on the issue, McClure lays out the problem: the profession has a lack of formal training in management approaches, the professional organization (American Library Association) does not fill the gap, and as a result library managers can only rely on their experience and the immediate models they've seen to shape their management style. McClure argues that library managers lacked the ability and skills to articulate vision, facilitate input from others, and even a clear understanding of operational activities in their own libraries. He ends with a call for a massive creation of infrastructure to train new librarians – and retrain active librarians – in management theory and application. Importantly, McClure acknowledges the disincentives to this massive training effort:

[P]erhaps the lack of enthusiasm of new librarians for management training is due to the relative inaccessibility of management positions (especially since 80 percent of the students are female). The major criteria for entrance into the library manager's club appears to be age, years of experience, and sex - over 45, roughly ten years of experience, and male. (1980, p. 2389)

This homogeneity of contemporary managers in the profession is important as it holds implications for the potential limitations and biases built into the professional development programs that developed in the years after McClure's seminal call to action.

Library Leadership Development Programs

In the decades following McClure's *Library Journal* article, a number of extra-positional professional development programs were developed, and, as evidenced by the syllabus review in this white paper, a number of accredited programs in Library Science also brought on courses in management studies. Herold's (2015) milestone edited book on leadership institutes for academic and research librarians features eighteen distinct programs roughly distributed across the U.S; the preponderance of programs were initiated through the 1990s and 2000s (Schottlaender 2020; Herold 2015). Just a few significant programs were already in existence or development when McClure wrote in 1980. These include the CLR Fellows – later the CLIR Postdoctoral Fellowship – which is the longest continuously running program and dates back to 1968, and Senior Fellows at UCLA, which began taking alternating year cohorts in 1982 (Schottlaender 2020; Herold 2015).

Currently, a number of these programs continue to operate, including the Leadership Institute for Academic Librarians at Harvard's Graduate School of Education, the American Library Associations Emerging Leaders program, the Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups at UMN, and the Leading Change Institute, formerly Frye Institute and Digital Leadership Institute (Schottlaender 2020; Herold 2015), and a number of programs from state library associations were created for greater local access (Nelson & Johnson, 2014). While Schottlaender argues that there is a significant difference

between professional development and leadership development (2020, p. 227) these institutes may in effect serve as the fundamental source and certification of management training – and leadership development – for the library profession.

These programs, by and large, focus on “leadership” skills and development (Schottlaender 2020; Herold 2015). Schottlaender refers to Venturella & Breland (2020) when he distinguishes:

Professional development is learning intended to help one earn or maintain professional credentials, while leadership development is the acquisition of skills and knowledge to expand one’s capacity and compatibility for performing in leadership roles within organizations. (2020, p. 227)

He goes on to assert that most of the library leadership institutes operate in the realm of leadership development rather than professional development (2020, p. 227). Those leadership skills generally recognized in the library profession include strategic thinking, communication, advocacy, and ethics. (Schottlaender 2020; Herold 2015; Do & Nuth 2020; Nelson & Johnson 2014; Wong 2017) Some programs also include practical approaches or applied leadership elements, such as budget and performance management (Nelson & Johnson 2014; Do & Nuth 2020).

Reflections on Library Leadership Development Programs Over Time

Over time, the literature reflects on the efficacy or gaps in these programs for the needs of the profession and their intended impacts with mixed perspectives. Exploring ARL library department heads’ experiences in 1992, Wittenbach, Bordeianu & Wycisk found that in both reference and cataloging settings the majority had no management courses in their degree program and had not participated in any development workshops/institutes during their career (pp. 322-323). More than a decade after McClure’s complaint, these researchers found that it was still library experience rather than management experience or training that was taken for qualification into management roles in these libraries (Wittenback et al., 1992, pp. 323-324). They critiqued that the challenge in replacing experience for training expectations was that there were no clear parameters by which to evaluate experience or set minimum requirements for adequate qualification (Wittenback et al., 1992, p. 328). They argued that libraries should heed the model of other sectors in reevaluating their management philosophies in light of contemporary socio-economic challenges, and especially in light of the pressure of rapidly changing technology facing libraries (Wittenback et al., 1992, p. 329).

Two decades later, Rooney found that both department heads and their administrators tended to think that the professional development programming was beneficial for gaining management skills, with some bias for the programming they had personally participated in (2010, pp. 391-392). Rooney found that the current state for preparation of middle managers in academic libraries was “quite strong in several areas” but prompted for clearer understanding of the efficacy of programs by format design and also clearer professional standards for middle managers’ qualifications (2010, p. 392). Rooney also offers that it’s necessary to improve feasibility of access for smaller and less financially resourced libraries to offer quality

professional development for their upcoming and incumbent managers (2010, p. 392). Similar results were found in more recent research on the experience of academic library managers (Do & Nuth, 2020; Flynn, 2021).

In 2019 Hines brought forth important critiques of the extant leadership development programs in North America; among these are well-recognized limitations of limited spots for participants each year, geographic location of offerings often being limited to affluent locales, and cost of attendance (p. 4). Additionally, the data-evidenced efficacy is inevident and hampered by a continued lack of shared objectives or competencies for leadership in the profession (Hines, 2019, p. 4). But less obvious, Hines points to the insidious perpetuation of status quo and majority identity norms in the profession:

We can also see how these programs perpetuate the ordinariness of racism... Race or gender barriers in library leadership are not a state part of the goals or curriculum of any of these offerings, despite clear evidence of barriers in the profession. If we consider these programs through the lens of whiteness in our profession, these programs seem to normalize librarianship as a white profession by promoting universalism: there is one set way to learn leadership and that is without considering race and gender – despite the clear barriers seen in the numbers in the profession generally and in its leadership in particular. (2019, p. 10)

Calling for increased discussion of these issues, Hines also proposes alternatives to the current model and proposes future work developing a model curriculum for such a leadership development alternative (2019, p. 14).

Approaches from Related Fields

In looking for management development programs in distinct but related fields for transferable models or approaches, museums, higher education, non-profits (generally), and information technology (IT) were investigated. Largely the same approaches, content, and challenges were discussed across all sectors. IT stood out as not reflecting the self-conscious concern for lack of sufficiency in its manager development approaches. Rather, the literature indicated a confident clarity of skills and succession of roles necessary to become a competent and effective manager/leader in the profession (Fournier, 2017; Langer & Yorks, 2013; Hoffman, 2004; Holtsnider & Jaffe, 2006; Attai, 2019, Duan et. al., 2024). Communication, strategic vision, personnel management and accountability, fiscal responsibility, goal setting and assessment were common leadership qualities desired across all sectors (Fournier, 2017; Langer & Yorks, 2013; Hoffman, 2004; Holtsnider & Jaffe, 2006; Attai, 2019, Duan et. al., 2024; Wolverton et al., 2005; Paape et al., 2021; Clements, 2013; Golensky & Hager, 2020; Stid & Bradach, 2009; van de Bunte, 2022).

The format of professional development and specific programs were found in intervention reports for multiple sectors including museums, finance, technology organizations, and nursing, for comparison with models shared in library professional literature. Mentoring and coaching models as well as competencies frameworks were found in finance, tech, and nursing

(Desormeaux, 2023; Taylor, 2020; González Garcia et al., 2022) where cohort models – the foundation of so many of the leadership development institutes – were not found outside the libraries and museums literature. Given the repeated critique that leadership in libraries cannot be evaluated in evidence-based ways until a shared competencies model is adopted, it may be that our profession would be served well by looking to these sectors for transferable approaches to competencies models.

Finally, though a sampling of literature was reviewed on how globally Indigenous knowledge and values systems contribute to more equitable and values-based management in praxis, none of the literature identified offered insights into specific approaches to training and development modeled on or informed by these systems (Salmon et al., 2023; Mika & O’Sullivan, 2014; Craig et al., 2012; Nicholson et al., 2019).

Survey

One of the key components to our vision of learning more about the state of management education in academic libraries was to directly survey both people in and outside of management roles. We envisioned that the survey would inform our discussion at the Forum, so completing the survey was a key component of the first phase of the project.

Survey Creation

In designing the survey, we considered the audience and types of questions we wanted to examine. For example, what factors go into the decision to become a manager and what skills are needed for management roles? In considering who would be completing the survey, we created questions for three different populations: those who were in *management roles already*, *those who aspired to be managers*, and *those who did not aspire to be managers*. Questions focused on decisions, skill attainment, and success measures. The survey also collected participants' demographics.

Key research questions explored in the survey included:

- What factors contribute to an academic library worker's decision to become a manager?
- How does library school prepare librarians for the skills required to be an academic library manager?
- How do library managers currently develop management skills outside of formal education?
- What professional development opportunities and skills do academic library workers need to be successful in their jobs?
- How do academic library managers influence your decision to remain in or leave a position?
- What characteristics embody a good academic library manager?
- What skills would an individual contributor in an academic library need to move into a management role?

For the full survey instrument, see Appendix A.

The team looked at a number of existing survey instruments to draw on for our survey. Key influences include Nyhan & Marlowe's (1997) organizational trust inventory, Mishra and Morrissey's (1990) survey for managers on trust in work relationships, and the SHRM skills inventory for management. We worked with our diversity consultant, Ralinda Watts, to identify demographic areas of interest and to follow current best practices in selecting language to ask those questions.

To incentivize participation in the survey, we offered a \$10 electronic gift card to the first 400 respondents. Identifying contact information was collected in a Google Form that was linked to from the end of the Qualtrics survey, in order to separate survey responses from identifying information.

The survey protocol was reviewed and considered exempt by the UC San Diego Institutional Review Board (IRB #810363).

Survey Responses

Recruitment for the survey occurred over a two-week period in May 2024 through the CALM email mailing list, ACRL, and CALM's social media channels (X, LinkedIn, and Instagram). The survey received 1,510 responses. Our data cleaning protocol is available in Appendix B.

We had 431 valid survey responses that we used to conduct our analysis.

Survey Demographics

As seen in the full survey instrument available in Appendix A respondents were asked a number of demographic questions. These questions helped us ascertain if our respondent pool was representative of the larger academic library field and determine if any demographics impacted our research questions. Of our 431 respondents:

- 85.8% identified as female
- 70.1% are between the ages of 35-54
- 90.3% hold an MLS/MLIS
- 85.2% identified as a manager
- 18.8% work at a majority-minority serving institution

We also found that:

- Gender breakout of those who self-identified as managers aligned with all respondents.
- Nearly 90% of respondents who identified as a caregiver (40.1%) or with a disability (17.9%) are female.
- The distribution of institution size, both in terms of student FTE and library employee FTE, was relatively even across respondents, though larger libraries and institutions were generally better represented.
- Respondents tended to work at doctoral universities (62.6%, n=270), though there respondents from all academic institution types including tribal colleges and colleges.

Respondents could select multiple categories from nine different racial and ethnic identities, including "Multiple races or ethnicities" and "Other" with a free-response option. All respondents who identified as "Arab/Middle Eastern and North African" also selected another race/ethnicity and are included in the percentage of "Multiple races or ethnicities," as are any other respondents who selected multiple categories. No respondents identified as "Native Hawaiian or Other Pacific Islander." Our survey respondents racial/ethnic identity is similar to a number of demographic surveys as demonstrated in Table 1, with blank cells showing categories not included in that specific instrument (Hulbert & Kendrick, 2023).

Race/Ethnicity	Survey Respondents	Diversity Counts (2010)	ALA Member Survey (2017)	BLS-CPS (2021)
American Indian or Alaska Native	0.5%	0.2%	1.2%	
Asian	3.0%	2.7%	3.6%	5.1%
Black or African-American	3.5%	5.2%	4.4%	4.3%
Hispanic or Latine	2.1%	3.1%	4.7%	8.0%
White	82.1%	88.0%	86.7%	86.0%
Multiple races or ethnicities	8.4%	0.8%		
No Response	0.5%			
Other			4.0%	

Table 1. Race/ethnicity of survey respondents compared to surveys referenced in Hulbert & Kendrik, “By Any Measure: The racial demographics of Librarians”, Ithaka S+R, 2023, <https://sr.ithaka.org/publications/by-any-measure/>.

Detailed tables on demographics of survey respondents are available in Appendix C.

Survey Analysis

Below, we examine the supporting evidence for each of the survey’s research questions.

What factors contribute to an academic library worker’s decision to become a manager?

This suite of questions aimed to explore the motivation of library workers to take on the labor of management. The goal was to better understand how much intention individuals are bringing to taking on management work, and what other factors may influence someone to take on management work other than an intrinsic interest.

Respondents described a variety of reasons for why they decided to take on a management role. The most common primary reason that manager respondents cited for desiring a management position was “I wanted to grow my career in management and leadership” (n=87, 23.7%), followed by “I wanted to contribute to organizational culture change” (n=45, 12.3%) and “I wanted to earn more money” (n=43, 11.7%).

In the organizational culture change space, one respondent expanded that “My colleagues and I experienced the crushing misery of working under a terrible manager -- I had a template of what NOT to do, and I believed I could do better. I knew I couldn’t do worse,” and another shared, “I didn’t want to risk continuation of what I experienced to be ineffective management and leadership and I wanted to contribute to organizational culture change and to influence [sic] priorities.” A small number of respondents (n=21, 5.7%) indicated that they took on a management role without choosing to do so.

However, most managers described that they had made an intentional choice to take on a manager role, either through an internal recruitment (n=142, 38.7%) or moving institutions (n=120, 32.7%).

35.4% of current managers (n=130) had previous management experience prior to working in libraries, and respondents who had previous management experience were more likely to move into management roles within their first five years of their academic library careers (45.4%) than those who had not (32.1%). Additionally, half of respondents (n=66) who indicated that they had an intention to be an academic library manager had previous management experience. These findings indicate that those who have previously been in a management role may be more likely to pursue it in academic libraries.

Of the respondents who are not currently managers, there was a relatively even split in the level of interest of becoming a manager, with approximately half (54.3%) indicating interest. The most common reason cited for not moving into a management position was “Have never applied for a management position,” followed by a confidence-related indicator, “Not sure I have the skillset.”

In summary, library workers who have previous management experience are both more likely to pursue a management role and to achieve it earlier in their academic library career. Those without previous management experience are also more likely to be placed in a management role without a desire to take on the management role. Individual career growth was the most common reason cited for moving into management, but reasons tied to supporting colleagues and influencing the direction of the library were also common among respondents.

How does library school prepare librarians for the skills required to be an academic library manager?

Many library schools have historically offered management courses to their students, and in this survey, we wanted to learn more about how those classes may have prepared current academic library managers for their roles. A more in-depth analysis of current library school classes is available in the section on syllabus review.

The vast majority of our respondents (91.9%) who are currently managers hold a Master’s degree in Information and Library Science, and of those more than half (59.6%) took a class on management in library school. For those who took a library school course on management, a little over half (55.4%) reported that the class was required.

65.5% of respondents have pursued additional management or leadership training outside of library school.

We asked current managers to reflect on their experiences and identify the skills where they wished they had additional training. Table 2 shows the most commonly selected skills (respondents could pick multiple options):

Skill	% of Total Manager Respondents <i>n</i> =369
Emotional intelligence and self-awareness	22.5%
Communication and interpersonal skills	20.9%
Conflict resolution/management	20.9%
Strategic planning and organizational skills	8.1%
Delegation and task management	8.1%
Human resources and legal knowledge	6.5%

Table 2. The top six skills that managers wished they had additional training.

Combined with our findings in the syllabus review, these findings indicate that library school management programs may not be sufficiently focusing on the “soft skills” that are required to successfully work as a manager.

How do library managers currently develop management skills outside of formal education?

Approximately 70% of respondents have access to professional development funding that they can use for management training through their jobs. We found no significant difference in access based on institution type, job classification, or specialization.

59% of managers indicated that they had taken management training for library workers, primarily through professional organizations, Library Juice Academy, and DeEtta Jones and Associates.

Most respondents (87.5%) reported attending at least one conference specifically for management-related content. Additionally, the majority of respondents (59.6%) reported that they had not attended a formal library leadership training, which tends to have a significant cost attached to them. The most frequently attended leadership training is the Harvard Leadership Institute (12.7%), followed by state associations’ leadership institutes (8.9%). It is notable that library workers at doctoral institutions are more likely to have access to leadership training than those at other institutions (such as master’s, baccalaureate, or associate’s colleges).

82% of respondents have also taken an institution-based management training. However, respondents indicated that learning by doing (32%) and learning from peers (29%) were the most effective ways to learn about management, with only 13% selecting more formalized training methods as being most effective for their learning.

These data may indicate that there is a mismatch between the kinds of management training that is most available to academic library workers and what might be the most effective methods for learning management related skills. There is also a disparity in access to leadership training

across institution types, which may indicate either additional access to funding or time for more expensive or intensive training, or a prevalence of selecting applicants from R1-type institutions.

What professional development opportunities and skills do academic library workers need to be successful in their jobs?

In this survey, we asked respondents to consider the top three skills that they believed are most important for a manager to be successful. The top six skills chosen by respondents are outlined in table 3:

Skill	% of All Respondents n=431
Conflict management	52.7%
Organizing and planning	36.0%
Working well with people	32.9%
Counseling and mentoring	32.0%
Delegating	22.0%
Setting goals	21.3%

Table 3. The top six skills that respondents think managers need to be successful. Note: Respondents picked up to three values each.

As mentioned in the previous section, managers tended to find learning by doing (32%) and learning from peers (29%) to be the most effective ways to learn about management. 85.3% of managers reported that they receive formalized feedback on their management performance through an institutional performance review (such as a narrative evaluation by a supervisor), with 9.2% receiving 360-style evaluations and 5.4% receiving point-by-point style evaluations. It is notable that 8.4% of respondents say that they receive no formalized feedback on their management – one respondent shared “In twelve years, I have never had an evaluation from my supervisor. I have engaged in self-evaluation only.”

The most commonly cited person that managers go to for discussion about management challenges are their own supervisors (66.1%), followed by peer colleagues inside (58.8%) and outside (50.1%) of the respondents’ own institution.

These data may indicate that managers are going outside of formalized trainings to get the skills and meaningful feedback that they need in order to progress in their skills as managers. It is notable that almost all respondents (98.1%) have a person in their life with whom they discuss management, primarily in the work lives, but may not have access to more formalized trainings.

How do academic library managers influence your decision to remain in or leave a position?

Almost 40% of respondents, regardless of management category, reported leaving a job due to a manager, in line with national trends (Nolan, 2017).

Managers were asked what were the primary factors that they felt prevented them from being the best manager they could be, and the majority of the reasons they shared were related to management. Table 4 illustrates the top five reasons cited:

Reason	% of Total Manager Respondents <i>n</i> =369
The culture	30.9%
Other (primarily time to focus on management work)	26.8%
Institutional pressure	21.1%
Lack of professional development	19.5%
Policies/regulations/legal requirements	17.3%

Table 4. The top five reasons that managers felt that they were unable to achieve their management potential.

The full respondent set (*n*=431) were also asked to tell us about a time that a manager had helped them to grow. We coded the qualitative responses into categories, with the most respondents indicating that their most impactful manager had supported them through mentorship and professional development (27.6%), followed by providing meaningful opportunities to get more experience and grow professionally (20.2%). Unfortunately, 14.6% of respondents shared that they could not think of a time that a manager who had helped them grow, though responding that they had left a job due to a manager was not predictive of this response.

In summary, these data indicate that managers may have a significant impact on library workers' choice to stay or leave a position, similar to in other fields. Managers providing opportunities for growth is a key factor for determining satisfaction.

What characteristics embody a good academic library manager?

We asked all respondents to identify the top three values that they felt it was important for managers to have. Communication was by far the most important, and the top 15 responses are represented in the table 5 below:

Value	% of Total Manager Respondents <i>n=461</i>
Communication	37.5%
Self-awareness	20.4%
Integrity	18.9%
Trust	15.0%
Respect	14.5%
Collaboration	13.2%
Open-mindedness	12.4%
Community/connecting with others	8.9%
Inclusiveness	8.5%
Consistency	8.0%
Professionalism	7.8%
Vision	7.6%
Responsibility	7.4%
Calmness/equanimity	7.2%
Equity	6.9%

Table 5. The top 15 values that are important for managers to have. Note: Respondents picked up to three values each.

Additionally, 71.5% of respondents shared that regularly scheduled meetings with their manager made them feel most supported in their work.

These data that prioritize communication-focused values, skills, and practices are congruent with other parts of the survey that indicate communication-focused skills (such as conflict management) to be essential for a good manager to possess.

What skills would an individual contributor in an academic library need to move into a management role?

Of the individuals who answered the survey who are not currently managers, 36% indicated that they hope to move into a management role one day.

Interestingly, for those respondents who are not currently in management roles, they are more likely to believe that they need to increase their skills in more tactical areas of management, such as budgeting and evaluating work. This may indicate a system of beliefs from people

outside management that prioritize learning tactical skills, while those who are actually performing the work of management find an increased need for what have traditionally been called “soft skills.”

Conclusions and Takeaways

The national survey provided us with insight about why people become managers, the skills they have when they enter the role, ongoing needs for training, and the values-orientation that library workers look for most in their managers.

Key takeaways include:

- Academic library workers with previous management experience are more likely to take on management roles and to take management roles earlier in their library careers. The field should consider pathways to “grow our own.”
- Skills related to communication and interpersonal relationships were more highly prized than more tactical skills, such as budgeting. There may be a disconnect in what current learning opportunities exist for managers and the need for developing what have historically been referred to as “soft skills.”
- Formal management education is not equally available to all library workers, and workers at R1 institutions or similar may have more opportunities to receive formal credentialing in this space.
- That being said, more respondents found high-touch, informal learning such as “learning by doing” to be more effective than methods such as taking a course.
- Those who currently work in management roles may have different perceptions of the skill gap from those who aspire to management work.

The question of how library school prepares professionals for management work is further explored in the next section.

Syllabus Review

Justification

The grant team set out to investigate recent management courses taught in library and information science (LIS) master's programs in hopes of better understanding the managerial education and preparation of academic librarians while in school. To do so we conducted an analysis of syllabi from management courses in select ALA-accredited LIS master's degree programs. Although *leadership* and *management* are often conflated in discussions on supervision and management in libraries, for the purposes of our grant and this analysis, we chose to specifically focus on courses that explicitly centered management as a concept and area of study.

Program Identification

We decided to examine syllabi from the largest degree-granting programs, as measured by full-time equivalency (FTE). The goal was to try to analyze the largest percentage of library school students' exposure to management and leadership instruction. We used the publicly available [ALA-Accredited Program data](#) which annually tracks enrollment trends to calculate average FTE enrollment from 2020-2022. Using this dataset, we calculated the average FTE over these three years for all 65 ALA-accredited programs. We chose to examine the top 30 programs by average FTE, as well as the only ALA-accredited Historically Black College and University. These 31 programs represent 73% (n=5,503) of the average FTE (n=6,919) during this three year period. After initial solicitation of course syllabi, we expanded the program list to include the top 35 programs by average FTE. Our goal was to examine course syllabi in 30 programs. We ultimately managed to examine 29 programs.

Syllabus Gathering and Identifying Courses

We initially consulted the websites of each of the LIS programs in our dataset to determine courses included in MLIS degree requirements and electives. We then identified management or leadership courses based on course titles and descriptions. We determined which programs required management courses for all students, required them only for certain concentrations, or included them as electives within a degree program. Some programs had multiple management courses, while others only offered one. Every program we reviewed offered at least one management course.

Management Course Requirements, Suggestions, and Electives	
Programs which require a management course for all students	14
Programs which require a management course for a concentration	3
Programs which suggest a management course as part of a speciality or guide students towards it as an elective	7
Programs which offer a management course as an elective	9

*Table 6. Number of programs with course requirements, suggestions, and electives.
Note: The total exceeds 29. Some programs are double counted because they have the same courses listed as electives and guided within concentration paths.*

We included a total of 47 management courses in this syllabus review, which exceeds the number of programs reviewed (29). Some programs offered more than one management course option. For example, three programs require management courses as part of a degree concentration, but within those 3 programs, there are 9 course offerings. Likewise, nine programs offer a management course as an elective, but those programs collectively offer 16 management related courses.

We attempted to locate the most recent syllabi for these 47 management courses through publically available program/college websites and archives. Where that proved unsuccessful, we solicited syllabi from course instructors, program administrators, and “contact us” forms on program websites. Some syllabi were from different sections of the same course while others indicated multiple management course offerings within a single degree program.

Learning Outcomes Analysis

In the 47 syllabi we obtained, we identified 259 course-specific learning outcomes, which we defined as statements that indicate what students should know, be able to do, or value upon course completion (note: in some syllabi these were called “learning objectives” or “course outcomes”).

Two grant researchers conducted multiple rounds of coding to analyze the learning outcomes. The first round of coding was an open review of the outcomes for emergent themes. The two coders also wrote brief definitions and included examples in their review. After creating their initial lists, the two coders discussed their lists and created a unified code list to apply to a second round of coding of the learning outcomes. This unified code list included 21 codes. See table 7 for examples of codes, definitions, and representative examples from the dataset.

Code	Definition	Example
communication	interpersonal and organizational information sharing	“Have expertise in creating open lines of communication between manager and employee”
leadership	emphasis is on leadership, not management; theories of leadership (current and historical)	“Describe leadership theories and communication in relation to library and information practice”
strategic planning	any planning connected to organizational mission, vision, and values	“Create a strategic plan for an information organization”

Table 7. Samples from Learning Outcomes Codebook

The two grant researchers then individually applied this unified code list to all 259 learning outcomes. They then met to reconcile and discuss discrepancies in code application to the learning outcomes, ultimately creating a frequency table of codes as seen in table 8:

Code	Frequency	Code	Frequency	Code	Frequency
other*	50	financial management	22	legislation	9
leadership	37	organizational studies	20	assessment	9
the manager	32	theory	18	personal values	8
praxis	27	decision-making	16	project management	6
communication	26	marketing / advocacy	12	JEDI	6
HR	25	ethics	12	history of management	6
collaboration	24	strategic planning	9	trends	4

Table 8. Learning Outcomes Coding Frequencies

Because *other* was the code with the highest frequency, the researchers did an additional review of the learning outcomes coded as such, identifying additional codes within the *other* category. Table 9 breaks down those code frequencies.

Code	Frequency	Code	Frequency	Code	Frequency
special libraries	7	change management	4	professional identity	1
crisis management	5	IT	3	space planning	1
grant writing	5	information systems	3		
community	5	administration	2		

Table 9. "Other" codes

Course Topics Analysis

In addition to analyzing learning outcomes in each of the management course syllabi, we also chose to analyze course topics, defined as daily or weekly topics to be covered in the course as listed in syllabi.

Before applying the unified code list to these course topics, the researchers chose to modify one code, changing *the manager* to *what is management*, for clarity of definition and application. The researchers then jointly applied these codes to course topics. During this process, three additional additional codes and definitions emerged: *change management*, *facilities*, and *crisis/emergency planning*. See table 10 for a breakdown of code frequency across course topics:

Code	Frequency	Code	Frequency	Code	Frequency
financial management	26	assessment	15	theory	8
HR	24	ethics	15	trends	6
leadership	22	what is management	15	project management	5
organizational studies	21	change management	14	crisis/emergency planning	4
strategic planning	21	facilities	12	history of management	3
communication	20	collaboration	10	personal values	2
marketing / advocacy	18	decision-making	10	praxis	2
JEDI	16	legislation	10	other	28

Table 10. Frequency of course topics. Note: The coders determined that the course topics defined as “other” were random and no patterns emerged on closer analysis.

Discussion

In each of the 29 LIS programs of study we examined, management was present as a course of study, however requirements varied from program to program. In 14 programs, a management course was required for degree completion, and in three programs it was required for a particular degree concentration. A management course was listed as an elective for nine of the programs we studied. This inconsistency in program requirements provides an uneven foundation for future library managers, many of whom may not have had any management-related coursework. Additionally, most of the management courses offered in the programs we examined did not differentiate between library settings, despite the significant differences in organizational structures in public, academic, and special libraries. So even those librarians who did receive some management instruction may not have learned about managerial concepts and competencies as applied in their particular type of library or organization.

The managerial courses we examined all had course titles and descriptions that explicitly mentioned management, however, in our analysis of course learning outcomes, *leadership* was the most popular code excluding the category of *other*. For example, one program used *management* in the title of the course but the learning outcomes do not explicitly include the word management. Instead outcomes focus on communication, professional ethics and values, and developing individual and collaborative leadership potential. Other programs grouped *management* and *leadership* together in learning outcomes, despite these being two distinct concepts. Leadership is not tied to a particular position within an organization, with all library workers capable of practicing leadership within their sphere of influence; whereas management is tied to positionality within the organization and implies authority and power over a group of workers. Leadership was also explicitly named in learning outcomes, implying that LIS faculty

also conceive of it as a concept distinct from management. This could be a result of the context of LIS education: Leadership is more generalizable and perhaps a more applicable concept and practice to individuals at the start of their careers. Management is institutionally and contextually nuanced and therefore difficult to teach in a classroom setting.

Indeed as we examined the course topics listed in each syllabi, we saw management as a concept broken down into particular competencies. Financial management, human resources (HR), strategic planning, advocacy, assessment, communication, and legislation were some of the popular course topics that could be considered management competencies. Most courses were offered on a semester calendar, giving instructors anywhere from 12-15 weeks to cover 5-6 broad learning outcomes. Some examples of course learning outcomes include:

- Describe and discuss the basic management functions of planning, organizing, human resources.
- [Concepts of] leading, and coordinating, and how they interrelate.
- Critically assess and evaluate library services and their outcomes.
- Reflect upon the theoretical underpinnings of current management practice.
- Identify budgeting concepts.
- Operate successfully as a team member and team leader.
- Students will demonstrate an understanding of the core competencies needed to lead and manage information-based cultural institutions (i.e., libraries, archives, museums, historical societies) in the 21st century.

Each learning outcome is then broken down into multiple topics, all of which must be covered within the confines of the class schedule. This results in management courses that are more survey-like in nature, attempting to cover a wide variety of different topics. A few select programs offered multiple topic-specific management courses, which allowed instructors and students to differentiate and delve deeper into management competencies, leadership theories, and areas of managerial interest (i.e. grant writing, project management, crisis management). Overall, this analysis of course syllabi, learning outcomes, and course topics revealed the tension between what can be done in a classroom and what actually occurs in practice.

Syllabus Analysis Takeaways

- Because of the theoretical nature of many of the classes analyzed, in combination with the lack of opportunity to practice the skills and concepts learned, these classes will not prepare students to step directly into a management role in libraries.
- What can LIS programs do with these classes? They can offer insights into what management and organizational structures of libraries look like and how library workers function within them. They can prepare workers to work in managed libraries, ideally preparing library workers to understand and navigate the institutional systems they enter as library and archival workers.
- Because these courses teach at this theoretical level, they should focus more on organizational studies and leadership as opposed to management.

- Awareness of management theories is helpful for new librarians entering the workplace, especially solo librarians. These courses should continue but with more realistic expectations for the outcomes students are expected to meet.

Future Research on LIS Curriculum

Additional research is needed to determine adequate library school preparation for librarians entering the workplace as managed library workers, solo librarians, and in some cases managers of others. The most effective way to study this is through longitudinal studies of LIS program graduates, which requires significant time and resources. An alternative might be looking at organizations like the American Library Association's Core Leadership, Infrastructure, Futures Division, which have published leadership and management competencies that could be used as a coding schema to further analyze the mis/alignment between library school curricula and professional practice.

Forum

The second part of our three-phase grant proposal was an in-person Forum. The goal of this Forum was to engage participants in a structured design process to develop a preliminary plan for a meaningful and unique national program focused on developing management skills and a management community of practice. We also wanted to provide an opportunity and space for participants to synthesize early results of the survey and syllabus review.

The original proposal stated that this Forum would include 50 participants, including the grant team. Upon award of the grant, we determined that the budget funded required us to scale back to 40 participants.

Selection of participants

Per the grant proposal, we invited approximately 20 of the attendees while the remainder of the Forum participants were selected through an application process. At the end of October 2023, we sent out save-the-dates to those who had provided letters of support for our grant application and offered them the opportunity to recommend others to attend.

On April 4, 2024, we launched the call for applications to attend the Forum. The call was sent through the CALM mailing list and distributed to specific communities of underrepresented librarians, like We Here®. The application requested information about demographics including institution type and years in the field, along with a 250-word or less answer to the question: “Why are you interested in participating in the ‘Identifying Gaps and Opportunities in Professional Development Support for Managers’ Forum?” The full application form can be viewed in the Appendix D.

We began reviewing applications on April 26, 2024. Of the 223 applicants:

- Over 80% held an MLIS and/or were current library managers.
- 63% worked at doctoral universities, compared to 7% from community colleges.
- 17% identified as Black, with another 21% of applicants identifying as American Indian, Arab/Middle Eastern, Asian, Hispanic, South Asian, or Multiracial.
- 82% identify as female and 3% as transgender, non-binary, or genderqueer.
- A wide range of job classification and library departments.

Applicants had a range of years of experience, with 11-15 years as the most frequent:

How many years have you worked in libraries?	
0 to 5 years	12.6%
6 to 10 years	19.7%
11 to 15 years	0.5%
16 to 20 years	16.6%
More than 20 years	18.8%

Table 11. Forum applicants years of experience, n=223

Each applicant's essay was scored by two members of the grant team using a three-point scaled rubric. A review of demographics occurred at each stage of applicant review. Examples of demographic consideration included prioritizing low-applicant numbers from community colleges and ensuring representation from early-career individuals. We identified an initial list to offer attendance and returned to our waitlist and the entire applicant pool throughout the summer to ensure any declined RSVPs did not mean we would lose a specific demographic category. Including the grant team, 42 participants attended the August 2024 Forum.

Table 12 compares select demographics of the applicant pool with the 42 Forum attendees, demonstrating the commitment to create spaces for diverse voices within our work.

Selected Demographics	Applicants <i>n</i>=223	Attendees <i>n</i>=42
Transgender, non-binary, or genderqueer	3%	7%
BIPOC	28%	69%
Black (subset of above)	17%	31%
Community colleges	7%	7%
Non-manager	19%	26%

Table 12. Selected demographics of Forum applicants and attendees

Selection of Forum Facilitator and Diversity Consultant

Upon notification of the grant award and budget, we began discussing how to select a diversity consultant and a Forum facilitator. We solicited recommendations through our networks and offered informal interviews to two finalists. Ralinda Watts was selected based on her vast experience within the education field, her knowledge of DEI pedagogy and topics, and her philosophy on facilitation. Ralinda joined the grant team on February 2, 2024.

Forum Logistics

As proposed in the grant application, the Forum was held at UC San Diego (UCSD) Library. As the fiduciary sponsor of CALM and the applying institution, this allowed for known support for the logistical side of the grant. UCSD facilitated the purchase of flights and provided on-campus housing for most participants. Reimbursements were provided for ground transportation, flights if purchased by the participant, and some meals. The Forum provided an optional dinner the night before the Forum began, three meals and snacks the first full day of the Forum, and breakfast and lunch on the last day. We communicated the various details of the Forum at the 60, 45, 30, 15, 7, and 3 days before the event including logistical and content-oriented information.

Forum Planning and Pre-Forum Attendee Engagement

Leading up to the Forum, we engaged in meaningful discussions about professional development, support, and the pathways to management. With Ralinda's guidance, we spoke candidly about the barriers impacting historically excluded and underrepresented groups within library management, and how the Forum might be a place for critique, investigation, and

solutions to address and mitigate these issues. In these conversations the idea of utilizing essential questions emerged. These essential questions would help guide us to achieve the goals of the Forum and help attendees reimagine future professional development for library professionals. The essential questions were:

1. What does good, effective PD look like?
2. What does effective support for library managers look like?

To build community, we asked attendees to contribute to a slide deck throughout the summer before the Forum sharing their names, titles, institutions, and email, and answer three questions:

1. What are you most looking forward to from this experience?
2. If you could spend the day with anyone, who would it be and why?
3. What television show/podcast/movie are you most embarrassed to admit that you watch?

These questions helped attendees create connections outside of the profession and begin to reflect on their hopes and expectations for August. Attendees also completed a pre-survey related to their attendance, logistics, and accommodations. We asked specifically “Are there accommodations we can offer to ensure your full participation during the Forum” which informed the final agenda.

We shared the grant narrative with attendees when they RSVP’d, and we discussed what pre-work would help the Forum conversation. A month prior to the Forum, we decided to leverage reflective worksheets in an effort to lessen the amount of time and effort we asked of attendees in advance.

The pre-work prompt was:

What was a meaningful professional development experience that you have had?
Please provide details and examples, and this experience doesn’t have to be about libraries. If helpful, you are welcome to pull from literature. Please spend about 30 minutes on this activity.

We chose this prompt to prepare attendees to think about the work they would be engaging in throughout the form. Our hope was to have attendees prepared to be in the right “head space” for the Forum, and not necessarily prepared with specific content or information in mind. This pre-work also previewed the type of dialogic facilitation strategies, such as essential questions, that Ralinda would employ to help us achieve the goals and objectives of the Forum.

Forum Agenda

The agenda was curated to ensure attendees had the opportunity to engage in meaningful conversations that allowed for the sharing of experiences and brainstorming of ideas, along with interactive activities to seek connection and reflection. The timing sought to provide attendees

with ample time to process, reflect, and be action-oriented, as well as time for breaks. The Forum agenda and slides are provided in the Appendix E.

The Forum began with Ralinda facilitating an opening activity to welcome attendees and build community and connection. We provided an overview of the initial findings from the research to help drive conversation and future decision-making. We engaged in small group dialogue at tables with 3-4 attendees based on the pre-work worksheet. Attendees then moved into small groups where they were tasked with engaging in essential questions that reflected both the importance of professional development, as well as what would make for engaging professional development.

Attendees engaged in a networking lunch across the campus of UCSD, followed by affinity groups by position or role within library management. There were ample breaks throughout the Forum including a longer afternoon break that allowed participants to take walks, meditate, or process the day.

After lunch and the afternoon break, participants engaged in breakout groups where they developed and created a professional development action plan (PD Action Plan) to identify or address a professional development gap in the field. The objective was for groups to use the time to plan professional development identifying the stakeholders, the problem of practice, as well as how the professional development could be best executed. The afternoon consisted of participants engaging in a gallery walk of the ideas shared in the action plan breakout groups, followed by a roundtable discussion. This process allowed participants to delve deeper into a “problem of practice” approach, where everyone, regardless of professional library role, could meaningfully engage in the conversation.

The day ended with an all group reflection and closing circle, where Forum participants were asked to consider what they had learned throughout the day, where they may have felt an “aha moment” or moment of breakthrough and understanding, as well as what they wanted to continue to ponder and explore. Participants expressed feelings of validation in their concerns over management in academic libraries; gratitude for an opportunity to imagine alternate possibilities for management training and practice; and appreciation for the openness, thoughtfulness, and empathy of the Forum participants and facilitator. Participants were asked to consider what they had discussed and accomplished throughout the day, and continued these conversations and personal connections through a dinner social event.

Use of Affinity Groups

As mentioned previously, attendees engaged in affinity groups by position or role. We felt including a space for identity-based conversation was important as the CALM conference has traditionally offered affinity groups. These groups allowed attendees to create connections across shared individual experiences. The following affinity groups were offered to the Forum attendees:

1. Administrators Group
2. Managers
3. Library Educators
4. Non-management or Informal Managerial Role

On day one, the affinity groups were given the following prompts to help start their conversation:

1. In my role, I want to stop doing?
2. In my role, I want to start doing?
3. In my role, I want to continue doing?

On day two, we provided the affinity groups with these prompts:

1. In your role, what do you need to feel supported?
2. In your role, what do you need to support others?
3. In your role, what do you need to move forward?

These affinity group discussions gave additional space for attendees to think about their own professional development. These conversations helped inform the rest of the Forum dialogue, as well as created individual connections post-Forum.

Post-Forum Survey

We sent a thank you email with the post-Forum survey to attendees on August 5, 2024. The survey instrument is included in Appendix F. We received 27 responses from our 42 attendees. The grant team abstained from participating in the survey (7 of the attendees).

Five of the six questions on the survey were open-ended. Three questions helped us synthesize the work of the Forum by asking attendees for ideas they loved, ideas that may have been lost, and ideas that came to them post-Forum. Two questions resulted in responses that fell in three primary categories: gratitude, offers to continue to engage and help with this work, and questions related to the quantitative question.

The quantitative survey question asked “One goal of the Forum was to generate ideas for professional development for managers and how to implement these ideas. Do you feel like the discussion met this outcome?” 26% of respondents selected “Uncertain,” and many people shared in the open-ended feedback that they felt that this question was best answered by the grant team. In the follow-up email where we shared the survey results, we wrote:

The grant team feels the Forum accomplished what we were hoping to achieve, so thank you again for your engagement and expertise. We appreciate all of the open-ended comments that will help us as we develop our final grant recommendations. And truly, thank you for the thanks you all shared in the survey! Your inspiration helps us stay motivated and committed to this work.

Forum Takeaways

The Forum was an opportunity to synthesize our grant research and begin to develop the recommendations found at the end of this white paper. Major takeaways from this Forum included:

- Learning opportunities need to occur in a space supported by an ethic of care to help us grow, change, and connect with others in the field.
- While there is a need for functional training, such as budget management, following Human Resources protocols, and setting meeting agendas, these functional task elements can be, and often are, distinct from the affective, person-centered development that is a priority for this grant team. When developing those person-centered management approaches and perspectives, there is no singular approach to programming content. Paramount is the need for a curated experience.
- The value of professional development experiences may lie in the relationship and network development more than the content. Many Forum attendees noted that they often come away from learning spaces with relationships more so than content.
- People come to professional development with different needs, and these needs will change over the course of their career. This is part of the reason why a “one-size fits all” content approach is not always effective.
- Inclusive, empathetic facilitation is key to effective professional development learning opportunities. Our Forum facilitator Ralinda Watts, created a learning space that encouraged vulnerability, authenticity, and trust.

We asked attendees to help us envision new ways to support library managers. Unexpectedly, the Forum also became a place for our attendees to expand their own learning and growth; as the attendees talked with one another, they created their own pathways for learning and connection. This allowed attendees to learn from one another in a non-hierarchical, group mentoring setting. Attendees said they most valued having opportunities to find these spaces, with in-person and virtual both desired. There is some balance to strike between structured learning and a space for people to make authentic connections with others experiencing similar professional challenges.

Recommendations

Each element of the grant project helped inform the other elements. The literature review grounded our work in how librarianship and related disciplines approach management training. The survey helped us plan the in-person Forum event and gave us evidence to support our hypothesized observations about management training in academic libraries. The syllabus review provided a high-level view of how the field prepares future librarians in management theories, concepts, and skills. The in-person Forum helped us talk through potential recommendations based on the collected evidence across the grant project elements.

When analyzed the data about professional development programs for academic librarians holistically, key takeaways include:

- Academic library managers seek development in **soft skills** related to affective management, e.g. prosocial skills, psychosocial skills, interpersonal skills, people skills, emotional intelligence, social skills, person-centered skills. Library employees also want to work for managers who have developed these skills.
- **Functional skill training**, e.g. budgeting or HR management, is needed, but must be approached as distinct from soft skill training.
- “**Good manager**” holds different meanings for different functions or specialities in an academic library, but many perceive greater institutional rewards for those managers who embody charisma as defined by western culture.
- Opportunity to practice managerial skills with **on-the-job experience** is the primary method of how librarians learn to be managers. Theoretical course work and trainings are too disembodied from the work to have long term impacts.
- Because of the practice-orientation of managerial learning, library school courses might better serve students by focusing on **organizational studies** and how to prepare future librarians to be employees with managers who might be actively learning on-the-job.
- There is not a one size fits all approach to professional development for academic library managers, but elements of successful programs include:
 - A **curated approach** to meet the needs of the specific audience, including recognition that individuals need different training and growth opportunities at different phases of their career.
 - Opportunities to build **relationships and network** with library managers at other institutions.
 - An **ethic of care** approach to help managers grow, change, and connect with others in the field.
 - **Inclusive, empathetic facilitation** is key to effective professional development learning opportunities.

We also recognized trends in what library employees and managers saw as limitations to current approaches to professional development in management. This included the ineffectiveness of “one-off” training, cost, geographic locations of training, focus on leadership over management skills, focus on library administrators rather than managers, and a general

dearth of opportunities. We also repeatedly found the conflation of leadership and management in trainings purported to be solely focused on management. More differentiation between leadership and management skills would be helpful for future planning of professional development opportunities, and this could be an area for continued investigation.

With these recommendations and findings in mind, table 13 outlines specific recommendations for filling this much needed gap in the field.

Recommendation	For Whom	Why We Think This is a Potential Solution	Grant Instrument Supporting Recommendation	Ideas for Implementation
Reimagined coursework for LIS students	LIS students	Conflation of leadership and management in courses, lack of specificity around type of libraries, gap between time of coursework and when students become managers	Syllabus Review	Person-center management syllabus template • More distinction between management and leadership • Dialogue and discourse over a defined curriculum – focus is on facilitated conversation than instruction, similar to focus on values over topics
Increase affordability and access to management professional development	Managers , Professional organizations	Currently available training is often not affordable and/or accessible	Literature Review Forum	Cultivate facilitators, coaches, and mentors Crowdsourced repository of trainings and professional development materials for managers Increased variety and specificity of topics (See Appendix G) available for professional development
Future research on the tasks and skills of the manager	Researchers	Continue to granularly define the skills used and needed by managers on an ongoing basis	Survey Syllabus Review Forum	Ethnographic self-study weekly log of managers Peer skills assessment development Perceptions of the “habitus” of the library manager
Create management PD that centers relationship and community-building over content	Managers	Space of care that can help us grow, change, and connect with others in the field	Survey Forum	Mutually beneficial learning pods, affinity groups, and/or one-on-one relationships that can be leveraged over time Establish peer-mentoring services in addition to mentoring across different stages of the career Create time and space at existing library conferences which include academic library managers to connect, e.g. an unconference
Need for defining alternative progressive career pathways that do not require managing	Administrators	Provide other avenues for career progression for those who are not interested in management	Survey Forum	Provide additional pathways for promotion and compensation, recognizing increased responsibility and expertise, outside of taking on managerial duties Do not equate being successful in a non-mangerial position to potential to be a manager

Table 13. Grant Recommendations

Conclusion

Our research for this white paper set out to meet these objectives:

- Identifying the professional development needs of academic library managers.
- Engaging with a wide variety of perspectives on library management with a particular attention to library professionals from historically excluded communities.
- Collaborating with academic librarians and organizations interested in person-centered management principles to map a professional development program for academic library managers.
- Creating a sustainable and equitable set of recommendations to facilitate opportunities for professional development in person-centered management practices.

As we analyzed our research findings and talked with our colleagues at the Forum, several key gaps in management training began to form. CALM's mission statement states that "we see the practice of management as a set of skills and dispositions developing over time through ongoing education, community sharing, and critical reflection." The results of both the survey and Forum demonstrate an active need for education beyond formal training. Formal trainings may have multiple barriers to access, may not provide the ongoing feedback and support needed for managers to progress in their skills, and often focus on tactical or strategic topics rather than the interpersonal skills that were highlighted as most critical for managerial success. Additionally, there is a significant desire for community and networking among managers, and for spaces for critical reflection.

Secondly, our research indicates the centrality of importance to current academic library workers of person-centered management approaches. If the goal of person-centered management is to surface the individual needs of each worker and consider how to address them in the workplace context, then the interpersonal and "soft" skills highlighted as most important in the current academic library management context are the primary means for managers to be able to implement this approach. Skills that help with relationship development (including between managers) were highlighted in both the Forum and the survey, and supported by the literature review.

Our findings show that a successful professional development program would include opportunities to develop interpersonal skills, functional skills, and the ability to practice and use these skills on-the-job. Additionally, a successful program would provide a tailored approach to meet the needs of attendees, opportunities for connections and growth through an ethic of care, and inclusive, empathetic facilitation. We also believe there is an opportunity for additional research on what is already offered through library science programs. The grant team recognizes that not every program can check all the boxes for management-related training, but we hope that our project will provide other groups and organizations with new ways to think about how they can address both the content and the delivery for training current and aspiring managers in academic libraries.

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Appendix

- A. Survey Instrument
- B. Data Cleaning Protocol
- C. Survey Demographics
- D. Forum Application Survey
- E. Forum Agenda and Slides
- F. Post-Forum Survey
- G. Topics Suggested by Forum Participants

Appendix A

Survey Instrument

CALM IMLS Survey Project

Survey Flow

Block: Informed Consent (2 Questions) Standard: Personal Demographics (12 Questions) Standard: Institutional Demographics (8 Questions)
Branch: New Branch If If Do you currently identify as a manager? For the purposes of this survey, managers are employees w... Yes Is Selected
Standard: Managers - Basic Info (8 Questions) Standard: Managers - Skill Attainment (14 Questions) Standard: Managers - Success Measures (4 Questions) Standard: Managers - Barriers (2 Questions)
Standard: Impact of Managers (3 Questions) Standard: Expected Skills of Managers (9 Questions)

Page Break

Start of Block: Informed Consent

Q1 You are being invited to participate in a research study titled "Identifying Gaps and Opportunities in Professional Development Support for Managers." This study is being completed by a research team of librarians from around the country, and administered by UC San Diego.

The purpose of this research study is to understand the current state of management education for academic library workers and identify potential areas of focus for future professional development opportunities. If you agree to take part in this study, you will be asked to complete an online survey. This survey will ask about your experiences in learning about management and working in academic libraries. If you are a manager, this survey will take you about 10 minutes to complete; if you are not a manager, this survey will take you approximately 5 minutes to complete. The first 400 respondents to the survey will receive a \$10 gift card, delivered electronically.

This project was made possible in part by the Institute of Museum and Library Services Laura Bush 21st Century Librarian Program grant RE-254898-OLS-23.

No personally identifiable information will be maintained by the researchers, and all data will be analyzed in aggregate.

There may or may not be any direct benefit to you from this research. The investigators, however, may learn more about academic library worker needs regarding management education and professional development. Information from this study will be used to inform a planning forum, develop a white paper with recommendations for the field, and future grant applications.

There are minimal risks associated with this research study. Research records will be kept confidential to the extent allowed by law and may be reviewed by the UC San Diego Institutional Review Board. Your participation in this study is completely voluntary and you can withdraw at any time by simply exiting the survey. Choosing not to participate or withdrawing will result in no penalty or loss of benefits to which you are entitled. You are free to skip any question that you choose.

If you have questions about this project or if you have a research-related problem, you may contact the Principal Investigator, Dani Brecher Cook by email at danicook@ucsd.edu or at 858.534.1278 during business hours. If you have any questions concerning your rights as a research subject, you may contact the UC San Diego Human Research Protections Program Office at 858.246.HRPP (858.246.4777).

If you wish to participate in this study, please click the "yes" button below.

If you do not wish to participate in this study, please click the "no" button below.

Q2 Participatory requirements: You must be 18 years or older and a current academic library worker.

Please select whether you agree to participate:

- ☐ Yes, I consent to participate in this study. (1)
- ☐ No, I do not consent to participate in this study. (2)

Skip To: End of Survey If Participatory requirements: You must be 18 years or older and a current academic library worker.... = No, I do not consent to participate in this study.

End of Block: Informed Consent

Start of Block: Personal Demographics

Q3 The first section of this survey focuses on your descriptive characteristics. As a reminder, this information will only be reported in aggregate.

Q4 What is your gender identity (select all that apply)?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Non-binary / third gender (3)
- ☐ Transgender (4)
- ☐ Other (5) _____

Q5 How do you identify your race/ethnicity (select all that apply)?

- ☐ American Indian or Alaska Native (1)
- ☐ Arab/Middle Eastern and North African (2)
- ☐ Asian (3)
- ☐ Black or African American (4)
- ☐ Hispanic or Latine (5)
- ☐ Native Hawaiian or Other Pacific Islander (6)
- ☐ White (7)
- ☐ Multiple races or ethnicities (8)
- ☐ Other (9) _____

Q6 How old are you?

- ☐ 18 - 24 (1)
 - ☐ 25 - 34 (2)
 - ☐ 35 - 44 (3)
 - ☐ 45 - 54 (4)
 - ☐ 55 - 64 (5)
 - ☐ 65 - 74 (6)
 - ☐ 75 - 84 (7)
 - ☐ 85 or older (8)
-

Q7 How many years have you worked in libraries?

- ☐ 0 to 5 years (1)
 - ☐ 6 to 10 years (2)
 - ☐ 11 to 15 years (3)
 - ☐ 16 to 20 years (4)
 - ☐ More than 20 years (5)
-

Q8 What is the highest level of education that you have completed?

- ☐ Less than high school (1)
 - ☐ High school graduate (2)
 - ☐ Some college (3)
 - ☐ 2-year degree (4)
 - ☐ 4-year degree (5)
 - ☐ One master's degree (6)
 - ☐ Two or more master's degrees (7)
 - ☐ Doctorate (8)
-

Q9 Do you have a Master's in Library Science (MLS), Master's in Information Science (MIS), or Master's in Library and Information Science (MLIS)?

- ☐ Yes (1)
 - ☐ No (2)
-

Q10 Do you have a disability?

- ☐ Yes (1)
 - ☐ Unsure (2)
 - ☐ No (3)
-

Q11 Are you a caregiver? A caregiver is someone who provides direct care for people such as a child, elderly person, or chronically ill person.

- ☐ Yes (1)
 - ☐ Unsure (2)
 - ☐ No (3)
-

Q12 Please select the job classification that is closest to your current role.

- ☐ Staff or academic personnel-classified librarian (1)
 - ☐ Faculty-classified librarian (2)
 - ☐ Professional staff (3)
 - ☐ Student worker (4)
 - ☐ Administrator (5)
 - ☐ Other (6)
-

Q13 Please select the type of library work that is most similar to the department you currently work in.

- ☐ Access services (1)
 - ☐ Administration (2)
 - ☐ Cataloging and metadata (3)
 - ☐ Collections (4)
 - ☐ Data and GIS services (5)
 - ☐ Digital services / systems, technology (6)
 - ☐ Instruction (7)
 - ☐ Reference (8)
 - ☐ Special collections, archives, and rare books (9)
 - ☐ Scholarly communication (10)
 - ☐ None of the above (11)
-

Q14 Do you currently identify as a manager? For the purposes of this survey, managers are employees who have a formal supervisory role over at least one other employee. This may include permanent, temporary, or student employees.

- ☐ Yes (1)
- ☐ No (2)

End of Block: Personal Demographics

Start of Block: Institutional Demographics

Q15 The next section of this survey will ask you to describe the academic library where you work. As a reminder, this information will only be reported in aggregate.

Q16 Please select the geographic region that best describes where the academic library where you work is located.

- ☐ Midwest US - IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI (1)
- ☐ Northeast US - CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT (2)
- ☐ Southeast US - AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV (3)
- ☐ Southwest US - AZ, NM, OK, TX (4)
- ☐ Western US - AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY (5)
- ☐ Canada (6)
- ☐ Other (7) _____
-

Q17 Please select the classification that best describes the academic institution that your library is affiliated with.

- ☐ Doctoral university (typically includes R1s, R2s) (1)
- ☐ Master's college or university (2)
- ☐ Baccalaureate college (3)
- ☐ Baccalaureate/associate's college (4)
- ☐ Associate's college (5)
- ☐ Special focus institution (6)
- ☐ Tribal college or university (7)
-

Q18 Does your institution have a faith-based affiliation?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Unsure (3)
-

Q19 Approximately how many students (at all degree levels) does your institution serve?

- ☐ Under 1,000 (1)
- ☐ 1,001-5,000 (2)
- ☐ 5,000-10,000 (3)
- ☐ 10,000-20,000 (4)
- ☐ 20,000-30,000 (5)
- ☐ 30,000-40,000 (6)
- ☐ 40,000-50,000 (7)
- ☐ More than 50,000 (8)
-

Q20 Is your institution a majority-minority serving institution (e.g., an Historically Black College and University [HBCU], Hispanic Serving Institution (HSI), or other)?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Unsure (3)
-

Q21 Approximately how many employees (not including student workers) does your library have?

- ☐ 1-10 (1)
- ☐ 11-20 (2)
- ☐ 21-30 (3)
- ☐ 31-40 (4)
- ☐ 41-50 (5)
- ☐ 50-75 (6)
- ☐ 76-100 (7)
- ☐ 101-150 (8)
- ☐ More than 150 (9)

Q22 Are any library workers in your institution part of a union?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Unsure (3)

End of Block: Institutional Demographics

Start of Block: Managers - Basic Info

Q23 How many years have you worked as a manager in an academic library?

- ☐ Under a year (1)
- ☐ 1-5 years (2)
- ☐ 6-10 years (3)
- ☐ 11-15 years (4)
- ☐ 16-20 years (5)
- ☐ More than 20 years (6)

Q24 Did you have management experience prior to working in academic libraries? (e.g., shift supervisor at a restaurant, retail manager)

- ☐ Yes (1)
- ☐ No (2)

Display This Question:

If Did you have management experience prior to working in academic libraries? (e.g., shift superviso... = Yes

Q25 How many years did you work as a manager before working in academic libraries?

- ☐ Under 1 year (1)
- ☐ 1-5 years (2)
- ☐ 6-10 years (3)
- ☐ 11-15 years (4)
- ☐ 16-20 years (5)
- ☐ More than 20 years (6)

Q26 What type of library workers do you currently manage? Please check all that apply.

- ☐ Staff- or academic-personnel classified librarians (1)
- ☐ Faculty-classified librarians (2)
- ☐ Professional staff (3)
- ☐ Student workers (4)
- ☐ Administrators (5)
- ☐ Other (6) _____

Q27 When you started working in academic libraries, did you have an intention to one day take on a management role?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Unsure (3)

Q28 How many years into your academic library career did you take on a formal management role? This means having supervisory duties assigned to you, including administrative and performance responsibilities.

- ☐ Under one year (1)
- ☐ 1-5 years (2)
- ☐ 6-10 years (3)
- ☐ 11-15 years (4)
- ☐ 16-20 years (5)
- ☐ More than 20 years (6)

Q29 How did you become a manager in an academic library for the first time? Please select the option that best fits your experience.

- ☐ Applied for and got a job at a new institution (1)
- ☐ Served in an interim position by choice (2)
- ☐ Served in an interim position not by choice (3)
- ☐ Promoted internally in my institution into a management role (4)
- ☐ Reorganized into a management role (5)
- ☐ Other (6) _____

Q30 Which factor best describes your decision to take on a management role?

- ☐ I wanted to earn more money (1)
- ☐ I had a desire to have more influence in my library (2)
- ☐ I had a desire to have more control in my library (3)
- ☐ It was the only path to promotion in my library (4)
- ☐ I wanted to grow my career in management and leadership (5)
- ☐ I wanted to contribute to organizational culture change (6)
- ☐ I wanted to better support my colleagues (7)
- ☐ It was the only job I was offered (8)
- ☐ I did not have a choice in my library (9)
- ☐ Other (10) _____

End of Block: Managers - Basic Info

Start of Block: Managers - Skill Attainment

Q31 In this section, we will ask you questions about your experiences as a manager and how you learn and grow as a manager.

Display This Question:

If Do you have a Master's in Library Science (MLS), Master's in Information Science (MIS), or Master... = Yes

Q32 Did you have a specific class on management in library school?

- ☐ Yes (1)
- ☐ No (2)

Display This Question:

If Did you have a specific class on management in library school? = Yes

Q33 Was the library school management class required?

- ☐ Yes (1)
- ☐ Unsure (2)
- ☐ No (3)

Q34 Have you taken management courses in a higher education setting outside of library school?

- ☐ Yes (1)
- ☐ No (2)

Display This Question:

If Have you taken management courses in a higher education setting outside of library school? = Yes

Q35 At what level did you take a formal management course?

- ☐ BA level (1)
- ☐ Masters level (e.g., MBA, MPA, MPH) (2)
- ☐ Doctoral courses (PhD, EdD, etc.) (3)

Q36 Have you participated in a leadership institute for library workers specifically? Please select all that you have attended.

- ☐ Harvard Leadership Institute (1)
- ☐ UCLA Senior Fellows (2)
- ☐ Minnesota Institute (3)
- ☐ A state association's leadership institute (4)
- ☐ ARL Leadership Fellows (5)
- ☐ ARL Leadership and Career Development Program (6)
- ☐ ARL Intensive Learning Program (7)
- ☐ ARL Kaleidoscope Program (8)
- ☐ ALA Leadership Institute (9)
- ☐ Other (10) _____
- ☐ None (11)

Q37 Have you participated in management training for library workers specifically? Please select all that you have attended.

- ☐ Library Management Skills Institute I (1)
- ☐ Library Management Skills Institute II (2)
- ☐ Inclusive Manager's Toolkit (3)
- ☐ Library Juice Academy sources (4)
- ☐ ALA online courses (5)
- ☐ ACRL online courses (6)
- ☐ CORE online courses (7)
- ☐ Other (8) _____
- ☐ None (9)

Q38 Do you receive professional development funding through your job to support management training?

- ☐ Yes (1)
- ☐ No (2)

Q39 Does your institution offer local management training? This could include training held by Library HR, Campus HR, or other campus entities.

- ☐ Yes (1)
- ☐ No (2)
- ☐ Unsure (3)

Display This Question:

If Does your institution offer local management training? This could include training held by Librar... =
Yes

Q40 Have you taken the local institutional management training?

- ☐ Yes (1)
- ☐ No, but I want to (2)
- ☐ No, I am not interested (3)
-

Q41 Are there any conferences that you attend specifically for learning more about management skills (i.e., you may be going for other content, but one factor in your conference attendance is learning more about management)? Please select all that apply.

- ☐ American Library Association (ALA) Annual Conference (1)
- ☐ Association of College and Research Libraries (ACRL) Conference (2)
- ☐ Association of Research Libraries (ARL) Fall Forum (3)
- ☐ Conference on Academic Library Management (CALM) (4)
- ☐ CORE Forum (5)
- ☐ CNI (6)
- ☐ State Library Conference (7)
- ☐ Library Assessment Conference (8)
- ☐ Other (9) _____
- ☐ None (10)
-

Q42 What other methods do you use to develop your skills in management? Please check all that apply.

- ☐ On-the-job training (e.g., shadowing) (1)
- ☐ Learning by doing (e.g., trial and error) (2)
- ☐ Learning from institutional peers (3)
- ☐ Learning from national or regional peer networks (4)
- ☐ Reading books about management (5)
- ☐ Listening to podcasts about management (6)
- ☐ Participating in Toastmasters or similar professional education club (7)
- ☐ On-demand education (e.g., Skilltype, LinkedIn Learning, WebJunction) (8)
- ☐ Peer mentoring (e.g., Pemento, association mentorship programs) (9)
- ☐ Hierarchical mentoring programs (ACRL, institutional, state association, etc.) (10)
- ☐ Other (11) _____
- ☐ None (12)

Q43 What method do you find most useful to develop your skills in management? Please select one.

- ☐ On-the-job training (e.g., shadowing) (1)
- ☐ Learning by doing (e.g., trial and error) (2)
- ☐ Learning from institutional peers (3)
- ☐ Learning from national or regional peer networks (4)
- ☐ Reading books about management (5)
- ☐ Listening to podcasts about management (6)
- ☐ Participating in Toastmasters or similar professional education club (7)
- ☐ On-demand education (e.g., Skilltype, LinkedIn Learning, WebJunction) (8)
- ☐ Peer mentoring (e.g., Pemento, association mentorship programs) (9)
- ☐ Hierarchical mentoring programs (ACRL, institutional, state association, etc.) (10)
- ☐ Other (11) _____

Q44 If you could go back in time, what is one skill you wish you had before you began working as a manager?

End of Block: Managers - Skill Attainment

Start of Block: Managers - Success Measures

Q45 What are the factors that impact your decision to stay in management? Select all that apply.

- ☐ The money is good. (1)
 - ☐ I can have more influence in the library. (2)
 - ☐ I have more control in the library. (3)
 - ☐ I am interested in higher level positions. (4)
 - ☐ I am making contributions to organizational culture change. (5)
 - ☐ I can support my colleagues. (6)
 - ☐ I like having better access to organizational information. (7)
 - ☐ I've been a manager for so long, I don't know what else to do. (8)
 - ☐ I feel like I have nowhere else to go. (9)
 - ☐ Other (10)
-

Q46 What formal methods does your organization use to measure your success as a manager?

- ☐ Point-by-point evaluation (e.g., matrix-style) (1)
 - ☐ 360 review (2)
 - ☐ Institutional performance reviews, including self-evaluations and narrative evaluations by supervisors (3)
 - ☐ Other (4) _____
-

Q47 What makes you feel like you are succeeding as a manager? (Check all that apply)

- ☐ My evaluation from my supervisor (1)
- ☐ Informal feedback from reports (2)
- ☐ Formal surveys from direct reports (3)
- ☐ Quantity of work accomplished by team (4)
- ☐ Promotions (5)
- ☐ Good rapport with direct reports (6)
- ☐ My colleagues come to me for advice (7)
- ☐ My direct reports tell me that I'm influential to their career success. (8)
- ☐ Successfully implementation of a change in culture (9)
- ☐ Large applicant pools for open positions in my unit (10)
- ☐ Other (11) _____
- ☐ I don't feel successful as a manager (12)



Q54 What three skills do you feel are most crucial to your success as a manager? Please select up to three.

- ☐ Budgeting (1)
- ☐ Carrying out directives (2)
- ☐ Conflict management (3)
- ☐ Counseling and mentoring (4)
- ☐ Delegating (5)
- ☐ Directing work (6)
- ☐ Evaluating work (7)
- ☐ Measuring performance (8)
- ☐ Negotiating (9)
- ☐ Organizing and planning (10)
- ☐ Setting goals (11)
- ☐ Setting standards (12)
- ☐ Staffing (13)
- ☐ Time management (14)
- ☐ Working well with people (15)
- ☐ Other (16) _____

End of Block: Managers - Success Measures

Start of Block: Managers - Barriers

Q49 Who do you go to to talk to about management challenges? Please select all that apply.

- ☐ Nobody, by my choice (1)
- ☐ Nobody because I have no one to talk to (2)
- ☐ Supervisor (3)
- ☐ Human Resources (4)
- ☐ Peer colleague at my institution (5)
- ☐ Peer colleague outside my institution (6)
- ☐ Mentor outside my institution (7)
- ☐ Family or friend outside of work (8)
- ☐ Direct reports (9)
- ☐ Internet forums (10)
- ☐ Other (11)

Q50 What do you feel prevents you from being the best manager you could be? Check all that apply.

- ☐ Institutional pressure (1)
- ☐ Supervisor pressure (2)
- ☐ I don't have the appropriate skills (3)
- ☐ My team (4)
- ☐ Policies/regulations/legal requirements (5)
- ☐ Lack of professional development (6)
- ☐ My supervisor (7)
- ☐ The culture (8)
- ☐ Contract language (9)
- ☐ Other (10) _____

End of Block: Managers - Barriers

Start of Block: Impact of Managers

Q51 In one or two sentences, can you tell us about a time that a manager helped you grow?

Q52 What are some management practices that make you feel supported? Check all that apply.

- ☐ Weekly or biweekly check-in meeting (1)
 - ☐ Semi-annual professional development conversation (2)
 - ☐ Knows when to leave me to work alone and when I need support (3)
 - ☐ Listening to me even if the answer is no or not what I want (4)
 - ☐ Inclusive practices (5)
 - ☐ Including me in hiring decisions (6)
 - ☐ Other (7) _____
-

Q53 Have you ever left a library job primarily due to your manager?

- ☐ Yes (1)
- ☐ No (2)

End of Block: Impact of Managers

Start of Block: Expected Skills of Managers



Q67 Thinking about your experiences with academic library managers, which of the following skills do you feel are the most important to develop? Please select up to three options.

- ☐ Budgeting (1)
- ☐ Carrying out directives (2)
- ☐ Conflict management (3)
- ☐ Counseling and mentoring (4)
- ☐ Delegating (5)
- ☐ Directing work (6)
- ☐ Evaluating work (7)
- ☐ Measuring performance (8)
- ☐ Negotiating (9)
- ☐ Organizing and planning (10)
- ☐ Setting goals (11)
- ☐ Setting standards (12)
- ☐ Staffing (13)
- ☐ Time management (14)
- ☐ Working well with people (15)
- ☐ Other (16) _____



Q56 What are the three most important values that you think a manager should have?

- ☐ Accuracy (1)
- ☐ Achievement (2)
- ☐ Creativity (3)
- ☐ Altruism (4)
- ☐ Authenticity / Self-expression (5)
- ☐ Autonomy / Independence (6)
- ☐ Balance (7)
- ☐ Calmness / Equanimity (8)
- ☐ Collaboration (9)
- ☐ Commitment (10)
- ☐ Communication (11)
- ☐ Community / Connecting with others (12)
- ☐ Competition (13)
- ☐ Compliance (14)
- ☐ Consistency (15)
- ☐ Courage (16)

- ☐ Determination (17)
- ☐ Diversity (18)
- ☐ Efficiency (19)
- ☐ Equity (20)
- ☐ Excellence (21)
- ☐ Fairness (22)
- ☐ Academic or intellectual freedom (23)
- ☐ Learning (24)
- ☐ Wellbeing (25)
- ☐ Honesty (26)
- ☐ Humor (27)
- ☐ Inclusiveness (28)
- ☐ Integrity (29)
- ☐ Intelligence (30)
- ☐ Joy (31)
- ☐ Social justice (32)

- ☐ Loyalty (33)
- ☐ Open mindedness (34)
- ☐ Passion (35)
- ☐ Patience (36)
- ☐ Positivity (37)
- ☐ Power (38)
- ☐ Privacy (39)
- ☐ Professionalism (40)
- ☐ Recognition (41)
- ☐ Resilience (42)
- ☐ Respect (43)
- ☐ Responsibility (44)
- ☐ Safety and Security (45)
- ☐ Self-awareness (46)
- ☐ Confidence (47)
- ☐ Service-oriented (48)

- ☐ Tradition (49)
- ☐ Trust (50)
- ☐ Vision (51)
- ☐ Wisdom (52)

Display This Question:

If Do you currently identify as a manager? For the purposes of this survey, managers are employees w... = No

Q57 Do you have an interest in one day taking on management responsibilities?

- ☐ Yes (3)
- ☐ No (4)

Display This Question:

If Do you have an interest in one day taking on management responsibilities? = Yes



Q68 What three management-related skills do you feel you need most growth in?

- ☐ Budgeting (1)
- ☐ Carrying out directives (2)
- ☐ Conflict management (3)
- ☐ Counseling and mentoring (4)
- ☐ Delegating (5)
- ☐ Directing work (6)
- ☐ Evaluating work (7)
- ☐ Measuring performance (8)
- ☐ Negotiating (9)
- ☐ Organizing and planning (10)
- ☐ Setting goals (11)
- ☐ Setting standards (12)
- ☐ Staffing (13)
- ☐ Time management (14)
- ☐ Working well with people (15)
- ☐ Other (16) _____

Display This Question:

If Do you have an interest in one day taking on management responsibilities? = Yes

Q60 Why are you interested in going into management? Check all that apply.

- ☐ I want to make a difference (1)
- ☐ I want more influence in my organization (2)
- ☐ I want more control over my work environment (3)
- ☐ I want to support my colleagues as a manager (4)
- ☐ I want more access to organizational information (5)
- ☐ I want more money (6)
- ☐ I am interested in higher level positions (7)
- ☐ It seems fun (8)
- ☐ I want to do something new (9)
- ☐ It is the only path to promotion in my organization (10)
- ☐ I feel like I have nowhere else to go / no choice (11)
- ☐ Other (12)

Display This Question:

If Do you currently identify as a manager? For the purposes of this survey, managers are employees w... = No

Q61 Have you pursued any education to grow your management skills?

- ☐ Yes (3)
- ☐ No (4)

Display This Question:

If Have you pursued any education to grow your management skills? = Yes

Q62 Where or how have you pursued management education?

- ☐ Library school management course (1)
- ☐ Graduate-level management course outside library school (2)
- ☐ Harvard Leadership Institute (3)
- ☐ UCLA Senior Fellows (4)
- ☐ Library Management Skills Institute I (5)
- ☐ Library Management Skills Institute II (6)
- ☐ Inclusive Manager's Toolkit (7)
- ☐ Local institutional management training (8)
- ☐ Online course (9)
- ☐ Toastmasters or similar professional development club (10)
- ☐ Reading books about management (11)
- ☐ Podcasts (12)
- ☐ Other (13) _____

Display This Question:

If Do you currently identify as a manager? For the purposes of this survey, managers are employees w... = No

Q63 Do you want to be a manager, but are not a manager?

- ☐ Yes (5)
- ☐ No (6)

Display This Question:

If Do you want to be a manager, but are not a manager? = Yes

Q64 Why are you not currently a manager? Check all that apply.

- ☐ Have applied internally and not gotten the position (1)
- ☐ Have applied externally and not gotten the position (2)
- ☐ Have never applied for a management position (3)
- ☐ Not sure I have the skill set (4)
- ☐ Don't think I have the right education or training (5)
- ☐ I don't know how to get started (6)
- ☐ My manager discourages me (7)
- ☐ Policies/regulations/legal requirements for the position I want (8)
- ☐ Other (9)

End of Block: Expected Skills of Managers

Appendix B

Data Cleaning Protocol

Data Cleaning Protocol for Survey

Context: Within the first day of the survey's release, we noticed some abnormalities in the results – there were more responses to the gift card registration survey than there were for the overall survey. Many of the names and email addresses for the gift card registration included emails that were strings of consonants at Gmail or Hotmail. Upon closer inspection of the first day of survey results, we discovered suspicious free text responses that did not appear to be from library workers. For example, for the question, "If you could go back in time, what is one skill you wish you had before you began working as a manager?" responses included "I will love to be an entrepreneur," "I would prefer to be a doctor," "Know all the books," "A photographic memory," and "I wish I could be a basketball player." "Certification of degree" was a flagged response used multiple times.

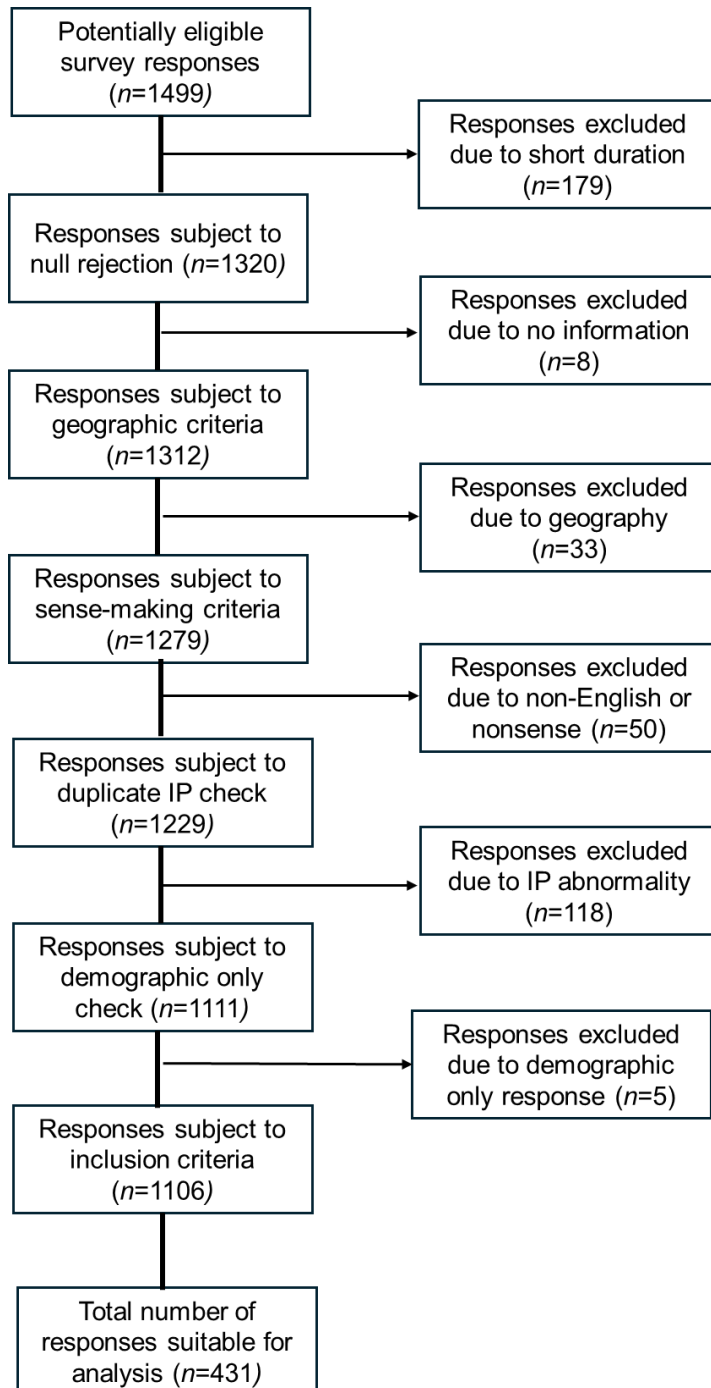
We quickly acted to require a .edu email address to qualify for the gift card distribution. Knowing that we had what were likely invalid responses, we had to parse through each response to attempt to determine if they were from an authentic library worker. We knew that this would be an imperfect process and likely lead us to exclude some valid responses, but we determined it was most important for our data validity to only include responses that could be validated in some way. Since identifying information was decoupled from the survey itself, we accomplished this through several rounds of applying exclusion and inclusion criteria to clean the data.

The following are the steps we undertook to clean the survey data:

1. We first removed all responses under 3.5 minutes (210 seconds) in duration, n=179. Total remaining n=1320.
2. We removed all the responses that had null results (i.e., they did not enter any information after agreeing to the informed consent), n=8. Total remaining n=1312.
3. We removed all responses that were beyond 53 degrees West longitude (Canada boundary) and 160 degrees West longitude (US boundary), n=25. Total remaining n =1287.
4. We removed all responses with latitudes below 20 degrees (Hawaii). n=8. Total remaining n = 1279.
5. We removed all duplicate nonsensical answers and answers not in English in free response entries, n=50. Total remaining n = 1229.
6. We removed all duplicate IPs that had different value answers (i.e., they didn't answer the same way on demographic questions, so it was not a mistaken second attempt). For attempts that appeared to be duplicate responses, we saved either the later response or the complete response (if only one was complete), n=118. Total remaining n = 1111.
7. Because it is not possible to include answers that have no free text responses to determine if they are valid, we removed any that never progressed past demographics (<40% complete), n=5. Total remaining n=1106.
8. Finally, we engaged in an inclusion process, with two researchers examining each free text response to come to consensus on the validity of the responses. Key indicators of likely validity included use of library- and higher education-specific terms such as "dean," "student workers," or specific library tasks like cataloging; or inclusion of the names of

other library organizations or conferences that they had interacted with previously. We identified 431 cases that we felt confident represented actual library worker responses, which comprised our final sample.

The below flow diagram demonstrates the data cleaning process, and the number of responses excluded at each stage.



Appendix C

Survey Demographics

Survey – Respondent Demographics

Gender	% of All Respondents <i>n</i> =431	% of Managers <i>n</i> =367
Female	85.80%	85.30%
Male	10.20%	10.90%
Transgender and/or non-binary	3.90%	3.80%

Gender Breakout of Respondents who Identify as Disabled or a Caregiver			
	Female	Male	Nonbinary/ other
Disability (n=77)	87.00%	5.20%	7.80%
Caregiver (n=173)	86.70%	9.80%	3.50%

Age of Respondents	
18-24	0.20%
25-34	12.30%
35-44	39.30%
45-54	30.80%
55-64	15.20%
65-74	2.10%

Respondents' Area of Specialization	
Administration	26.20%
Access services	15.30%
Instruction	13.90%
Reference	9.30%
Special Collections, Archives, and Rare Books	8.60%
Collections	6.50%
Digital Services/Systems, Technology	6.30%
Cataloging and Metadata	4.90%
Declined to Respond	4.60%
Scholarly Communication	2.30%

Position Classification	% of Respondents <i>n</i> =339
Faculty-classified librarian	44.00%
Staff or academic personnel classified librarians	31.90%
Administrators	3.20%
Professional Staff	20.60%
Student Worker	0.30%

Respondents' Years of Experience	
5 or less	5.80%
6-10	16.20%
11-15	28.10%
16-20	19.50%
20+	29.70%
No Response	0.70%

% of Total Respondents with the Following Degrees Held	
MLS	90.30%
Second master's	31.30%
Doctorate	27%

Survey – Institutional Demographics

Institution Type n=431	
Doctoral	62.60%
Master's	15.10%
Baccalaureate	10.70%
Baccalaureate/associate	2.80%
Associate	5.60%
Special focus	2.80%
Tribal	0.50%

Number of Students Enrolled	
Under 1,000	3.70%
1,100-5,000	17.30%
5,001-10,000	16.10%
10,000-20,000	19.90%
20,000-30,000	12.10%
30,000-40,000	13.60%
40,000-50,000	6.80%
More than 50,000	10.50%

Number of Library Employees	
1-10	11.60%
11-20	10.50%
21-30	11.20%
31-40	10.70%
41-50	4.90%
50-75	11.90%
76-100	9.50%
101-150	9.80%
More than 150	20.00%

% with Union Environments	
Yes	49.70%
No	47.60%
Unsure	2.80%

Geographic Region	% of Institutions in the Corresponding Region with Union Environment
Canada	50%
Western US	70%
Northeast US	66%
Southeast and Southwest US	21%

Appendix D

Forum Application Survey

"Identifying Gaps and Opportunities in Professional Development Support for Managers" Forum Application

The "[Identifying Gaps and Opportunities in Professional Development Support for Managers](#)" grant team invites applications to participate in an in-person forum in August 2024. This forum will engage a diverse group of academic library workers in a structured design process to develop a preliminary plan for a meaningful and unique national program focused on enhancing management skills and fostering a management community of practice. We hope you will consider applying to join us!

This opportunity is only available to academic library workers in the US and Canada.

Applications are due by Friday, April 26 at 5 p.m. Pacific, and selected applicants will be contacted by May 10.

After completing a series of demographic questions, you will be asked to provide a 250-word or less answer to the question "Why are you interested in participating in the "Identifying Gaps and Opportunities in Professional Development Support for Managers" Forum?"

This project was made possible in part by the Institute of Museum and Library Services Laura Bush 21st Century Librarian Program grant RE-254898-OLS-23.

[FAQS](#)

Questions? Please send them to identifyinggaps@gmail.com.

[Redacted]



* Indicates required question

Email *

Your email



First Name *

Your answer

Last Name *

Your answer

Pronouns *

Your answer

Position Title

Your answer

Institution Name

Your answer

Next

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"Identifying Gaps and Opportunities in Professional Development Support for Managers" Forum Application



Demographics

We are seeking to ensure that forum participants represent a broad range of experiences and expertise at varied points in their career. Demographic questions are not required, but will help us to build a diverse cohort for the forum.

What is your gender identity (select all that apply)?

☐

Male

☐

Female

☐

Non-binary / third gender

☐

Transgender

☐

Other:

How do you identify your race/ethnicity (select all that apply)?

- ☐ American Indian or Alaska Native
- ☐ Arab/Middle Eastern and North African
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latine
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other: _____

How many years have you worked in libraries?

- ☐ 0 to 5 years
- ☐ 6 to 10 years
- ☐ 11 to 15 years
- ☐ 16 to 20 years
- ☐ More than 20 years

Do you have a Master's in Library Science (MLS), Master's in Information Science (MIS), or Master's in Library and Information Science (MLIS)?

- ☐ Yes
- ☐ No
- ☐ I am currently enrolled in an MLIS program

Please select the job classification that is closest to your current role.

☐ Staff or academic personnel-classified librarian

☐ Faculty-classified librarian

☐ Professional staff

☐ Student worker

☐ Administrator

☐ Other: _____

Do you currently identify as a manager? For the purposes of this application, managers are employees who have a formal supervisory role over at least one other employee. This may include permanent, temporary, or student employees.

☐ Yes

☐ No

Please select the type of library work that is most similar to the department you currently work in.

- ☐ Access Services
- ☐ Administration
- ☐ Cataloging and Metadata
- ☐ Collections
- ☐ Data and GIS Services
- ☐ Digital services / systems, technology
- ☐ Instruction
- ☐ Reference
- ☐ Special Collections, Rare Books, and Archives
- ☐ Scholarly Communication
- ☐ Outreach & Engagement
- ☐ Other: _____

Please select the classification that best describes the academic institution that your library is affiliated with.

☐ Doctoral university (typically includes R1s, R2s)

☐ Master's college or university

☐ Baccalaureate college

☐ Baccalaureate/associate's college

☐ Associate's college

☐ Special focus institution

☐ Tribal college or university

☐ Other: _____

Approximately how many students (at all degree levels) does your institution serve?

Your answer _____

Approximately how many employees (not including student workers) does your library have?

Your answer _____

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"Identifying Gaps and Opportunities in Professional Development Support for Managers" Forum Application



* Indicates required question

Short Answer

Please answer the following short answer question, up to 250 words.

Why are you interested in participating in the "Identifying Gaps and Opportunities in Professional Development Support for Managers" Forum? *

Your answer

☐ Send me a copy of my responses.

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Appendix E

Forum Agenda and Slides

CALM Forum Agenda

Day 1 - Thursday, August 1

8:30-9:00	Check-in/Breakfast
9:00-9:30	Welcome, Introductions, Opening Activity
9:30-10:00	How Did We Get Here? (Overview)
10:00-10:15	Break
10:15-10:45	Group Dialogue
11:00-12:00	Essential Question Breakout Groups
12:00-12:50	Networking Lunch
1:00-2:00	Affinity Groups by Position/Role
2:00-2:45	Afternoon Break
2:45-4:00	PD Action Plans-Breakout Groups
4:15-4:45	Gallery Walk/Roundtable Discussion
5:00-5:30	Reflection and Closing Circle
5:30	Dinner

Day 2 - Friday, August 2

8:30-9:00	Check-in/Breakfast
9:00-10:00	Affinity Groups by Role/Position Continued
10:00-10:10	Break
10:15-11:00	PD Action Plans – Part II
11:10-12:00	Bringing it All Together
12:00	End of Program/Lunch



Identifying Gaps and Opportunities in Professional Development Support for Managers Forum

Day 1 - Thursday, August 1st



Day 1: 8:30 - 9:00 am

Check-In & Breakfast





9:00 - 9:30 am

Welcome, Introductions, Opening Activity



Logistics

- Restrooms
- Wi-Fi
 - Please use UCSD-GUEST or EDUROAM
- Water

Agenda for the Day



- 8:30-9:00 Check-in/**Breakfast**
- 9:00-9:30 Welcome, Introductions, Opening Activity
- 9:30-10:00 How Did We Get Here? (Overview)
- 10:00-10:15 **Break**
- 10:15-10:45 Group Dialogue
- 11:00-12:00 Essential Question Breakout Groups
- 12:00-12:50 **Networking Lunch**
- 1:00-2:00 Affinity Groups by Position/Role
- 2:00-2:45 **Afternoon Break**
- 2:45-4:00 PD Action Plans-Breakout Groups
- 4:15-4:45 Gallery Walk/Roundtable Discussion
- 5:00-5:30 Reflection and Closing Circle
- 5:30 **Dinner**

This project was made possible in part by the Institute of Museum and Library Services Laura Bush 21st Century Librarian Program grant RE-254898-OLS-23.



Building Community-Turn and Talk!

Share two go-to songs that bring you joy?

Today, I hope to.....



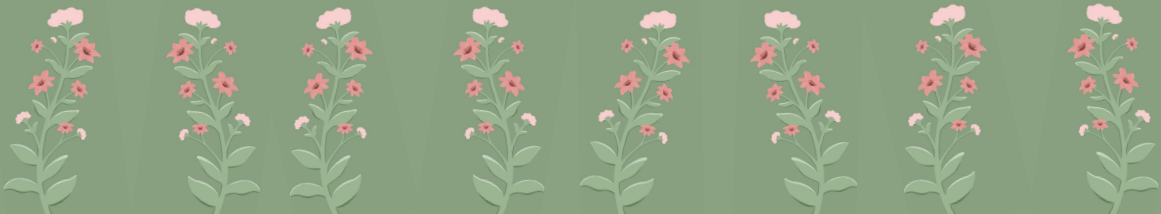
Outcomes!

Participants will...

Reflect on their own opportunities for learning and developing skills for management (distinct from “leadership”).

Discuss their experiences as managers and library workers through a lens of person-centered management.

Contribute to a preliminary plan for a meaningful and unique national program focused on enhancing management skills and fostering a management community of practice.



9:30 - 10:00 am

How Did We Get Here?



Background

CALM Conference

All volunteer with academic sponsors to support keynote honoraria and technology and systems

4 annual conferences 2021, 2022, 2023, 2024

Registration sold out each year

Presentations, lightning talks, keynotes, discussion groups, workshops

Each year an increase in comments wanting more CALM content



The Discussion

Can more content be done through CALM? Should it be done through CALM?

Discussions led to grant proposal

Looking at possibilities for the field

Research methods

Lit review, syllabus review, survey, focus groups (TBD)

And this forum!



Literature Review

Library Literature (Major Focus)

What's being done in management professional development?

- Formats
- Topics
- Purpose/Assumptions of "What is good?"

What's missing?

- Who's saying what's missing?
- How and why are they sharing about the gaps?
- Any postulated solutions or calls to action?

What are the key texts that the management courses in ALA programs feature?

- (results from Syllabus review)
- What can we describe from these texts as key topics and priorities for training library managers?

Literature from fields outside

Fields Explored

- Critical Management
- Indigenous Leadership
- Information Technology
- Non-Profit Management
- Higher Ed broadly
- STEM

How is the professional development delivered?

What are the topics and skills covered of professional development?

How does it overlap with what's in library literature?

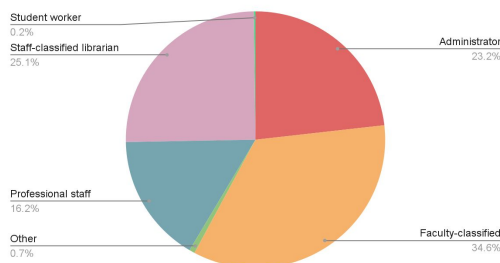
Is this something not found in Library literature?

Survey Demographics

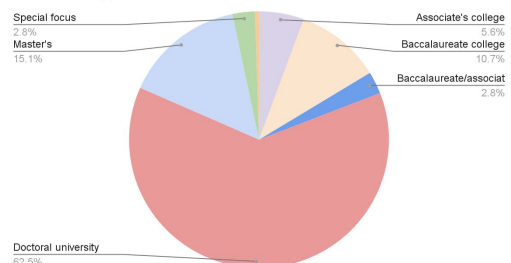
- Over 1500 responses, only able to validate 431
- 17.2% of validated respondents identified as BIPOC
- 85.2% of validated respondents were managers
- 17.9% identified as having a disability
- 40.1% identified as being a caregiver



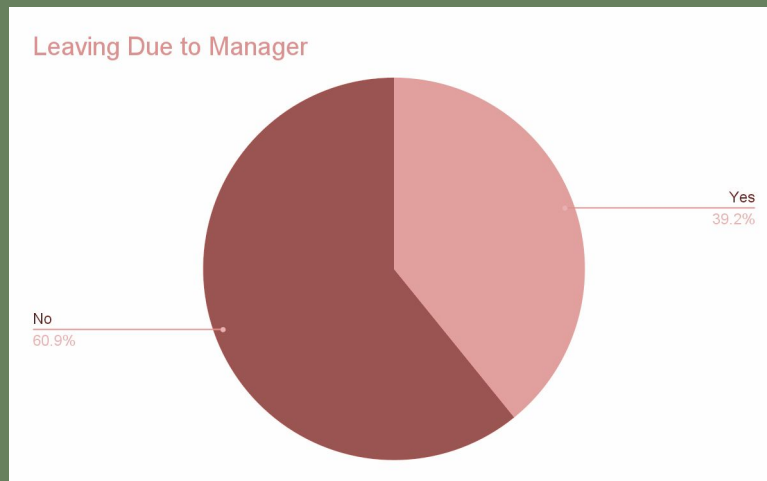
Job classification



Institution Type



Have you ever left a library job primarily due to your manager?



Experiences from Managers

23.4% of managers reported that they entered management for career growth, followed by wanting to contribute to organizational change (11.7%), wanting to earn more money (11.4%), and wanting to have more influence in their library (10.9%).

35.1% of managers who responded became a manager for the first time through internal promotion, followed by 32.7% who applied to a management job at a different institution.

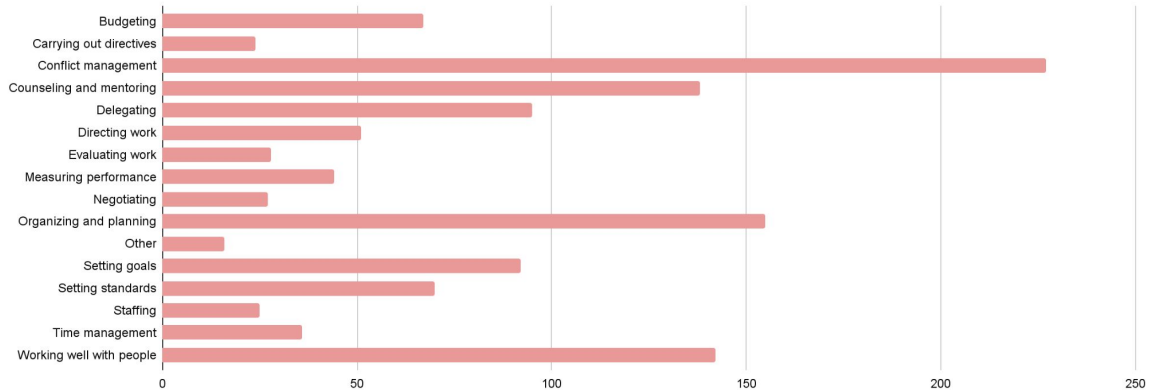
31.6% of managers prefer to learn by doing, followed 17.4% who prefer to learn from institutional peers and 8.4% who prefer on-the-job training (such as shadowing).

The #1 factor cited by managers as preventing them from being the best manager they could be was institutional culture.



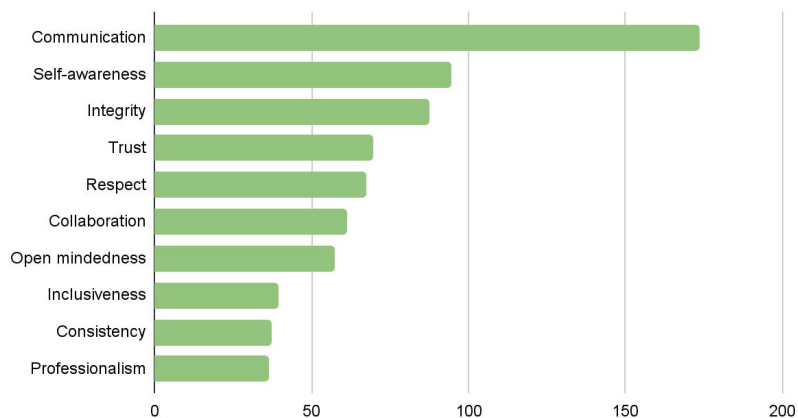
Most Important Managerial Skills

Most Important Skills



Most Important Managerial Values

Values



Syllabus Review

Number of programs solicited: 36

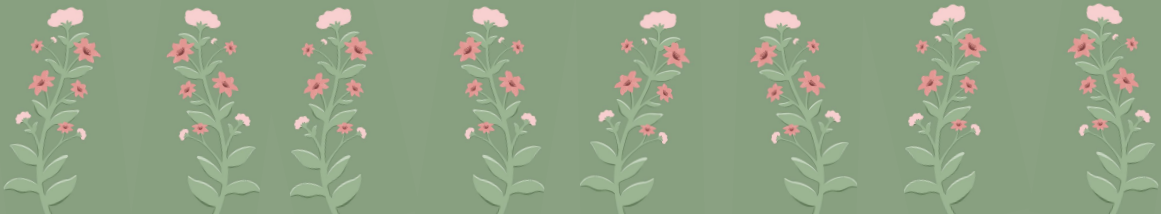
- 35 highest by FTE average enrollment from 2020-2022
- The 1 extra is the only HBCU that grants MLS degrees

Number of programs reached: 29

- Number of programs with multiple course offerings (for syllabi received): 5
 - 7 programs total, but didn't receive syllabi for 2 (UIUC and Kent State)

Syllabi received: 47

Programs which **require** all students to take the course: 14



Learning Outcomes Analysis

259 learning outcomes analyzed

Coding process

- 1st round - open thematic coding, individually
- Reconciled codes together & created coding guide (code, definition, example)
- 2nd round - applied codes

Top 5 Codes

- Leadership
- The Manager
- Praxis
- Communication
- HR



Where Are We Going?

Ideas from this forum for an IMLS implementation grant proposal (September 2024)

Where we plan and hope to share our work:

- Library Assessment Conference
 - Are you attending? We would love you join our panel session! Talk to Kat or Maoria if you're interested or want to learn more.
- ACRL 2024
 - Panel session TBD
 - We plan to submit a poster for the October deadline

CALM 2026



10:00 - 10:15 am

Break



Conference on Academic Library Management Forum



RalindaSpeaks|August 2024
San Diego, CA



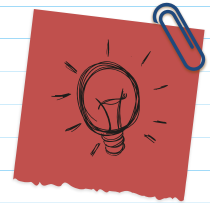
Community Agreements

1. Lean into discomfort (& *take risks*)
2. Move away from blame or shame
3. Pause and reflect (what is your “AHA” moment!)
4. Learn one new thing you can try tomorrow!



How Do We Enter This Conversation:

- Our identity
- Our lived experience
- Our role as admin, staff, students, etc.



10:15 - 10:45 am

Group Dialogue



Think of a Time.....

Where you felt a sense of belonging at PD?

What do you remember about that experience?



11:00 - 12:00 pm

Essential Questions Breakout Groups

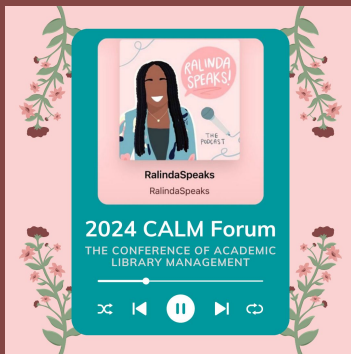
Essential Question:

What does good effective PD look like?

What does effective support for library managers look like?



The 2024 CALM Forum Spotify



Scan here to save
the playlist!

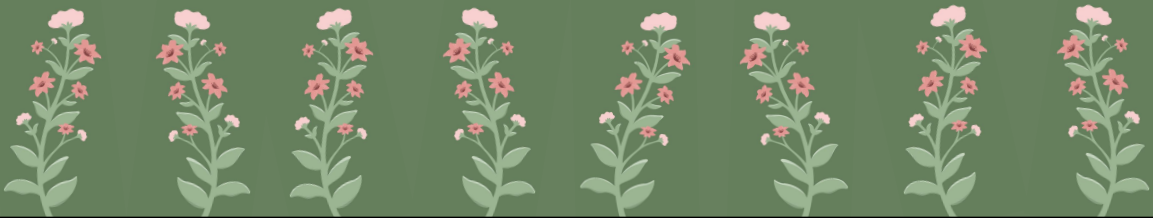


Or use this link:
<https://lib.ucsd.edu/4dor1q0>



12:00 - 12:50 pm

Networking Lunch



1:00 - 2:00 pm

Affinity Groups by Position/Role



Breakout Group Directions

Please break up into four groups based on your position/roles

1. Administrators Group 1: Cedar Conference Room
2. Administrators Group 2: Quince Conference Room
3. Managers: Seuss Conference Room (Here)
4. Library Educators: Redwood Conference Room
5. Non-managerial or Informal Managerial Role: Foyer



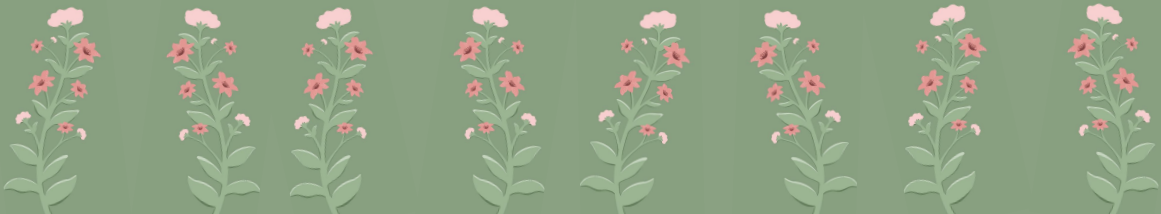
Affinity Group Questions:

1. In my role, I want to stop doing?
2. In my role, I want to start doing?
3. In my role, I want to continue doing?



2:00 - 2:45 pm

Afternoon Break



2:45 - 4:00 pm

PD Action Plans - Breakout Groups



With Your Group:

Designate a:

- Notetaker/Scribe
- Timekeeper
- Spokesperson for the Group

What You Will Need:

- Large Post-It
- Ideas/Imagination/Innovation
- Creativity and Collaboration

*6 Groups in Total-Please Label Your Group!



PD Action Plan Activity: 3:00-4:00pm

- *With your group, develop an action plan to foster a sense of belonging, growth, and professional development within library management.*
- *Brainstorm ideas, programs or strategies that promote professional development in the field.*



4:15 - 4:45pm

Gallery Walk/Roundtable Discussion



5:00 - 5:30 pm

Reflection & Closing Circle



Reflections



- What do you know NOW that you didn't know at 9:00AM?
- What is your "AHA" moment?
- What are you still Wondering about?
- What Bridges of Belonging will you build tomorrow?



End of Day 1: 5:30 pm

Dinner

Takeaway options in case you are ready to end your day!



Identifying Gaps and Opportunities in Professional Development Support for Managers Forum

Day 2 - Friday, August 2nd



Day 2: 8:30 - 9:00 am

Check-In & Breakfast



Logistics

- Restrooms
- Wi-Fi
 - Please use UCSD-GUEST or EDUROAM
- Water
- Presentation Access
 - lib.ucsd.edu/calmforumpres



Agenda for the Day 2



- 8:30-9:00 Check-in/**Breakfast**
- 9:00-10:00 Affinity Groups by Role/Position
- 10:00-10:10 Break
- 10:15-11:00 PD Action Plans-Part II
- 11:10-12:00 Bringing it All Together
- 12:00-End of Program/ **Lunch**

9:00 -9:50

Affinity Groups Continued



Affinity Group Questions:

1. In your role, what do you need to feel supported?
2. In your role, what do you need to support others?
3. In your role, what do you need to move forward?



10:15-11:05

Action Plans - Next Steps



PD Action Plan Overview

- **Purpose**
 - What is the purpose?
 - Why is it needed?
- **Intended Outcomes**
 - What are the intended outcomes the of the PD?
 - How do these outcomes support building knowledge and skill development?
- **Audience**
 - Who is the target audience of the PD?
- **Topics**
 - What is a specific topic/topics that can be explored at the PD?
- **Structures/Activities**
 - What will learning and engagement look like?
- **Assessing Learning Outcomes**
 - How will learning and growth be measured?
 - How will the participants demonstrate learning?
 - Is there an opportunity for feedback?



Please Reply To Our Survey

11:15 - 12:00 pm

Putting it All Together/ Gratitude Circle



From Learning to Growth

Step 1

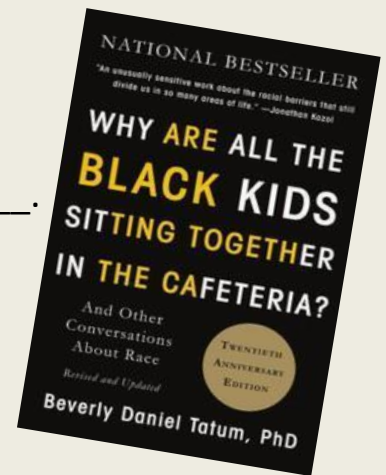
I used to think _____.

Step 2

But then I learned _____.

Step 3

So now I _____.



Final Thoughts

**“The world is demanding a lot from us right now.
And, let’s remember that we exist to meet this moment. “**



“When we take care of the most vulnerable, in turn, we take care of everyone else.” -Ralinda Watts

[in](#) [f](#) [t](#) [ig](#) @RalindaSpeaks





12:00 - 12:45 pm

Lunch



Takeaway Options Available

End of Day 2: 1:00pm

Departure

Come to the beach with us!



Appendix F

Post-Forum Survey



Identifying Gaps and Opportunities in Professional Development Support for Managers Forum

Post-Forum Survey

Hello, Forum participants!

We are so grateful for your insights and contributions at the "Identifying Gaps and Opportunities in Professional Development Support for Managers Forum" in San Diego last week. We would like to ask for your reflections on the Forum, as we plan our next steps.

Many thanks,
The grant team



Not shared

* Indicates required question

One goal of the forum was to generate ideas for professional development for managers and how to implement these ideas. Do you feel like the discussion met this outcome? *

- ☐ Yes
- ☐ No
- ☐ Unsure

Please add any details that further explain your answer to the previous question.

Your answer

What is the most exciting idea you heard from the forum and why?

Your answer

Did you hear something during the forum that you think got lost during the discussion and would like to resurface?

Your answer

Is there something you thought would be discussed at the forum that wasn't discussed?

Your answer

If there is anything else you would like to tell us, here is your space!

Your answer

Submit

Clear form

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Appendix G

Topics Suggested by Forum Participants

Topics suggested by Forum participants

1. Advocacy and the value of libraries in diverse contexts
2. Analysis of power dynamics (race, political, environmental)
3. Building trust and empowering colleagues
4. Challenges of being managed and managing others
5. Change management strategies
6. Collaborating effectively and advocating for others
7. Conflict resolution and mediation techniques
8. Development of management competencies
9. Emotional intelligence and self-management
10. Holistic approaches to management
11. Improve self-awareness, reflection, confidence, and ethic of care
12. Management as relationship management
13. Navigating organizational culture and HR practices
14. Opportunities to explore what it means to be “managed”
15. Peer assessments of skills
16. Power dynamics and decision-making
17. Practical and/or tactical skills development for new and middle managers
18. Project management techniques
19. Reimagining work contracts and setting boundaries
20. Saying no and documenting efforts
21. Self-understanding and relationship dynamics
22. Space to wrestle with ambiguous, philosophical, challenging concepts and concrete examples
23. Strategies for navigating unsupportive environments
24. The interplay between intention and attention
25. The meaning of management
26. Transformative questioning
27. Values-driven leadership