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Chief Librarians: The Leadership and Administration of Community College Libraries

A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of Education in Educational Leadership by Pearl Ly

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2014
The dissertation of Pearl Ly is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

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Chair

University of California, San Diego
California State University San Marcos
2014
DEDICATION

To my parents, Bryan and Cathy Lee, whose courage and determination gave me the opportunity to pursue higher education in the “Land of Opportunity.”

And, to Rear Admiral Bill Mathis, USN (ret.), for his leadership in the rescue of three generations of my family in the open South China Seas in May, 1979.
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Chapter 3, in full, is currently being prepared for submission for publication of the material. The dissertation author is the primary investigator and author of the material.

Chapter 4, in full, is currently being prepared for submission for publication of the material. The dissertation author is the primary investigator and author of the material.
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ABSTRACT OF THE DISSERTATION

Chief Librarians: The Leadership and Administration of Community College Libraries

by

Pearl Ly

Doctor of Education in Educational Leadership

University of California, San Diego, 2014
California State University, San Marcos, 2014

Professor Jennifer Jeffries, Chair

College and university libraries are facing numerous challenges and need strong, effective leadership to meet student needs. Higher education is in crisis and restructuring of organizational structures is commonly utilized for cost-saving purposes. Academic libraries are not exempt from organizational change due to limited or reduced funding. Library budgets have been severely reduced and these cuts impact library resources and personnel.

Community colleges are an overlooked segment of higher education and there is a wide gap in the library and information science literature on community college library administrative models, leadership, and librarianship practice. Using a combined multi-frame leadership model and competing values framework, this study examined library
administrative practices in the California Community College (CCC) system and explored the experiences of community college library leaders, or chief librarians.

The research design of this study was a mixed-method convergent parallel study that used quantitative and qualitative methods to answer two main research questions. Extant data on chief librarians and content analysis of CCC library administrative job advertisements were used to review library administrative practices. Furthermore, semi-structured interviews and document analysis were utilized to examine what it means to be a chief librarian and their leadership perspectives.

The study revealed a wide variety of administrative practices in the CCC libraries by chief librarian titles, roles, duties, education, and external reporting. Extant data analysis indicated that more than half of designated chief librarians have a faculty role such as department chair or director. Traditional library manager positions, dedicated deans and directors, have been or are being combined with other college functions such as technology/online education and/or academic/college programs. Job ad content analysis indicated growth in additional library administrator duties in the areas of staff development, tutoring, distance education, and instructional technology. Furthermore, six main themes emerged from chief librarian participant interviews: (1) supervision, (2) collaboration, (3) shared governance, (4) lack of resources, (5) marginalization, and (6) credentialed librarian managers.

**Keywords:** academic library administration, library administrative practices, academic library restructuring, community college libraries, chief librarians
CHAPTER I: INTRODUCTION

“Restructuring is a powerful but high-risk tool for organizational change.”

– Bolman and Deal (2003)

Restructuring has become commonplace in higher education often citing cost savings and increased collaboration as the desired outcomes of the reorganization. Academic libraries are a microcosm of the institutions they serve and are greatly impacted by organizational change on the college level. In the last few years, there have been many visible library reorganizations at research institutions including the libraries at Harvard, Massachusetts Institute of Technology, University of California, Los Angeles, and University of California, San Diego (Goldberg, 2012; MIT Libraries, 2010; Strong, 2011; UCSD Libraries, 2012). Facing reduced collection budgets and smaller staffs when not replacing those who retire, college and university libraries are examining their administrative practices and organizational models.

The person “in charge” of a library can have various titles. At college and university libraries, or academic libraries, the most commonly used terms include library director, library dean, head librarian, or chief librarian (Born, et al., 2000). In the California Community College (CCC) system, a chief librarian is designated at each college as a statewide representative to the Chief Council of Librarians (CCL), a self-governing association that actively engages in state-wide issues that impact CCC libraries. The primary purpose of CCL is to “…represent, promote, and advance libraries in public California community college education and to provide a vehicle for
communication among chief librarians, other community college personnel, and state agencies (CCL, 1993).”

Chief librarians in California have traditionally had the title of *library director or dean* as evidenced by the annual CCL Deans and Directors Meeting. Gregg Atkins, Executive Director of CCL and long-time chief librarian, provided anecdotal evidence that during the formation of CCL in the 1980’s, chief librarians primarily held administrative roles with the title of library dean or director (personal communication, March 7, 2014). However, when examining the Council of Chief Librarians (CCL) Directory (2014), it is evident that many chief librarians do not have the title of library dean or director. Faculty librarians, often with the title of *department chair or librarian*, are listed as chief librarians and participate in the annual CCL Deans and Directors Meeting.

At a CCL Deans and Directors Meeting in March 2013, a roundtable discussion about changing administrative practices took place (CCL, 2013). Concern about library dean and director positions being eliminated and replaced with department chair positions was expressed during this meeting. In October 2012, there was active email discussion on the CCC chief librarian listserv, CCL-Libraries, about the highest ranking librarians at each college (A. Costa, personal communication, October 22, 2012). Many library leaders and librarians shared that their libraries had a faculty department chair in charge of the library and raised concerns such as inadequate time for administrative duties and/or lack of formal authority for supervision of library faculty and staff.

In libraries and many other organizations, typical administrative or management responsibilities include the hiring and supervision of personnel, budgeting, strategic
planning, and setting the mission and goals for an organization. In addition to these duties, the leader of a college library represents the library in a variety of forums on campus, the community, in professional organizations, and on a statewide or national level. Representation of library at a state level, such as the Council of Chief Librarians, and taking an active role to shape community college libraries, has typically been associated with administrative positions.

Restructuring, reorganizations, mergers of community college and other higher education administration have become commonplace in California and nationwide (Fain, 2011; Kiley, 2011). Although many non-administrators are becoming the designated chief librarians at the California Community Colleges, the reason for this emerging trend is unclear. In light of these internal external factors, this study seeks to explore the changing nature of the chief librarians, their leadership perspectives, and to analyze the diverse administrative practices in the California Community College (CCC) system.

**Statement of the Problem**

The use of college and university libraries has rapidly changed with information technology advances. Although the dependence on academic libraries for physical information has sharply declined (Martell, 2008), the demand for learning and collaborative spaces on college campuses is high. Moving away from the development and maintenance of massive physical library collections, many academic libraries are purchasing electronic content and creating comfortable and safe physical spaces to study, work on assignments, socialize, or even pass free time (Applegate, 2009). Libraries no longer have a monopoly on information sources as they did before the explosion of the
digital format; however, the library can continue to be a place or service supporting student learning and scholarship (University Leadership Council, 2011).

The significant increase in students’ directly accessing information through the Internet has greatly impacted the role of the academic librarian. This role has changed largely due to the growing digital landscape, as well as the changing information seeking behavior of students and scholars (Lynch & Smith, 2001; Rice-Lively, 1997). Despite an abundance of electronic information, students continue to struggle with research assignments and going “beyond Google” (Gilchrist, 2007; Raufman et al., 1990). Academic librarians are in demand to teach information literacy skills\(^1\), actively collaborating with disciplinary faculty to guide students through the research process (Gilchrist, 2007; Mundell et al., 2003). In addition to the newer role as teachers, academic librarians still act as information brokers and curators but in a different capacity: purchasing access to more and more electronic content that is not freely available on the World Wide Web.

Academic libraries are actively engaged in re-defining their purpose and services in the context of digitization, budget cuts, on-demand expectations of library users, and uncertainty (Anderson, 2011; Bennett, 2007; Drake, 2000; Sannwald, 2007). The role and responsibilities of the traditional academic library is being challenged in today’s dynamic higher education environment. In order to address the changing needs and expectations of library users, academic libraries must re-evaluate the physical spaces, collections,

\(^1\) Information literacy is defined as the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (American Library Association, 1989).”
organizational practices, and leadership (Applegate, 2009; Forest & Hinchliffe, 2005; Ross & Sennyey, 2008).

Although much library and information science literature focuses on the decline of college and university libraries with decreasing use of physical collections and reference transactions (Ferguson, 2000; Ferguson & Bunge, 1997; Martell, 2008), there is a growing body of literature on innovation and leadership to address the challenges within the academic libraries field (Arnold et al., 2008; DeLong, 2009; Hernon, 2011; Quinn, 2008). Academic library restructuring and administrative practices are topics that need further examination during a time of continued technological advancements, changing library user expectations, and uncertain economic conditions.

Community colleges are an overlooked segment of higher education and there is a wide gap in the library and information science literature on community college library administration, leadership, and librarianship practice. Literature on library leadership and administrative practices are available for four-year university libraries, especially those with Association of Research Libraries (ARL) affiliation. However, there is very little written on the community colleges that serve a majority of the total number of students in higher education (Goldrick-Rab, 2010; Reed, 2011; Townsend, 2009).

Libraries at community colleges are integral to student learning by providing research help, teaching information literacy skills, providing study and social space, and often computing hardware and support (Gilchrist, 2007). Although all of higher education is currently facing budget cuts, community colleges serve the most diverse population of underrepresented students (low income, ethnicity, age, first-generation, veterans, etc.). Community college provides access to non-traditional students that may not otherwise
achieve their educational goals. Community college libraries support student learning through its collections, staff, facilities, and equipment.

Academic librarians and library administrators need research on effective college and university libraries in order to re-envision their services and practices to increase student learning and achieve campus goals. Community colleges serve a large segment of adult learners in the United States and support a large percentage of underrepresented students. Library services, staff roles, and physical library buildings are rapidly changing within the largest community college system, the California Community Colleges (CCC), and nationwide. Characteristics and factors leading to successful libraries, such as library administrative practices, need to be identified and described in order to inform practitioners, library administrators, and college/university administrators.

**Purpose of the Study**

This research aimed to explore the different library administrative practices within the California Community Colleges and understand the experiences of the chief librarians within the statewide system. Administrative practices, which include hiring, supervision, and evaluation of staff, can greatly impact day-to-day functioning of libraries, as well as future planning for organizations. Higher education restructuring is common and impacts the leadership and functioning of academic libraries.

As a new CCC library administrator and chief librarian, I am curious about the variety of administrative practices statewide that currently exist and how these practices impact the ability of libraries to meet their mission and goals. There is a great deal of interest amongst community college libraries about recent changes in administrative practices, especially with administrative positions, such as library director or dean, being
eliminated or drastically changed with the addition of more responsibilities and/or duties (e.g. academic programs, student services programs, etc.). A growing number of faculty department chairs are being designated as chief librarians in California (CCL Directory, 2014). It is important to consider whether the role of a chief librarian, or library leader, helps or hinders a library and to examine the challenges facing current chief librarians.

Research Questions

This study addresses the following research questions:

1) What are the administrative practices in the California Community College (CCC) libraries?

2) What does it mean to be a chief librarian in a CCC library?

A better understanding of the experiences and leadership perspectives of CCC chief librarians may impact the restructuring decisions that are widespread in higher education. Community colleges serve a majority of students in higher education and the most diverse segment of the student population in higher education settings. Community college libraries are crucial for student success: supporting student learning with information literacy instruction, print and electronic collections, facilities, equipment, and other library services (Cohen & Brawster, 2003; Gilchrist, 2007).

The Community College System as the Research Context

Community colleges, which mainly rely on state and local funding, serve a large percentage of post-secondary students in the United States, many of which are minority and low-income students. Community colleges struggle to increase student retention and transfer rates nationwide for a very diverse population of students at various levels of
preparedness. In addition to funding instability and decreased resources, community colleges also face relentless technological and instructional change.

The California Community College System has 72 districts and 112 community colleges that serve over 2.9 million students, or approximately 63% of higher education students in the state (Lorenzo, 2011). CCC students have diverse education goals including Associate’s degrees, university transfer, vocational certificates, and personal growth (California Community College Chancellor’s Office, 2013).

Community college libraries\(^2\), including those in the California Community College system, are a microcosm of the institutions they serve and are greatly impacted by organizational change on the college level. The community college library has been recognized for its importance to student learning process (Cohen & Brawer, 2003). Community college libraries must be prepared to serve a wide range of programs including college transfer, career and technical education, workforce development and community education despite ongoing financial issues in a dynamic environment.

Arnold (2010) and Fradkin (2003) observed that it is challenging to provide the library resources and services that are needed to very diverse student populations that pursue various goals with traditionally high librarian\(^3\) to student ratios. Restructuring of community college library administration may impact a library’s ability to support student learning. Very little research exists on community college library administration, leadership, and organizational change.

\(^2\) Community college libraries are called many different names including library/media center, learning resource center, educational resources, and others.

\(^3\) Community college librarians are typically classified as faculty. Throughout this study, they will be referred to as librarians. The term faculty will refer to non-library faculty.
Conceptual Frameworks

The administration of community college libraries varies widely, even within the state of California. This study utilized a combined organizational change and competing values frameworks to examine the library administrative practices in this large, higher education system. These conceptual frameworks were chosen for this study because they provide a well-rounded lens for assessing leadership orientations and organizational culture from multiple perspectives.

**Organizational Change Framework.** A multi-lens conceptual framework offered by Bolman and Deal (2003) includes four organizational frames: structural, human resources, political, and symbolic. The structural frame relies on policies, mission and visions, and organizational practices for leadership. The human resources frame focuses on employees as the core of an organization and relationships are used to approach issues. The political frame centers on power dynamics, strategic planning, and coalitions when resources are limited. The symbolic frame focuses on rituals, traditions, ceremonies, and storytelling to inspire members of organizations.

**Competing Values Framework.** Cameron and Quinn (2011) developed a Competing Values Framework (CVF) that assesses type of organizational cultures focusing on four variables including: (1) flexibility and discretion (clan culture), (2) stability and control (hierarchy culture), (3) internal focus and integration (market culture), and (4) external focus and differentiation (adhocracy culture). The competing values framework helps managers carefully analyze their organizational cultures and to develop strategies to change.
The Organizational Change Framework and the Competing Values Framework will be discussed at length in the literature review. These conceptual frameworks provide a relevant structure in which to examine the experiences and leadership perspectives of chief librarians. With these frameworks, current administrative practices that exist in the California Community College libraries were analyzed.

**Research Methodology**

Since community college library administration has not been well studied, mixed methods design was used “to explain initial results or because one data source may be insufficient” (Creswell 2008, p.556) in answering the research question in this study. The research design of this study used different methods to answer two main research questions. The research questions in this study focused on exploring the administrative practices in community college libraries and the experiences of chief librarians. The study explored one unique unit of analysis, the chief librarians within the California Community College system.

The general design and rationale for a mixed-method convergent parallel study will be presented in the following section. The design of the study will elaborate on context/background, extant data collection as well as participants and recruitment for the qualitative portion of my study. In addition, data analysis techniques are discussed.

**Methodological approach.** In this study, a mixed-methods convergent parallel design were utilized as outlined by Creswell and Plano Clark (2010) to collect and analyze data. In convergent parallel design, the researcher conducts quantitative and qualitative research strands at the same time, keeps the strands independent during
analysis, and then mixes results during the overall interpretation (Creswell and Plano Clark, 2010). A triangulation design was also employed to verify data and to determine whether the results support or contradict each other (Creswell, 2005).

In this study, the quantitative strand presented in Chapter III relied on extant demographic data on the California Community College (CCC) chief librarians ($n = 112$) and content analysis of job advertisements in the CCC libraries ($n = 17$). The qualitative strand presented in Chapter IV used interview data from a sample of the CCC chief librarians (four of the total 112). Convergent parallel design is useful for confirming results with one type of data with those of another or to develop a multi-faceted complementary picture of a phenomenon (Stentz et al., 2012). This study sought to understand both the community college library administrative practices and experiences of chief librarians in the California Community College (CCC).

Chief librarians and community college library administrative practices in the CCC system were explored with (1) extant data on chief librarians, (2) semi-structured interviews with four chief librarians in libraries with different administrative practices, and (3) organizational documents including job advertisements and organizational charts. Tools, recruitment, and selection will be discussed at length in the Methods section. Because there is very little research in community college library leadership, exploratory, yet in-depth types of methods are needed.

**Significance of the Study**

In California, the composition of community college library leaders designated as chief librarians is changing. Although faculty librarians are essential members of a library organization, they often lack formal authority by design and support for administrative
duties when in the role of department chair. For example, a faculty department chair may not have the ability to take disciplinary action involving another faculty member as outlined in the faculty union contract. As chief librarians represent, promote, and advance community college libraries, strong leadership is needed in each college and across the state. Furthermore, there is a dearth of literature on community college library leadership and administrative practices.

Restructuring in academic libraries is a topic that needs further examination during a time of continued technological advancements, changing library user expectations, and uncertain economic conditions. Organizational change in libraries can be very challenging, requiring effective leadership, dedicated time and resources, and collaboration among all levels of the library. Many academic libraries are changing their organizational structure to better meet the needs of their patrons, leverage emerging technologies, and improve their efficiency.

Reviewing the literature on academic library restructuring can help develop best practices as well as address common pitfalls to anticipate or avoid when organizational change is needed. Academic libraries no longer have the intrinsic value that was afforded in the past when information resources were not readily available through electronic databases and the open web. Libraries that maintain a traditional academic library structure without analyzing the current environment and 21st century user expectations may become irrelevant to students, faculty, and administrators. This demands serious analysis of the current state of the chief librarian role in community college environments.
**Positionality**

It is important for researchers to acknowledge any bias they may bring to their study. I am passionate about academic libraries and student success in two-year institutions. I have a library background with a Master’s in Library Science (MLS) and have served as a faculty librarian. I have worked at community college libraries with different administrative structures, serving as chief librarian at two of them. I am a dedicated library administrator and this could impact my interpretation of information. I also recently participated in a year-long mentorship program in which I observed and reflected with a non-MLS chief librarian to develop my administrative skills and knowledge.

My position brings context knowledge which can be a strength in understanding the context in which chief librarians do their work. However, my lens could have impacted my ability to see beyond my own experience. In order to maintain my objectivity, I frequently thought about the research questions posed and talked with many chief librarians about this topic. I worked to be conscious of my biases while conducting my research, being open to new information and noting any information with which I disagreed. Furthermore, I employed the strategy of member checks in order to corroborate my findings.

**Definition of Key Terms**

*Administrator* An individual employed in a supervisory or management position. Education Code §87002 and Title 5 §53402. Administrators are not part of faculty bargaining unit and may be employed in an academic position or a non-academic position (Academic Senate for California Community Colleges, 2004).

*Chief Librarian.* The administrator or professional employee in charge of a library or a library system for a community college. The chief librarian may have numerous titles
including director, dean, head librarian, coordinator, or department chair (Born et al., 2000). In the California Community Colleges, there is a designated chief librarian at each college.

**Department/Division Chair.** Also known as department/division head or academic chair. An individual “who carries out certain organizing functions for a department, most commonly a faculty member (Academic Senate for California Community Colleges, 2004).

**Faculty.** Instructional, classroom, or disciplinary faculty.

**Information literacy.** The ability of a library user to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (American Library Association, 1989).”

**Librarian.** Although many community college librarians are classified as faculty, this study uses the term librarian in order to differentiate between library faculty and instructional, classroom, or disciplinary faculty.

**Library.** Community colleges sometimes refer to their libraries as *learning resource centers* (LRCs) which tend to encompass a library, a learning assistance center, audio and video learning laboratories, and a center for the distribution of audiovisual (Cohen & Brawster, 2003). This study uses the term library synonymously with LRC, library/media center, instructional resource center, learning commons, and information commons.

**Library dean/director.** Most urban community colleges use the title, dean or director, to designate the administrator in charge of a library, several campus libraries, or supervision of other campus activities (Born, et al., 2000)

**Library staff.** It is not uncommon for those outside of the library community to refer to everyone working in a library as a librarian. For the purpose of this study, *library staff* or *classified staff* refers to all library employees except library managers and librarians (as defined above). This represents a broad group of job classifications and includes employees with diverse educational backgrounds.

**Organization of the Proposal**

Chapter I provided an overview of the current fluid state of library administration in the California Community College (CCC) libraries and the rationale for this research study. Chapter II will include a literature review on academic library change, community
colleges, administrative practices, and conceptual frameworks guiding this study. Chapter III will discuss the quantitative portion of the mixed methods study focusing on administrative practices in the CCC libraries. Chapter IV will discuss the qualitative portion of the study, describing the experiences of chief librarians and their leadership perspectives. Chapter V will integrate results from the quantitative and qualitative phases of the study to shed light on the two research questions and discuss implications for leadership in the CCC libraries.
CHAPTER II: LITERATURE REVIEW

There is a great deal of literature on the organizational changes, leadership, and practice in academic libraries in response to technological changes and evolving student needs in the last few decades (Drake, 2000; Poole & Denny, 2001; Warnken, 2004). Numerous library case studies document the internal and external forces that have spurred organizational development or restructuring of academic libraries (Boykin & Babel, 1993; Rankin, 2000; Stoffle & Cullier, 2011; Strong, 2010). However, there are few empirical studies on community college libraries in general and a specific lack of literature on community college library management and leadership.

This literature review will address the changing role of academic libraries, academic library restructuring trends, and California Community College libraries. Furthermore, the Organizational Change Framework and Competing Values Framework will be examined as they relate to these topics. As there is little research on community college libraries, organizational change approaches utilized by research libraries and common restructuring trends in four-year university libraries will be examined.

Changing Role of Academic Libraries

The metaphor that the “the library is the heart of a university” is attributed to Charles Eliot, President of Harvard University from 1869-1926 (Grimes, 1998, p.4). The heart metaphor invokes the central role that the academic library played in creation of knowledge and scholarship in higher education. Before the proliferation of the World Wide Web, students and scholars relied solely on physical library collections and a
Many of today’s library services, such as reference and access to journals, are available remotely without visiting the physical library. It is not uncommon to hear that libraries are no longer relevant and there is a serious crisis in librarianship. However, the roles of the academic library and the academic librarian are not necessarily obsolete, but instead are rapidly changing with a dynamic information landscape and different expectations from students and faculty (Stoffle & Cullier, 2010).

Since the inception of American academic libraries in the late 1800’s, technology has been a catalyst for change in libraries, especially with the introduction of computers, telecommunications, and increased library automation (Warnken, 2004). These recent innovations have transformed academic libraries from being a repository or warehouse of print materials to an access provider to an increasing amount of digital content. Library automation has simplified or changed many library processes such as moving the print catalog to an electronic catalog and electronic delivery of interlibrary loan items. Centralization of library technical services such as purchasing books “shelf-ready,” pre-cataloged and processed, allow books to go from a loading dock directly onto a library shelf and reduce the need for in-house cataloging and processing. In addition to internal library changes, library public services have also been transformed with current technology.

Library users that once needed to work with a librarian to access information resources in the physical library building can now access scholarly works and other library materials from school offices or home at any time regardless of library hours. Students and faculty can get synchronous online research help through virtual reference,
instant messaging, or video chatting with librarians. To keep up with technological developments and changing library users, the role of academic librarians is also very different than in the past. Rice-Lively (1997) found that librarian functions were evolving from “keeper of books” to “network navigator” and that new information professionals needed to be flexible and tolerant to ambiguity. Many traditional functions of academic librarians, such as providing reference service and access to information, are still utilized by students and faculty. However, with the shift to a digital medium, this work may not be as visible to library users and campus administrators.

Academic librarians still act as information brokers and curators, purchasing access to more and more electronic content that is not freely available on the World Wide Web. However, traditional librarian roles such as circulation, cataloging, acquisitions, and reference have changed dramatically with the technological innovations in the last few decades. In a job advertisement review, Lynch and Smith (2001) found that the expectations for academic librarians included technology skills and teaching skills, in addition to an American Library Association (ALA) accredited Master’s degree in Library Science. More academic librarians are working directly with users through reference or library instruction services and utilize emerging technologies such as web editing, instant messaging, and designing digital learning materials for students.

Many colleges and universities value the role their academic libraries play in supporting student success and have invested further into infrastructure, collections, and staff. However, the perception of libraries as warehouses for print repositories persists and many scholars and students do not recognize the role of the library in negotiating and providing access to journal and other periodical literature electronically (OCLC, 2010).
The amount of open-access, or freely accessible through the web, literature is growing with federal grant open-access requirements and the creation of institutional repositories, digital collections of a campuses’ scholarly output often maintained by the library. However, there remains a large amount of scholarly literature that is not freely available through the open web. Simply put, Google or other search engines will not fulfill all information needs. Library users often do not realize the library has paid subscription fees that allow them access to literature that is also selected and maintained by library subject specialists.

Utilizing the Oxford English Dictionary definition of library4, Sennyey, Ross, and Mills (2009) argue that the role of the academic library is now defined in three distinct ways: library as place, library as collections, and library staff. The physical library building, the print and electronic collections, and the library staff are intertwined. Although the majority of new library acquisitions are electronic, there would be no collection without staff and a physical building to house the staff. Each of these concepts and how they have changed will be discussed in the following section.

**Library as place.** Many academic libraries have responded to user needs and habits by remodeling their physical spaces to feature more study areas, private study rooms, and even cafes or coffee bars. Food and drink policies, often touted to protect library collections and buildings, are increasingly disappearing from libraries nationwide in favor of creating welcoming and “home-like” study space (Foster, 2008). Many libraries are studying how students use its spaces for study and have increased the

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4Sennye et al. (2009) define a library as 1. A place set apart to contain books for reading, study, or reference. 2. The books contained in a ‘library’ a great mass of learning or knowledge 3. A scribe.
availability of electrical outlets, carrels, and laptops for checkout (Applegate, 2009). Moving away from a building with massive library collections, academic libraries are creating comfortable and safe physical spaces to study, work on assignments, socialize, or even pass free time.

There is a great deal of literature on the design and renovation of academic libraries that have often been dubbed “information commons,” “knowledge commons,” or “learning hubs (Forrest & Hinchcliffe, 2005; Held, 2009).” These new library interiors are often designed with many flexible learning spaces that can be reconfigured, many electrical outlets, and undergo usability testing. Information commons often include a computer center, group study rooms, presentation rooms, and tutoring areas.

Many community college libraries have utilized a similar “one-stop shop” model supporting student academics since the 1980’s. Many of these community college libraries were named “Learning Resource Centers (LRCs)” or maintained the traditional “library” name (Cohen & Brawster, 2003; Person, 1985). Although some community college libraries remained intact, most community college libraries underwent a major transformation when they became LRCs with facilities added for tutoring and other learning assistance services. Many totally new LRCs were built to encompass a library, a learning assistance center, audiovisual learning laboratories, and a center for the distribution of audiovisual materials (Cohen & Brawster, 2003).

**Library as collections.** As previously discussed, library collections have dramatically shifted in format with the introduction of technology such as computer networking and digitization. Prior to the proliferation of personal computers, print and microfilm collections of periodicals (newspapers, magazines, and journals) comprised a
large majority of academic libraries holdings. Today, libraries are spending a higher proportion of their collection budgets on electronic materials such as full-text periodical databases and indexes and even electronic books, or *e-books*. Print and microfilm periodical titles in many libraries have been discontinued and in renovations, these sections have dramatically shrunk in size which has allowed for the reconfiguration of library space as discussed in the prior section.

At the University of Texas Southwestern Medical Center, the library collection shifted in 2004 from primarily print to digital in format (Higa et al., 2005). This shift in library material formats greatly affected individual library staff and department workloads, leading to a library reorganization effort. Networked electronic resources through library databases and the Internet have dramatically decreased the use and availability of print sources although library gate counts, measuring the total number of patrons entering the physical library, are increasing in many libraries. A study of academic library use from 1995 to 2006 indicated declines in the circulation of print materials and high usage of library electronic materials (Martell, 2008). Information seeking behavior indicates clear user preferences for electronic information over print. However, information literacy instruction and reference remain core library services to help students and faculty find and access the information they need.

**Library staff.** With dramatic changes to library spaces and collections, it is not surprising that the role of library staff has also evolved. Traditionally, library organizations have been divided into technical services: *acquisitions* (purchasing) and *cataloging* (processing); and public services: *circulation* (lending and borrowing), *reference* (one-on-one research assistance), and *instruction* (information literacy skills in
class setting). With computer networking and less of a focus on print collections, most academic libraries have shifted their emphasis to high-quality service in reference and instruction (Ferguson & Bunge, 1997). Lynch and Smith’s 2001 analysis of librarian job advertisements supports this service shift with an increase in reference and instruction librarian positions, also known as subject specialist librarians, over technical services positions.

In a survey of expectations, realities, and perceptions of subject specialist librarian duties, McAbee and Graham (2005) found that they are expected to:

- Provide reference assistance to patrons
- Provide classroom and individual instruction in the location, use, and evaluation of information
- Act as a liaison with academic departments
- Manage collection development
- Serve on library and university committees
- Attend appropriate conferences and training sessions in area of specialization.

Subject liaison librarians perceived that their most valuable activity was reference service followed by library instruction; the lowest ranked tasks were serving on committees, supervising and training support staff, and publication/scholarly activity. With a greater emphasis on public service in academic libraries, current librarians may be changing roles in internal restructuring.

Dramatic changes to the physical spaces, collections, and staff have been occurring in academic libraries nationwide. In order to manage and implement change, many libraries are utilizing organizational change frameworks and theories. When shifting from an emphasis on print collections to providing more home-like study space, the mission of libraries is also shifting. With a de-emphasis on technical services and a
greater focus on public service, professional development and culture change is necessary among librarians. Organizational change frameworks can provide a blueprint for library leaders and higher education administrators in setting up, introducing, and assessing change efforts in academic libraries.

**Academic Library Restructuring Trends**

Largely spurred by technological advances and decreased budgets, much restructuring of college and university library organizations has taken place since the 1980’s. Common trends are library mergers with information technology (IT) departments and internal restructuring including work teams and matrix management. Many examples of library restructuring in research libraries and other four-year universities are readily available (Goldberg, 2012; MIT Libraries, 2010; Strong 2010; UCSD Libraries, 2012). However, there are few empirical studies on reorganizations within community colleges in the library and information science literature.

**Library and Information Technology (IT) mergers.** In the last two decades, many higher education institutions have integrated their library and IT organizations and there is renewed interest with the current economic crisis. A recent article in *Inside Higher Ed*, reports that Southwestern University will be combining the library and IT office into one administrative unit, citing $250,000 in savings and better serving students and faculty (Kiley, 2011). Merging libraries with IT is a polarizing issue that provokes “…both enmity and enthusiasm, determination and distrust (Oden et al., 2001, p.24).” Much has been written on library and IT mergers including rationales, implementation, and impact on the organizations and users. There is anecdotal evidence for community
colleges in California following this trend of library/IT mergers. Although there may be many institutions considering Library/IT mergers, this model is currently rare among academic libraries overall.

A study of the degree of library and computer centers mergers at American land grant universities \((n = 50)\) was conducted by Bolin (2005). Land grant universities are federally designated as agricultural and technical arts institutions and they are distributed across the nation. Survey results on the organizational structure of libraries indicate that 88\% \((n = 44)\) of the institutions have the traditional library organization pattern with separate library and computer centers (p. 8). Of the non-traditional patterns, four libraries had a professional librarian responsible for both the library and computer center. In two libraries, a non-librarian was in charge of the library and computer center. The study by Bolin supports that the library/IT mergers are uncommon amongst academic libraries however, only a specific cross-chapter of libraries was examined and the study could be expanded and repeated for current trends.

There are various reasons that colleges and universities have merged their library and IT organizations. Ferguson, Spencer, and Metz (2004) argue that benefits include:

“…reducing the number of service entry points, sustaining currency in design and delivery of new services, avoiding some costs and achieving greater fiscal efficiency, and creating opportunities for individuals and the new organization to more creatively meet the needs of a rapidly changing intuition (p.40).”

With student and faculty dependence on computer networking to access information resources, they may be confused by the role of IT for technology help and the role of the library in getting research help. Combining the library and IT may also lead to cost savings with fewer administrators and staff in the new merged organization. However,
Ferguson (2004) et al. found that merging primarily to reduce operating costs will lead to a decrease in service quality and staff morale. Furthermore, Cain (2003) argues that significant cultural differences exist between technologists and librarians including customer service approaches, instructional support roles, and credentials required. For instance, librarians must have at least a Master’s degree in library science whereas there is no such degree requirement in the world of IT. As with any dramatic organizational change, culture and communication for changes are necessary for a successful library/IT merger.

In a case study from the Washtenaw Community College (WCC) in Michigan, the partnership between the learning resource center (LRC/Library) and IT is discussed (Blain, 2000). After much dissatisfaction with information systems or service planning at WCC, the learning resource center and information technology collaborated to create a new organizational structure. In this structure, IT and LRC/Library retained individual functions but added new “tech teams” with members from both groups and planning councils for technology support across campus. The WCC LRC/Library and IT collaboration was deemed as successful for WCC as evidenced by high-quality services and user satisfaction. However, the new model was not a true merger since IT and the LRC/library remained disparate in administration. In addition, cost savings where not realized as the partnership required much time, new staff, and outside consulting.

Examples of full integration between libraries and IT are available for various four-year institutions. A case study by Oden et al. (2001) documents one of the earlier library/IT mergers at Kenyon College in the mid 1990’s. Initialized by the college president, a new Library and Information Services organization was created. The budget
for both groups was integrated into one and it was considered an administrative benefit to have less campus infighting between the two groups for resources (Oden et al., 2001). In contrast to the WCC library/IT case study, Kenyon College completely merged the two organizations under a new Vice President position but the overall staff numbers remained the same.

In 2004, Dickinson College merged its library and IT department under the leadership of a new administrative position, the Chief Information Officer (CIO) and faced many challenges with leadership, organizational structure, and culture clashes (Renaud, 2006). The roles of the librarians and technologists continue to evolve within their organization. Although library/IT mergers may not be common practice, it is clear that they are attractive to campus administrators because of long-term salary savings and overlap in function. However, Library/IT mergers are difficult to implement successfully and may require a heavy commitment of resources during initial implementation.

**Internal library restructuring.** Although not as controversial as library/IT mergers, other restructuring efforts have occurred internally within many academic libraries. Traditional academic library organizations are led by library director/dean with a Master’s in Library Science and consist of hierarchical departments that operate relatively independently. In response to technological advances and the changing nature of libraries, many college and university libraries have tried to transform their hierarchical and compartmentalized organizations into flexible and flat organizations that can adapt to new challenges. Work teams, matrix management, shared leadership models will be discussed in the following section.

*Work teams.* Utilizing organizational development (OD) concepts, many
academic libraries have implemented teamwork and team management to address budget cuts, staffing shortages, and rapid growth of technology. Team-based practices can foster collaborative decision-making and problem solving across all levels of an organization. As previously discussed in the learning organization and systems thinking section, the University of Arizona Libraries converted their entire organization into teams in the mid-1990. Other case studies of team work are from Purdue Libraries (Fosmire, 2008) and the University of Maryland Libraries (Baughman, 2008).

Although teams may allow for wider input on library services and new projects, many competencies for teams must be developed such as effective and efficient communication, consensus building, and effective participation and collaboration (Fosmire, 2008). Creating teams and establishing a culture of teamwork is challenging and requires dedication of resources and time. Baughman (2008) argues that assessment of team work is necessary to optimize the likelihood of success and utilized the Individual-Team-Organization (ITO) survey to measure library staff perceptions in a teamwork structure.

*Matrix management.* The matrix framework that utilizes project management and task forces is commonly seen in the corporate sector, especially in the technology field. In this flexible organizational structure, a project group may be comprised from different functional units and led by a project manager. In traditional library practices, functional units are comprised of permanent members. In matrix management, project group members are flexible and may be shifted between projects; project managers have authority and responsibility for project completion (Johnson, 1990).
Bloss and Lanier (1997) discuss matrix management implementation at the University of Illinois Chicago after the elimination of two associate university librarian positions and more responsibilities were assigned to library department heads. This “flatter” organization was successful because it increased innovation and problem solving; however, utilizing team responsibility required a “high tolerance for ambiguity and change (p. 507).” Because matrix management is very different from traditional library models, culture change and staff buy-in is crucial. Despite many academic library transitions to less hierarchical organizations, matrix management has not spread widely and more permanent work teams are much more prevalent.

**Community College**

The majority of post-secondary students in the United States now attend community colleges, also known as junior or technical colleges. California Community Colleges serve over 2.9 million students, which makes up approximately 63% of higher education students in the state (Lorenzo, 2011). These two-year institutions were created as add-on colleges to high school or university in the early 1900’s to increase access to higher education (Bock, 1985). The number of community colleges in the United States rapidly grew from 1960-1980 with the creation of 662 new colleges (Cohen & Brawer, 2003). Reed (2011) notes that community college libraries were often created after the establishment of a college often in response to pressure from accreditation feedback.

**Community college libraries.** Libraries, or learning resource centers (libraries combined with tutoring centers or other student support services), exist at each campus to support student learning and the curriculum on each campus. Community college
libraries evolved from small repositories in the early 1900’s to comprehensive learning resource centers by the 1980’s (Bock, 1984). With a rapid expansion of community colleges after World War II, library organizations became larger and much more complex. By the mid-70’s Dale (1977) reported that the “person in charge” of most community college libraries was a library administrator with the title of dean or director.

Traditional library administrative practices have consisted of a full-time library administrator with the title of Library Director or Library Dean and the library is a separate college or unit, reporting to a Vice-President (Born, et al., 2000). A newer administrative model for community college libraries is to not have a full-time library administrator and with library staff reporting to a non-Library Dean or the library as a department within a college with a faculty librarian and rotating department chairs (CCL Directory, 2014).

With large budget cuts throughout the state of California, many college administrators are utilizing restructuring to cut and combine administrative positions, including library directors/deans, as a way to lower operational costs. Anecdotal evidence suggests that many libraries have lost their full-time, dedicated library administrator positions and many chief librarians are now faculty department chairs or other librarians. Other chief librarians may be a full-time library administrator that also oversees other divisions or departments (including Distance Education, Behavioral Sciences, Social Sciences, etc.) and/or an administrator without the terminal degree for librarians, a Master’s in Library Science (MLS) from an American Library Association (ALA) accredited program.
Community college library standards. Standards of practice have developed specifically for community colleges through the state of California Educational Code (Title V), the statewide Academic Senate, and accreditation. The regional accrediting body for the California Community Colleges is the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC – WASC). These standards and regulations provide benchmarks for library practices and evaluation. There are standards from the Association of College and Research Libraries (ACRL), a chapter of the American Library Association, for libraries in higher education (ACRL, 2011). However, these are not specific to community colleges and do not address administrative structures.

Standards of Practice for California Community College Library Faculty and Programs were developed and adopted by the Academic Senate (AS) for California Community Colleges in 2010. These standards address the role of library faculty and provide guidelines for library resources, facilities, instruction, and other library services. In addition, recommendations for the organization and administration of library community colleges are recommended. The AS argues that the organization and administration of the library has significant impact on its effectiveness and provides specific standards (p. 11):

- **Administrator role:** The library should be under the leadership of an instructional administrative director or dean who is responsible for the daily operations of the library.
- **Required education:** The administrator should possess the minimum qualifications of the library discipline in addition to having experience and training in management or leadership.
Despite all of the existing regulations, standards, and guidelines, administrative practices for community college libraries vary widely and need further study.

**Organization of community college libraries.** Crumpton and Bird (2013) argue that organization structures and reporting role within college can be important to the overall success of a library. The typical organizational structures of libraries are focused on three areas: academic programs (instruction or academic affairs), information technology (IT), or student services.

- **Academic programs** – library mission is tied closely to the mission and goals of college academic divisions and student learning
- **IT** – supervision of campus computer labs, electronic resources, and information delivery
- **Student services** – includes library in the array of services offered to students (counseling, financial aid, etc.)

A nationwide study was conducted by Born, Clayton, and Balash (2000) on the organization of community college libraries \( (n = 268) \). Relevant findings included:

- Surveyed libraries were organized very differently and this reflected in organizational charts.
- 60% of the community college libraries had a change in organizational structure in the previous 5 years.
- Reporting structures for respondents varied widely and there were 37 titles of administrators the library reports to.
- Libraries offered a variety of services including AV/Media, library instruction, computer classes, credit courses, distance learning, public computers, web development, instructional technology, staff development, and more.
The Born et al. (2000) study highlights the complexity of community colleges across the United States and offers insight on the organizational practices, external reporting, and library services offered.

Reed (2011) conducted a multi-case study of library deans and directors at large comprehensive community colleges and their advocacy for instructional and technological innovation. In her interviews with six library deans and directors, the organizational practices included:

- Multi-campus district / multiple libraries / one director
- Multi-campus district / multiple libraries / one director per library
- One campus / one library / one director

Diablo Valley College (DVC), a large, comprehensive community college in California, conducted a study of administrative practices in CCC libraries to inform the development of a chief librarian job opening at the college (Diablo Valley College, 2013). The survey was shared on the CCC chief librarians listserv (CCL-Libraries) to library administrators and department chairs (n = 34 unique institutions or 30% response rate). In addition to demographic data, the survey instrument asked respondents to evaluate their current administrative structure and asked individuals what they would change about their position or library managerial/administrative structure.

The most common titles for chief librarians were department chair/division chair or chairperson (faculty role); library/LRC director (faculty or administrative role); Dean of Library and/or Learning Resources. Deans that have non-library assignments were reflected in titles (e.g. Dean of Library and Educational Technologies) or the term “library” was not in their title (e.g. Dean, Liberal Studies and Language Arts).
• 82% of respondents thought that their current library administrative structure was effective (13 strongly agree, 15 agree)

• 74% of respondents thought that they can effectively advocate for their division or department (13 strongly agree, 12 agree)

• 62% of respondents disagreed that they have enough time to devote to management of the library (16 disagree, 5 strongly disagree)

The results from this study will be further discussed in Chapter V.

Conceptual Frameworks

With rapid technological change and shrinking library budgets, many academic library managers are applying organizational change approaches to reshape their libraries. Commonly utilized organizational theory in the academic library literature includes the competing values framework and organizational change framework.

**Competing Values Framework.** Many frameworks exist to assess organizational culture and effectiveness. Cameron and Quinn (2011) developed a multi-dimensional model called the Competing Values Framework with four distinct culture types and action verbs: *clan* (collaborate), *adhocracy* (create), *hierarchy* (control), and *market* (compete). As illustrated in Figure 1, these culture types can be applied to the process of organizational change and take into account flexibility and focus of an organization.
The University of Saskatchewan Library applied CVF to assess their types of organizational cultures and determine change strategies (Shepstone & Currie, 2008). At the Ohio State University Libraries, Schlosser (2011) utilized CVF to identify culture change targets including: a “culture of no” that stifles innovation, sheer size of an organization, and elements of distrust or resentment between library faculty and library staff (p. 156-157). The use of this framework in prior library research indicates its appropriateness for use in studies, such as this, where changes associated with organizational structure and leadership roles are being explored.

Figure 1. The Competing Values Framework. Adapted from *Diagnosing and Changing Organizational Culture*. Cameron & Quinn (2011), p. 39.
Organizational change framework. An organizational change conceptual framework is offered by Bolman and Deal (2003) that includes four frames: structural, human resources, political, and symbolic (Table 1). The structural frame relies on policies, mission and visions, and organizational practices for leadership. The human resources frame focus on employees as the core of an organization and relationships are used to approach issues. The political frame focuses on power dynamics, strategic planning, and coalitions when resources are limited. The symbolic frame focuses on rituals, traditions, ceremonies, and storytelling to inspire members of organizations.

In Hernon’s 2011 study on library directors that recently accepted a directorship, Bolman and Deal’s four frames were used in semi-structured interview questions for participants to analyze their new organizations. Interviewees were asked which of the four-frame leadership styles (structural, human resource, political, and symbolic frames) they thought their organization and their institution needed. This study reveals the use of Bolman and Deal's framework to be an effective tool in exploring the perspectives of library administrators.

Bolman and Deal’s organizational change conceptual framework, combined with Cameron and Quinn’s competing values model were utilized in this study of chief librarians to analyze organizational insights. With similarities between the two frameworks, a combined conceptual framework was developed as a lens for this study and is depicted in Figure 2. There are few studies on the administration of community college libraries in library and leadership literature and the proposed research sheds light on the leaders and administrative practices in the California Community College system.
Table 1. Overview of leadership frames. Adapted from *Reframing Leadership*. Bolman & Deal (2003), p.16

<table>
<thead>
<tr>
<th>Metaphor for Organization</th>
<th>Structural</th>
<th>Human Resource</th>
<th>Political</th>
<th>Symbolic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factory or machine</td>
<td>Family</td>
<td>Jungle</td>
<td>Carnival, temple, theatre</td>
<td></td>
</tr>
<tr>
<td>Rules, roles, goals, policies, technology, environment</td>
<td>Needs, skills, relationship</td>
<td>Power, conflict, competition, organizational politics</td>
<td>Culture, meaning, metaphor, ritual, ceremony, stories, heroes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central Concepts</th>
<th>Social architecture</th>
<th>Empowerment</th>
<th>Advocacy</th>
<th>Inspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attune structure to task, technology, environment</td>
<td>Align organizational and human needs</td>
<td>Develop agenda and power base</td>
<td>Create faith, beauty, and meaning</td>
<td></td>
</tr>
</tbody>
</table>

In this literature review, the changing role of academic libraries, restructuring trends, and community college libraries were presented. Additionally, the conceptual frameworks for this research, the competing values framework and organizational change framework were discussed. Chapter III is a quantitative study of library administrative practices in the California Community Colleges (CCC) and Chapter IV is a qualitative study on the experience of chief librarians in the CCC system.
Figure 2. Combined competing values (Cameron & Quinn, 2011) and organizational change conceptual framework (Bolman & Deal, 2003).
CHAPTER III: LIBRARY ADMINISTRATIVE PRACTICES IN THE CALIFORNIA COMMUNITY COLLEGES

Libraries at community colleges are integral to student learning, providing research help, teaching information literacy skills, providing study and social space, and often computing hardware and support (Gilchrist, 2007). Although all of higher education is currently facing budget cuts, community colleges serve the most diverse population of underrepresented students (low income, ethnicity, age, first-generation, veterans, etc.). Community college provides access to non-traditional students that may not otherwise achieve their educational goals. Community college libraries support student learning through its collections, staff, facilities, and equipment.

In the California Community College (CCC) system, a chief librarian is designated at each college as a statewide representative to the Chief Council of Librarians (CCL), a self-governing association that actively engages in state-wide issues that impact CCC libraries (CCL, 2014). Chief librarians in California have traditionally had the title of library director or dean as evidenced by the annual meetings that are called “Deans and Directors Meeting.” However, when examining the Council of Chief Librarians (CCL) Directory (2014), it is evident that many chief librarians do not have the title of library dean or director. Faculty librarians, often with the title of department chair, coordinator, head librarian, or librarian, are listed as chief librarians and participate in the annual CCL Deans and Directors Meeting.

With large budget cuts throughout the state of California, many college administrators are utilizing restructuring to cut and combine administrative positions, including library directors/deans, as a way to lower operational costs. Anecdotal evidence
suggests that many libraries have lost their full-time, dedicated library administrator positions and chief librarians are now faculty department chairs or faculty from departments other than the library. Other chief librarians may be a full-time library administrator that also oversees other divisions or departments (including Distance Education, Behavioral Sciences, Social Sciences, etc.) and/or an administrator without the terminal degree for librarians, a Master’s in Library Science (MLS) from an American Library Association (ALA) accredited program.

In libraries and many other organizations, typical administrative or management responsibilities include the hiring and supervision of personnel, budgeting, strategic planning, and setting the mission and goals for an organization. In addition to these duties, the leader of a college library represents the library in a variety of forums on campus, the community, in professional organizations, and on a statewide or national level. Representation of a library at a state level, such as the Council of Chief Librarians, and taking an active role to shape community college libraries, has been typically associated with administrative positions (Born, et al., 2001). Many non-administrators, faculty librarians are becoming the designated chief librarians at the California Community Colleges and the reason for this emerging trend is not clear.

Restructuring, reorganizations, and mergers of community college and other higher education administration have become commonplace in California and nationwide (Fain, 2011; Kiley, 2011). Restructuring and reorganizing has been a constant theme in higher education as colleges and universities strive to reduce operating costs and increase efficiency. Academic libraries are a microcosm of their parent institutions and their staffing and other resources are also impacted during budget cuts. As the information
technology landscape continues to alter the way students, faculty, and staff access library and information resources, college and university libraries are competing with other entities for funding.

Community colleges are an overlooked segment of higher education and there is a wide gap in the library and information science literature on community college library administration, leadership, and librarianship practice. Literature on library leadership and administrative practices are available for four-year university libraries, especially those with Association of Research Libraries (ARL) affiliation. However, there is very little written on community colleges that serve a majority of the total number of students in higher education (Goldrick-Rab, 2010; Reed, 2011; Townsend, 2009).

California has the largest community college system in the United States and all of the 112 colleges operate under California educational code, have professional guidelines from the Association of College and Research Libraries, and are evaluated under the same regional accreditation body standards (ACCJC, 2012). The California Statewide Academic Senate Despite developed and adopted standards of practice for CCC library faculty and programs that also include recommendations for the organization and administration of libraries. Despite all of these regulations, standards, and guidelines, administrative practices for community college libraries vary widely and need further study.

This research examined administrative practices in the California Community College (CCC) system libraries drawing on the structural and human resources multi-frame leadership conceptual frameworks (Bolman & Deal, 2003). In this study, extant data from the California Community College Chief Librarians Directory was analyzed to
determine administrative practices across the state in March 2014. The Council of Chief Librarians (CCL) maintains library profiles, including demographic information on chief librarians and administrative practices listed on the CCL website. The study analyzed self-reported data of chief librarians including (1) chief position titles, (2) role of chief librarians (faculty or administrative), (3) chief librarians possession of Master’s in Library Science, (4) chief librarian areas of supervision, and (5) chief librarian external reporting.

In addition, content analysis of job advertisements was performed to determine trends in hiring of administrators that oversee the library. A total of eighteen job advertisements, or postings, were collected within the CCC system for administrators responsible for the library during the sampling period (January 2013 – April 2014). Job postings were analyzed for similar criteria as the CCL Directory extant data including (1) job titles, (2) education requirements, (3) areas of supervision, and (4) external reporting. All roles were administrative and job ad results were compared to CCL Directory results.

Through analysis of CCL Directory extant data for chief librarians ($n = 112$), this study found a wide variety of titles for chief librarians in the CCC system. However, the majority of chief librarians have traditional library titles such as dean or department chair, library and/or learning resources and/or learning resource center/LRC. More than half of current chief librarians had a faculty role. The majority of chief librarians (55%) had a Master’s in Library Science degree or equivalent (77%). Areas of supervision or responsibility differed greatly from only the library/LRC to technology/online learning components and/or academic/college programs. Most of the chief librarians reported to
Academic Affairs/Instruction (79%); some reported to Student Services (8%) or a combined Academic Affairs and Student Services executive administrator (8%).

Through analysis of job advertisements for administrators responsible for libraries in the CCC system (n = 18), this study found a wide variety of position titles in each recruitment and the majority of positions were not dedicated library managers but administrators with academic/college programs or technology/online education duties. Only 17% of the job advertisements required a Master’s in Library Science (MLS) and 29% listed the MLS as a preferred degree. More than half of the job posts listed a requirement of any Master’s degree without a preference for discipline. The areas of responsibility listed in the job advertisements varied widely with a few dedicated library managers and most administrators overseeing in addition to the library, multiple areas as well as academic or college programs. Over half of the positions had responsibility for LAC/tutoring, distance education, and instructional technology. The study also found in external reporting that the majority of library administrators reported to Academic Affairs/Instruction (83%).

Academic librarians and library administrators need research on effective college and university libraries in order to re-envision their services and practices to increase student learning and campus goals. Since community colleges serve a large segment of adult learners in the United States, it is important to focus on community college libraries that support a large percentage of underrepresented students. Library services, staff roles, and physical library buildings are rapidly changing within the largest community college system, the California Community Colleges (CCC), and nationwide. Characteristics and factors leading to successful libraries, such as library administrative practices, need to be
identified and described in order to inform practitioners, library administrators, and college/university administrators.

**Context and Background**

The California Community Colleges (CCC) is the largest system of higher education in the world, providing educational, vocational, and transfer programs to more than 2.5 million students annually (CCC Chancellor’s Office, 2012). The CCC system is comprised of 112 colleges in 72 districts distributed throughout the state. It has a diverse student body and in 2010, the ethnicity make-up was Hispanic (34%), Whites (33%), Asian (11%), African-American (7%), Filipino/Pacific Islander (4%), American Indian/Alaska Native (0.6%) and Other/Unknown (9%).

Each California Community College (CCC) has a library or learning resource center that supports student learning. The number of librarians and library staff at each college varies widely by the size of an institution. Despite variations in number of staff, each library has a designated chief librarian through the Council of Chief Librarians, a self-governing, state-wide organization through the CCC Chancellor’s Office. Similarly, other college leadership roles have self-governing groups with a representative at each college such as the California Community College Chief Instructional Officers (CIO), Chief Student Services Officer (CSSO), Chief Technology Officer (CTO), etc.

The chief librarian has typically been an administrator with the day-to-day responsibility for overseeing the physical and virtual library as well as supervising staff. However, evidence shows that chief librarians that were traditionally administrative (director or dean) are changing into faculty representatives with the common titles of
department chair, division chair, head librarian, or librarian (CCL Directory, 2013). The following research question and sub-questions guided this study:

What are the administrative practices in the California Community College (CCC) libraries?

- What are the titles, roles, and duties of chief librarians?
- What are the external reporting lines for CCC libraries?
- What are the trends for library administrator recruitments?

This study includes a literature review on related concepts including community college library/learning resources centers, academic library restructuring, library organizational studies, and a multi-frame leadership conceptual framework. Methods for the extant data study will be discussed, followed by results and discussion.

**Literature Review and Conceptual Framework**

Community colleges are an overlooked segment of higher education and there is a wide gap in the library and information science literature on community college library administration, leadership, and librarianship practice. Literature on library leadership and administrative practices are available for four-year university libraries, especially those with Association of Research Libraries (ARL) affiliation. However, there is very little written on community colleges that serve a majority of the total number of students in higher education (Goldrick-Rab, 2010; Reed, 2011; Townsend, 2009).

**Academic library restructuring.** Although much library and information science literature focuses on the decline of college and university libraries with decreasing use of physical collections and reference transactions (Ferguson & Bunge, 1997; Ferguson, 2000; Martell, 2008), there is a growing body of literature on innovation and leadership
to address the challenges within the academic libraries field (Arnold et al., 2008; DeLong, 2009; Hernon, 2011; Quinn, 2008). Academic library restructuring and administrative practices are topics that need further examination during a time of continued technological advancements, changing library user expectations, and uncertain economic conditions.

Reorganizations or restructuring of organizational practices, often citing cost savings and increased collaboration as the desired outcomes of the reorganization, have become commonplace in higher education. In the last few years, there have been many visible library reorganizations at research institutions including the libraries at Harvard, Massachusetts Institute of Technology, University of California, Los Angeles, and University of California, San Diego (Goldberg, 2012; MIT Libraries, 2010; Strong, 2011; UCSD Libraries, 2012). Facing reduced collection budgets and smaller staffs when not replacing those who retire, college and university libraries are examining their administrative practices and organizational models.

**Conceptual frameworks.** This bounded case-study design relies on conceptual framework offered by Bolman and Deal (2003) that includes four organizational frames: structural, human resources, political, and symbolic (see Table 1). The structural frame relies on policies, mission and visions, and organizational practices for leadership. The human resources frame focus on employees as the core of an organization and relationships are used to approach issues. The political frame focuses on power dynamics, strategic planning, and coalitions when resources are limited. The symbolic frame focuses on rituals, traditions, ceremonies, and storytelling to inspire members of organizations.
Table 1. Overview of leadership frames. Adapted from *Reframing Leadership*. Bolman & Deal (2003). p. 16

<table>
<thead>
<tr>
<th>Metaphor for Organization</th>
<th>Structural</th>
<th>Human Resource</th>
<th>Political</th>
<th>Symbolic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Concepts</td>
<td>Factory or machine</td>
<td>Family</td>
<td>Jungle</td>
<td>Carnival, temple, theatre</td>
</tr>
<tr>
<td></td>
<td>Rules, roles, goals, policies, technology, environment</td>
<td>Needs, skills, relationship</td>
<td>Power, conflict, competition, organizational politics</td>
<td>Culture, meaning, metaphor, ritual, ceremony, stories, heroes</td>
</tr>
<tr>
<td>Image of Leadership</td>
<td>Social architecture</td>
<td>Empowerment</td>
<td>Advocacy</td>
<td>Inspiration</td>
</tr>
<tr>
<td>Basic Leadership Challenge</td>
<td>Attune structure to task, technology, environment</td>
<td>Align organizational and human needs</td>
<td>Develop agenda and power base</td>
<td>Create faith, beauty, and meaning</td>
</tr>
</tbody>
</table>

This study primarily utilized the structural frame to examine the administrative practices in the California Community College libraries. Structures in a workplace are a “blueprint for formal expectations and exchanges among internal players and external constituencies” (Bolman and Deal, 2003, p.46) and structure clarifies lines of authority. The structure of CCC libraries was examined through chief librarian characteristics, including their titles, roles, education, and reporting lines. Organizational charts and staff directories, or responsibility charting, for each college were utilized to verify information.

In Hernon’s 2011 study on library directors that recently accepted a directorship, Bolman and Deal’s four frames were used in semi-structured interview questions for
participants to analyze their new organizations. Interviewees were asked which of the four-frame leadership styles (structural, human resource, political, and symbolic frames) they thought their organization and their institution needed. This study reveals the use of Bolman and Deal's framework to be an effective tool in exploring the perspectives of library administrators.

Library organizational studies. Crumpton and Bird (2013) argue that organization structures and reporting role within a college can be important to the overall success of a library. The typical organizational structures of libraries are focused on three areas: academic programs (instruction or academic affairs), information technology (IT), or student services.

- **Academic programs** – library mission is tied closely to the mission and goals of college academic divisions and student learning
- **IT** – supervision of campus computer labs, electronic resources, and information delivery
- **Student services** – includes library in the array of services offered to students (counseling, financial aid, etc.)

A nationwide study was conducted by Born, Clayton, and Balash (2000) on the organization of community college libraries ($n = 268$). Relevant findings included:

- Surveyed libraries were organized very differently and this reflected in collected organizational charts.
- 60% of the community college libraries had a change in organizational structure in the previous 5 years.
• Reporting structures for respondents varied widely and there were 37 titles of administrators the library reports to.

• Libraries offered a variety of services including AV/Media, library instruction, computer classes, credit courses, distance learning, public computers, web development, instructional technology, staff development, and more.

The Born et al. (2000) study highlights the complexity of community colleges across the United States and offers insight on the organizational practices, external reporting, and library services offered.

**Content analysis of library job advertisements.** Content analysis of job advertisements is a commonly used methodology in library and information science (LIS) to analyze higher education library positions (Lynch & Smith, 2001; Shank, 2006; Sproles, et al., 2008). In a review of job advertisement content analysis methodology, Harper (2012) argues that LIS research studies utilize job advertisements as a data source to analyze and track changes to job skills and the employment market over time. Furthermore, the changing duties, education, and other qualifications (i.e. as years of experience) desired by hiring institutions for library positions is informed by job advertisements.

1999 to 2004 to investigate position announcements for newly emerging position of Instructional Design Librarian.

In this study, California Community College library administrator position job advertisements were collected and analyzed using content analysis described by Harper (2012) as “a systematic technique of segmenting data into describable linguistic units.” As part of the content analysis process, manual coding was utilized for each recruitment to identify the following criteria including (1) position title (2) duties/areas of responsibility, (3) education requirements (Master’s of Library/Information Science), and (4) external reporting. This criteria matched analysis of the CCL Directory extant data and was utilized for comparison purposes. Through analysis of extant data and content analysis of job ads, administrative practices of in the California Community Colleges libraries were examined.

Methods

This quantitative case study generated descriptive statistics that help illustrate the current status of administrative practices of in the California Community Colleges libraries. A case study closely explores a bounded system (e.g. an activity, event, process, or individuals) based on extended data collection (Creswell, 2008). In this research, the “case” or one bounded system will be chief librarians in the CCC system. Extant demographic data on the California Community College (CCC) chief librarians ($n = 112$) and content analysis of job advertisements in the CCC libraries ($n = 18$) was analyzed. See Table 2 for a summary of data sources and types of information gathered in this research.
Table 2. Summary of quantitative research methods: Data sources and type of information

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Type of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council of Chief Librarian (CCL) Library Directory</td>
<td>• Chief librarian information (name, title, role type, areas of supervision, external reporting)</td>
</tr>
<tr>
<td>California Community College Job advertisements</td>
<td>• Chief librarian areas of supervision, duties, education requirements, external reporting</td>
</tr>
<tr>
<td>Staff Directories</td>
<td>• Chief librarian information (name, title)</td>
</tr>
<tr>
<td>Organizational Charts</td>
<td>• Chief librarian information (name, title, role type, areas of supervision, external reporting)</td>
</tr>
</tbody>
</table>

**Council of Chief Librarians Directory.** The Council of Chief Librarians (CCL) maintains library profiles on their website which includes detailed information on chief librarians at each CCC library. Demographic information on Chief Librarians is self-reported including chief librarian contact information, titles, organizational roles, external reporting structure, areas of responsibility, educational background, and additional library information.

Data from CCL Directory was analyzed to determine library administrative practices in CCC libraries. Themes included chief librarian titles, type of position (administrative or faculty), areas of supervision, education, and external reporting. Directory information was confirmed using library staff directories, organizational charts, or by contacting individual chief librarians.

**Library staff directories.** Library staff directories were used to verify CCL Directory information including name of library director/dean/department chair. Staff directories were located on library websites or college directories. When outdated
information was found, the researcher contacted chief librarians by email, phone, or face-to-face.

**Organizational charts.** Organizational charts were utilized to determine reporting structures of CCC libraries and to verify the chief librarian title and names. These were obtained by searching college websites for the following terms: org chart, organizational chart, functional map, administrative organization, leadership organizational, organizational relationships, reporting structures. If organizational charts were not posted on college websites, the researcher also searched accreditation documents, college directories, Board of Trustees reports, course catalogs, annual reports, educational master plans, and district handbooks.

**California Community College job advertisements.** The sampling period for CCC library administrator job advertisements was from January 2013 – April 2014 (16 months). There were 18 total library administrator job advertisements collected, two ads were for two different library administrator positions at one institution. Job advertisements came from 17 total CCC libraries, which equal 15% of all community college libraries in California.

Position advertisements were collected directly from Human Resources websites. The researcher used a variety of sources to be notified of job advertisements including:

- California Community College Registry, a database used by the 72 Human Resources offices representing the 112 colleges (CCC Registry, 2014).
- CCC library listservs (CCL-Libraries, CCCEARINFO)
- Job listing websites (ALA JobLIST, Inside Higher Education, Indeed.com)
Content analysis of job advertisements was conducted using the same themes from the CCC Council of Chief Librarian Directory data analysis.

**Results**

Extant data analysis of the Council of Chief Librarian Directory and content analysis of job advertisements for California Community College (CCC) library administrators revealed current administrative practices and hiring trends within the large college system. Organizational charts, staff directories, and contact with individual chief libraries were used to verify results.

**Council of Chief Librarians (CCL) Directory.** CCL Directory data was examined for chief librarian information. Overall, the most common chief librarian titles were *dean/director of library and/or learning resources and/or learning resources center (LRC)* (27%, \(n = 30\)) and *department/division chair of library or learning resources or LRC* (22%, \(n = 25\)). Other common titles were *coordinator of library/library services*, *head librarian*, or *librarian*; all three of these titles were for chief librarians with faculty status. Other than these more traditional library titles, chief librarian titles varied widely with few duplicated titles.

**Chief librarian titles.** Analysis of CCL Directory extant data was conducted to determine the number of unique titles and to categorize job titles of chief librarians to determine trends. Of the all the chief librarians, 37 unique titles were found out of 112 total colleges. Titles were then sorted by traditional library titles (library/learning resources/learning resources center) and non-traditional chief librarian titles were clustered into the following emerging job title trends:
• Academic Disciplines other than library (i.e. Language Arts, Visual Arts, etc.) or College Programs (i.e. Study Abroad, Institutional Effectiveness)

• Technology or Online Learning (i.e. Educational Technology, Chief Technology Officer)

• Temporary or Vacant (i.e. Acting Coordinator, Library Services or Interim Library Director)

A summary of chief librarian job titles by type is provided in Table 3.

Table 3. Job title types of CCC Chief Librarians by role (Council of Chief Librarians Directory, March 2014)

<table>
<thead>
<tr>
<th>Job Title Type</th>
<th>Percentage of Total</th>
<th>Role Type (Fac or Admin)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional library titles</td>
<td>70%</td>
<td>Fac (n = 59) or Admin (n = 19)</td>
</tr>
<tr>
<td>Academic/College Programs</td>
<td>10%,</td>
<td>Admin (n = 11)</td>
</tr>
<tr>
<td>Technology/Online</td>
<td>10%</td>
<td>Admin (n = 12)</td>
</tr>
<tr>
<td>Temporary/Vacant</td>
<td>10%</td>
<td>Admin (n = 8) or unknown (n = 3)</td>
</tr>
</tbody>
</table>

The majority of chief librarian titles (70%) were traditional librarian titles such as Dean or Director or Department Chair of Library, Learning Resources, or Learning Resources Center. Chief librarians with these titles had both faculty and administrative roles. There were various ranks of traditional library deans including assistant dean, associate dean, and dean. Chief librarians that had non-traditional titles, academic/college programs (10%) or technology/online education (10%) were
administrative deans. Of the temporary positions, which were 10% of the total, eight were filled by administrators and three were unknown.

Examples of chief librarian job titles that included non-library academic or college programs or a technology or online education component included:

- Dean, Language Arts, Library, and Learning Resources (Evergreen Valley College)
- Dean, Visual & Performing Arts and Library (Orange Coast College)
- Dean, Institutional Effectiveness and Learning Resources (Ventura College)
- Dean, Online Education and Learning Resources (Saddleback College)

There is an emerging trend of chief librarian titles without “library/learning resources/LRC” and only has technology or academic/college programs in job titles.

There were six chief librarians (5% of total) with these titles:

- Dean, Instruction and Technology (Folsom Lake College)
- Director of Technology (Fresno City College)
- Dean, Liberal Arts and Language Arts (Mission College)
- Dean, Fine and Performing Arts (Santa Ana College)
- Chief Technology Officer (Solano Community College)
- Dean, Instructional Technology Services (West Valley College)

Through analysis of the CCL Directory, is it clear that there is a wide variety of job titles for the chief librarians at the community colleges in California. It is important to note that chief librarians with faculty roles are often reporting to an administrator that primarily supervises an academic/college program or technology/online learning areas. This is also evident in the CCL Directory with one example at Palomar College in which the chief librarian is a faculty department chair that reports to the Dean of Social & Behavioral Sciences. Further implications and limitations of results will be discussed in the discussion section.
Chief librarian role. Extant data from the CCL Directory was analyzed to determine the roles of chief librarians (administrative, faculty, or unknown/vacant). This information is self-reported and was verified using organizational charts and contacting individual chief librarians when necessary. Figure 3 shows more than half of chief librarians had a faculty role, 55% ($n = 62$), and 39% of chief librarians ($n = 43$) were administrative. Vacant or unknown chief librarians were 6% of the total, or seven of the 112 total colleges.

![Pie chart showing the distribution of chief librarian roles: Faculty 55%, Administrator 39%, Unknown 6%](image)

**Figure 3.** Role of Chief Librarians (Council of Chief Librarian Directory, March 2014)

Chief librarian credential. Education was self-reported by chief librarians in the CCL Directory. Some chief librarians that did not report their education in the CCL Directory but their college degrees were found through public LinkedIn profiles. Analysis focused on possession of the degree required for librarians, an American Library Association accredited Master’s in Library Science or Library and Information Science (MLS/MLIS). The majority of chief librarians, 77%, possessed a MLS/MLIS degree.
which included 23 administrators and all 63 faculty members (Figure 4). However, 19% of chief librarians did not have a MLS/MLIS degree and all chief librarians in this category were administrators. There were seven chief librarian positions that were vacant or unable to determine the MLS/MLIS status.

Figure 4. Chief Librarian possession of Master’s in Library Science (Council of Chief Librarians Directory, March 2014)

Chief librarian areas of supervision. In the CCL Directory, chief librarians self-reported areas of supervision and information was verified using college organizational charts and library or college website information. Categories in the directory included:

- **Library:** includes Learning Resource Center (LRC)
- **Media services:** includes Audiovisual (A/V) services
- **LAC (Learning Assistance Center):** includes tutoring
- **ITV (Instructional Television Courses):** asynchronous courses through video, some with course websites and/or occasional class meetings
- **Computer:** includes open labs, student computing
- **Publications:** includes course catalogs and other college publications
- **Distance Education:** can include online, hybrid, and off-site courses
- **Instructional Technology:** includes educational technology and learning management systems
- **Staff Development:** includes faculty and professional development
- **Academic Program:** includes instructional programs (OPEN ENDED)
- **Other:** includes all non-instructional programs (OPEN ENDED)
All categories except for “Academic Program” and “Other” had a checkbox option to indicate whether a chief librarian supervises each type of area.

![Bar chart showing the number of chief librarians with duty in various areas.]

**Figure 5.** Chief librarian areas of responsibilities (Council of Chief Librarians Directory, March 2014)

All chief librarians oversee the library/LRC. Figure 5 shows the most common areas of responsibility in addition to the library were Media Services (36%), Distance Education (22%), Instructional Technology (22%), LAC/Tutoring (21%), and Computer (19%). The least common areas were ITV (8%), Staff Development (7%), and Publications (0%).

There was a variety of numbers of areas supervised among the chief librarians as demonstrated in Figure 6. About half of all chief librarians only had responsibility for the library and these were primarily faculty department chairs or administrators with an academic or college program. Very few chief librarian administrators were dedicated to the library. It was more common for administrators to have multiple areas of supervision.
For example, the chief librarian at Cerritos College was responsible for eight distinct areas of the nine total (everything except for Publications).

Figure 6. Number of areas supervised by chief librarians by role (Council of Chief Librarian Directory, March 2014)

Chief Librarian Academic Program(s) Supervision. In addition to overseeing the library and the previously identified areas (media, LAC/tutoring, distance education, etc.), the CCL Directory has an open-ended response for academic programs. Academic programs typically fall under Academic Affairs, or Instruction, and are related to disciplines. Of the total chief librarians, 20 had responsibility of an academic program (18% of the total) and some had more than one discipline such as Humanities and Social Sciences at Irvine Valley College. With many general education and transfer courses in the Humanities and Social Sciences, these are large areas to manage with a high number of faculty and students.
The most common academic program for chief librarians was Library & Information Technology, Library Technology, or Library Science (10 total). There are currently 10 library technology programs in California that award Associate’s Degree (AA/AS) or Certificates for paraprofessional library work (COLT, 2014). After library technology, there were six chief librarians that oversee Languages or Foreign Languages in addition to the library/LRC duties. There were 10 other academic programs that Chief Librarians supervise and a full list is in the following Table 4.

Table 4. Chief librarian academic program responsibilities by frequency order, high to low (Council of Chief Librarian Directory, March 2014)

<table>
<thead>
<tr>
<th>ACADEMIC PROGRAMS</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library &amp; Information Technology / Library Science (10)</td>
<td></td>
</tr>
<tr>
<td>2. Languages/Foreign Languages (6)</td>
<td></td>
</tr>
<tr>
<td>3. English/ESL (2)</td>
<td></td>
</tr>
<tr>
<td>4. Social and Behavioral Sciences/Social Sciences (2)</td>
<td></td>
</tr>
<tr>
<td>5. Visual/Fine &amp; Performing Arts (2)</td>
<td></td>
</tr>
<tr>
<td>6. Humanities (2)</td>
<td></td>
</tr>
<tr>
<td>7. Reading</td>
<td></td>
</tr>
<tr>
<td>8. Liberal Studies</td>
<td></td>
</tr>
<tr>
<td>9. Business</td>
<td></td>
</tr>
<tr>
<td>10. Computer Science</td>
<td></td>
</tr>
<tr>
<td>11. Communications</td>
<td></td>
</tr>
<tr>
<td>12. Work Experience</td>
<td></td>
</tr>
</tbody>
</table>

It is important to note that of the 20 chief librarians with academic program responsibilities were mostly administrators in a structure that included a library department chair. One example is from Santa Ana College that has the Dean of Fine & Performing Arts as the chief librarian and there is a library department chair that oversees a Library Technology program. Furthermore, many of the faculty chief librarians (56% of all chief librarians), directly report to an Academic Affairs dean that oversees academic programs/disciplines and this is not accounted for in the CCL Directory.

Other Chief Librarian Duties. In addition to the previously identified areas (media, LAC/tutoring, distance education, etc.), the CCL Directory has an open-ended
response for other areas of supervision. Unlike the open-ended academic program
responses, the “other” category was for college programs not directly related with
instruction. There were nine unique “other” categories listed by chief librarians. Only
nine of the total chief librarians listed an area under other (8% of total).

The most common other area of supervision was basic skills \((n = 3)\) and
information technology \((n = 2)\). The other remaining areas were centers supporting
technology and supplemental learning and an assortment of other college areas. A full list
of “other” duties is listed in Table 5.

Table 5. “Other” duties of chief librarians listed in frequency order, high to low (Council of Chief
Librarian Directory, March 2014)

<table>
<thead>
<tr>
<th>OTHER COLLEGE PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic Skills (3)</td>
</tr>
<tr>
<td>• Information Technology (2)</td>
</tr>
<tr>
<td>• Language Center</td>
</tr>
<tr>
<td>• Science Learning Center</td>
</tr>
<tr>
<td>• English/Writing/Language Labs</td>
</tr>
<tr>
<td>• Bookstore</td>
</tr>
<tr>
<td>• College Orientation</td>
</tr>
<tr>
<td>• Study Abroad Program</td>
</tr>
</tbody>
</table>

Five chief librarians (4% of total) had additional duties in both academic
programs and another college program. An example of this is the Dean of Arts, Letters,
and Learning Resources at Irvine Valley College who in addition to supervising the
library, media, and LAC/tutoring is responsible for the two large disciplines of
Humanities and English as well as the bookstore and English/Writing/Language labs.

Chief Librarian External Reporting. External reporting was self-reported by
chief librarians in the CCL Directory Library and was verified using college
organizational charts. A high majority of chief librarians (81%) reported to Academic
Affairs, which is also known as Instruction, Student Learning, Curriculum, or other areas
associated with the academic programs. There is a designated Chief Instructional Officer (CIO) at each college and the most common title is Vice President, Academic Affairs or Instruction (see Figure 7 for external reporting).

There were nine chief librarians (8% of total) that report to Student Services, which often includes counseling, financial aid, and other non-instructional areas. There is a designated Chief Student Services Officer (CSSO) at each college and the most common title is Vice-President, Student Affairs. Two chief librarians reported to Administrative Services/Chief Business Officer (CBO) and one reported directly to the college President/Chief Executive Officer (CEO).

Another nine chief librarians (8% of total) reported that their direct supervisor was a combined Academic Affairs (CIO) and Student Affairs (CSSO) administrator, often titled an Executive Vice President (joint CIO/CSSO). From analysis of college organizational charts, there were 23 colleges that had a joint CIO/CSSO position (21% of

Figure 7. External reporting of chief librarians (Council of Chief Librarians Directory, March 2014)
all colleges). Many of the chief librarians that had a joint CIO/CSSO reported to Associate Vice-President of Instruction and was thus included as reporting to Academic Affairs.

**CCC library administrator job advertisements.** Content analysis was conducted on library administrator job advertisements from 2013 to 2014. There were a total of 18 recruitments collected for the CCC system from 17 colleges, or 15% of colleges statewide. Two of these recruitments were for the same institution, Palomar College, for a classified library manager and the dean that would be overseeing the library in addition to other academic areas and programs (Dean, Social & Behavioral Sciences). Job advertisements were analyzed by position titles, educational requirements, and areas of responsibilities.

In the analysis of position titles of the library administrator job advertisements, almost all of the titles were unique with only two duplicates for recruitments in the same district (Fullerton College and Cypress College in North Orange Coast County College District). Although most positions were dean positions (15 of the total 18), each library administrator title was different. Similar to the chief librarian title analysis from the CCL Directory extant data, job titles from the job advertisements were categorized into (1) traditional library administrator titles, (2) library administrators with academic/college program(s) titles, and (3) library administrators with technology/online education titles. Figure 8 summarizes job advertisement titles findings.
Figure 8. Job title types from CCC library administrator job advertisements (January 2013-April 2014)

Traditional library job titles included:

- Dean, Library/Learning Resource Center
- Dean, Learning Resources Division
- Director of Library Services
- Director of Library and Learning Support Services
- Library Manager

Job advertisement titles with academic or college programs included:

- Dean, Social & Behavioral Sciences
- Dean, Academic Services, Arts, Letters and Social Sciences
- Dean of Athletics, Kinesiology, & Dance/Learning Center/Library
- Dean of Literature and Language Arts & Library & Learning
- Dean, School of Planning, Research & Institutional Effectiveness (PRIE), Library and Technology
- Dean, Library/Learning Resources and Instructional Support Program and Services (2)
- Associate Dean, Instructional Support Services

Job advertisement titles with technology or online education components included:

- Dean of Library Services and Educational Technology
- Dean, Library and Technology Resources
- Dean of Academic Support & Learning Technologies
About a third of the chief librarian titles were traditional titles (28%). However, 14 of the total library administrator titles included the words or phrases, *library, learning resources*, or *learning resources center*, (78% of job advertisements). Four of the library administrator titles (22%) did not include any library/LRC phrases in the advertised job title.

**Library administrator areas of responsibilities.** The areas of responsibilities in advertised library administrator jobs were analyzed using the nine CCL Directory categories (Library, Media, LAC, ITV, Computer, Publications, Distance Education, Instructional Technology, and Staff Development). Duties for the positions varied widely with only supervision of the library up to five areas in addition to the library as well as college programs (See Figure 9).

All of the administrators in these job advertisements had the library as an area of supervision. The most common responsibilities in addition to the library (using the CCL Directory categories) were LAC/tutoring (67%), distance education (56%), instructional technology (56%), and staff development (39%). Computer lab and media supervision was not a common duty advertised in the job advertisements and there were zero job advertisements with ITV or publications responsibilities. Three of the 18 recruitments were for dedicated managers for the library, without responsibility for other areas. All of the other positions had additional areas of responsibilities listed in the CCL Directory categories above or with academic or college programs. The posting for City College of San Francisco listed responsibilities in six distinct areas (library, LAC, computer, distance education, instructional technology, and staff development).
Library administrator academic programs responsibilities. In the CCC library job advertisement analysis, there were four total positions (22% of total) that had traditional academic program or discipline/department responsibilities. These positions were titled “dean” and the academic programs supervised varied widely (see Table 6). As an example, the Dean of Academic Services, Arts, Letters, and Social Sciences at Las Positas College would oversee:

American Sign Language; Humanities (Art, Art History, Interior Design, Photography, Visual Communications, Humanities, Philosophy, Religious Studies, Creative Arts); English; English as a Second Language (ESL); Foreign Languages (French, Italian, Spanish); Mass Communications (Journalism, Newspaper, Radio, TV); Performing Arts (Dance, Music, Instrumental Music, Speech, Theater Arts); Library (Library Skills), Social Sciences (Anthropology, Geography, History, Political Science, Sociology, Women's Studies)
In addition to supervising the library, this administrator would be responsible for very large departments with a high number of faculty and course offerings.

**Table 6.** Library administrator academic programs responsibilities by position (4 total) from CCC library administrator job advertisements (January 2013-April 2014)

<table>
<thead>
<tr>
<th>ACADEMIC PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Behavioral Sciences (Palomar College)</td>
</tr>
<tr>
<td>Arts, Letters, &amp; Social Sciences (Las Positas College)</td>
</tr>
<tr>
<td>Literature &amp; Language Arts (Modesto Junior College)</td>
</tr>
<tr>
<td>Athletics, Kinesiology, &amp; Dance (Canada College)</td>
</tr>
</tbody>
</table>

**Library administrator other responsibilities.** The “other” category was determined using the same criteria from the CCL Directory: college programs not directly related to classroom instruction such as support programs and functions. Five of the library administrators (28%) had these types duties listed in job advertisements. The most common areas of supervision were college website \((n = 2)\) and honors program \((n = 2)\). There were a variety of college program duties listed in Table 7 listed from most common duties.

**Table 7.** “Other” Library administrator academic programs responsibilities by frequency from CCC library administrator job advertisements (January 2013-April 2014)

<table>
<thead>
<tr>
<th>OTHER COLLEGE PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Honors program (3)</td>
</tr>
<tr>
<td>• Transfer program (2)</td>
</tr>
<tr>
<td>• Study Abroad (2)</td>
</tr>
<tr>
<td>• College Website (2)</td>
</tr>
<tr>
<td>• Basic skills</td>
</tr>
<tr>
<td>• Middle College HS</td>
</tr>
<tr>
<td>• Children's Centers</td>
</tr>
<tr>
<td>• Planning, Research and Institutional Effectiveness</td>
</tr>
<tr>
<td>• Information technology</td>
</tr>
</tbody>
</table>

Only one library administrator was supervising both academic programs and other college programs. The Dean, Social & Behavioral Sciences at Palomar College job ad
stated responsibility for Children’s Centers in addition to two large academic disciplines as well as the library.

**Library administrator education requirements.** More than half of the job advertisements for administrators responsible for the library did not have a minimum qualification of an American Library Association accredited Master’s in Library Science or Library and Information Sciences (MLS/MLIS). Of the 18 total job advertisements, ten had the educational requirement of any Master’s degree with no preference for discipline (55%). Less than half of all job postings listed a MLS/MLIS as a minimum qualification requirement (17%) or as one of the preferred degrees among others (28%). See Figure 10 for a summary of educational requirements for CCC library administrator job advertisements.

![Pie chart showing educational requirements](image)

**Figure 10.** Educational requirements in job advertisements for CCC library administrators (January 2013-April 2014). Note: MLS = Master’s in Library Science

Of the three jobs that required a MLS/MLIS, two were library director positions and one was a library dean position. The jobs that did not require or state a preference for...
MLS/MLIS degree were positions with academic/college program or technology/online learning titles.

**Library Administrator External Reporting.** Through job ad content analysis, it was determined which area the library administrators report to. Most of the positions (83%, n = 15) report to Academic Affairs (aka Instruction, Student Learning, etc.). Two library administrators reported to Student Services while one reported to a president directly (see Figure 11).

![Pie Chart](image)

**Figure 11.** External reporting in CCC library administrator job advertisements (January 2013-April 2014)

**Discussion**

Traditional library organizational practices have been a dedicated library administrator with the title of Library Director or Library Dean and the library is a separate college or unit, reporting to a Vice-President (Born, et al., 2000). Anecdotal evidence suggests it has become common for community college libraries to be managed by an administrator with a wide variety of duties which may include supervision of
technology/online education or academic and college programs. In this section, findings from extant data and job advertisement analysis will be compared against similar studies. Furthermore, implications of results and limitations of the study will be discussed.

**Administrative practices.** Through analysis of the Council of Chief Librarians (CCL) directory, current administrative practices were examined. Content analysis of job advertisements for library administrators was conducted to determine hiring and administrative trends. Analysis focused on job titles, roles, duties, education requirements, and external reporting of chief librarians and recruitments of library administrators.

**Job titles.** Job titles of chief librarians from the CCL Directory \((n = 112)\) and for CCC library administrators in job advertisements \((n = 18)\) were analyzed. Traditional library titles such as Dean or Director or Department Chair of Library, Learning Resources, or LRC were much more common in the CCL Directory \((70\%)\) than the job advertisements \((31\%)\). This large difference in job advertisements can be attributed to the large number of faculty librarians that serve as chief librarian and have the title of department chair or librarian.

Non-traditional job titles were primarily for administrative dean roles and included phrases relating to technology/online education (i.e. Dean of Library Services and Educational Technologies) or academic/programs (i.e. Dean of Visual & Performing Arts and Library). With all of the library administrator job advertisements having unique titles, it is evident that there is not consistent practice in the CCC system. Four of the job advertisements for administrators overseeing the library \((22\%\) of the total) did not include the phrase library or learning resource or learning resources center/LR, in the position...
titles (i.e. Dean of Social & Behavioral Sciences). This suggests that traditional library manager positions, dedicated deans and directors, have been or are being combined with other college functions such as technology/online education and/or academic/college programs.

**Chief librarian roles.** Chief librarians are the representatives from each college to the statewide organization, the Council of Chief Librarians (CCL) and contribute in library advocacy and promotion. According to CCL Executive Director, Gregg Atkins, chief librarians were primarily administrative dedicated library dean and directors when the organization was formed in the 1980’s (personal communication, March 7, 2014). Analysis of current CCL Directory data indicates that more than half of chief librarians have faculty roles with titles such as department chair, division chair, coordinator, head librarian, or librarian. About 40% of the chief librarians had an administrative role and 5% of the chief librarians were vacant or unknown. All job advertisements reviewed were for administrative director, manager, or dean positions. Faculty department chairs positions are not advertised in job advertisements and instead chosen by election among current librarians and rotate on a set term such as two or three years.

**Administrative duties.** The CCL Directory library profiles include chief librarian areas of supervision with nine categories that have been commonly associated with library assignments: library, media services, LAC (tutoring), ITV (instructional television), computer labs, publications, distance education, instructional technology, and staff development. In addition, there are open-ended responses for academic programs and “other” duties. The CCL administrative duties categories were also used to analyze job advertisements to examine hiring trends for library administrators.
Among the faculty chief librarians, the majority only had oversight for the library. The administrative chief librarians had varying amount of duties and some also had responsibility for academic programs (i.e. Language Arts, Fine & Performing Arts, etc.) or college programs (i.e. basic skills, information technology, etc.). The most common areas for chief librarians to oversee in addition to the library were media services, distance education, and instructional technology.

Using the same CCL Directory categories to analyze job advertisements for administrators responsible for the library, it was possible to compare duties versus current chief librarians (see Table 8). In recruitments for library deans and directors, there was a decline of duties for media services, ITV, and computer. Notable growth in duties were in the areas of staff development, LAC/tutoring, distance education, and instructional technology. As many current chief librarians have similar additional responsibilities in these growth areas, it is expected that library administrator job advertisements will continue to follow this trend.

It is difficult to compare academic program and other duties for current chief librarians against job advertisements because of the different roles. More than half of chief librarians are faculty members and do not have official supervisory duties and all job advertisements were for administrators. However, it is clear that the range of duties for administrators supervising the library is varied from dedicated library managers (that only oversee the library and/or learning resources) to administrators with a wide range of duties that may include technology/online learning as well as academic and college programs.
Table 8. Comparison of areas of responsibility in CCL Directory (March 2014) and library administrator job advertisements (January 2013-April 2014).

<table>
<thead>
<tr>
<th>Area of Responsibility</th>
<th>Current Chief Librarians (n = 112)</th>
<th>Job advertisements (n = 18)</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/LRC</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Media Services (AV)</td>
<td>36%</td>
<td>6%</td>
<td>-83%</td>
</tr>
<tr>
<td>LAC (Tutoring)</td>
<td>21%</td>
<td>67%</td>
<td>219%</td>
</tr>
<tr>
<td>ITV (Instructional Television Video)</td>
<td>8%</td>
<td>0%</td>
<td>-100%</td>
</tr>
<tr>
<td>Computer (Open Lab)</td>
<td>19%</td>
<td>11%</td>
<td>-32%</td>
</tr>
<tr>
<td>Publications</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Distance Education</td>
<td>22%</td>
<td>56%</td>
<td>155%</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>22%</td>
<td>56%</td>
<td>155%</td>
</tr>
<tr>
<td>Staff Development</td>
<td>7%</td>
<td>39%</td>
<td>457%</td>
</tr>
</tbody>
</table>

Education requirements. The terminal degree for librarians is an American Library Association accredited Master’s in Library Science degree. From the analysis of CCL Directory data, the majority of chief librarians (77%) possess a MLS which included all faculty members and about half of the administrators. In the job advertisement analysis, only 17% of jobs required a MLS and 28% listed the MLS as a preferred degree. For more than half of the library administrator positions, any Master’s degree was required with no preference. The jobs that did not require or state a preference for MLS degree were positions with academic/college program or technology/online learning titles. With most positions not having a requirement for a library science degree,
it is feasible that these administrators will not have experience or knowledge in managing a library.

**External reporting.** The CCL Directory and job advertisements were analyzed to determine chief librarian and library administrator reporting lines. There was similarity between current and hiring practices for external reporting. The majority of libraries fall under Academic Affairs or Instruction (CIO) in the directory data as well as in job advertisements. A smaller percentage report to Student Services (CSSO), another college administrator, or to the President directly. Although these findings do not fully match the reporting areas described by Crumpton and Bird (2013), instruction, IT, or student services, many of the library deans have computer, distance education, and instructional technology duties.

A number of chief librarians self-reported that their supervisor is a joint Academic Affairs and Student Services Executive Vice-President. From analysis of college organizational charts, there were 23 colleges that had a joint CIO/CSSO position, 21% of all California Community Colleges. A recent survey, “Merged VPI and VPSS,” conducted by the CCC Chief Instructional Officers (CCCCIO) documented concerns about these positions due to increased workload (Tortorici, 2013). Some respondents noted that the positions became “unmerged” and workload was the rationale. It appears that cost saving measures to reduce college operating costs have impacted not only the library but other college program and upper administration.
Conclusion

In this study of library administrative practices in the California Community Colleges, there is a clear trend that traditional dedicated library manager positions are declining. It is common that administrators that oversee the library may also be responsible for tutoring, distance education, instructional technology, professional development, academic programs, and/or college programs. It is also common for the day-to-day supervision of CCC libraries to be under faculty department chairs that report to an administrator that may or may not have a library background or education. When comparing current chief librarian vs. library administrator job ad areas of supervision, there is a clear trend of increased additional duties in learning assistance center/tutoring, distance education, educational technology, and professional development.

Limitations. This study explored library administrative practices in the California Community Colleges. Although this system is the largest community college system in the world, it may not be generalizable to all community college systems. This study is not intended to make broad statements about library administrative practices for all community colleges, but only within in California. Furthermore, the validity of the Council of Chief Librarian Directory data collected depended on self-reporting by chief librarians. There were vacancies for chief librarians at seven institutions; many of these were for current recruitments. Organizational charts and library staff directories were used to verify information. In addition to regular reminders from the CCL Executive Board, the researcher emailed the statewide listserv asking chief librarians to update their library profiles and also contacted individual chief librarians to verify or correct information.
**Areas for future research.** Many questions about library administrative practices still exist. The library administrative practices in this study were a recent snapshot in time. Current library leaders, along with other college leaders would benefit from a historical data analysis of chief librarian data as well as a longitudinal study of library administrator job advertisements. Interviewing library faculty and staff in colleges with different library administrative practices, especially in those that have been recently restructured, could be revealing.

As part of a larger study, the organizational structure of CCC libraries could be explored with a focus on the library administrators, whether or not they are designated as chief librarian. This would provide more clarity of “who’s in charge of the library” and how this may have changed over time. It would be beneficial also within library organizational structure or models to investigate which colleges have faculty department chairs and what their leadership duties are. After determining organizational models, an explanatory study could be conducted to investigate correlation between models and the variables of college size, region, and type of district (single or multi-district).

With the statewide trend moving away from dedicated library managers and more duties for administrators responsible for the library, it is important to study effective administrative practices and library organizational models. Furthermore, if libraries are increasingly administered by non-librarians (without a MLS), how does this impact library operations and aspiring library leaders? How should library schools that operate MLS programs approach this changing trend in their curriculum?

**Implications for leadership.** This research provides insights about the administrative practices among California Community College libraries. Community
college libraries are not represented in the literature, especially in the area of changing administrative practices. Community colleges serve a majority of our nation’s higher education students and libraries support student learning. If changing administrative practices negatively impact the ability of libraries to meet their mission and goals, student success may be hindered. Examining current library administrative practices could uncover valuable lessons or practices that could help current executive leaders when making decisions on library administrative practices. Furthermore, this study may provide useful information to those who may become chief librarians and the library faculty and staff that work closely with them.
CHAPTER IV: THE EXPERIENCES OF CHIEF LIBRARIANS

In the California Community College (CCC) system, a chief librarian is designated at each college as a statewide representative to the Chief Council of Librarians (CCL), a self-governing association that actively engages in state-wide issues that impact CCC libraries (CCL, 2014). The primary purpose of CCL is to “…represent, promote, and advance libraries in public California community college education and to provide a vehicle for communication among chief librarians, other community college personnel, and state agencies (CCL, 1993).” According to Gregg Atkins, Executive Director and former chief librarian, when CCL was initially formed in the 1980’s, chief librarians held administrative roles dedicated to the library with the title of library dean or library director (personal communication, March 7, 2014). However, when examining the CCL Directory (2014), it is evident that many current chief librarians do not have the title of library dean or director.

Faculty librarians, often with the title of department chair, coordinator, or head librarian, are listed as chief librarians and participate in the annual meetings that have retained the name of Deans and Directors Meeting. Through the statewide CCL listserv, CCL-Libraries, many library leaders and librarians have raised concerns about losing dedicated library managers and the increasing number of faculty department chairs acting as chief librarians instead of deans and directors. Some of the main concerns with not having a dedicated library manager were summarized by long-time chief librarian and nationally recognized community college leader, Mary Ann Laun:
• **Library representation/advocacy:** there is not a library manager is “not at the table where decisions are made.” A department chair as chief librarian reporting to a dean of many areas is two steps from upper administration (CIO) and may not be able to advocate for the library.

• **Administrative time:** reduced administrative time for library administrator with additional duties; department chairs typically get 20% release or stipend to cover a large amount of duties formerly done by a dedicated library manager. No time past day-to-day duties including strategic and long-term planning.

• **Supervisory issues:** Without a dedicated manager, day-to-day staff supervision may be more difficult. Library faculty, including department chairs, in most colleges do not have the authority to supervise classified library technicians (staff) that carry out many library functions and services (M. Laun, personal communication, September 23, 2008).

From the 1980’s to the 21st century, it appears that the role and experiences of chief librarians has shifted significantly. The purpose of this study is to explore more deeply the experiences of library leaders currently serving in community colleges with different administrative practices. The design of this study was built around the following research questions:

1. What are the administrative practices in the California Community College (CCC) libraries?

2. What does it mean to be a chief librarian in a CCC library?

This study sheds light on administrative practices in California community college libraries in the largest system of higher education in the nation. Despite their prevalence
in higher education, very little is known about the administration and leadership of community college libraries. The changing role of library management and faculty responsibilities in the management of community college libraries has not been studied. Qualitative research is ideal for the in-depth exploration of chief librarian experiences and leadership perspectives. A literature review on relevant literature will be followed by methodological design. Results from the study will be shared and the significance of the research is addressed in the discussion section.

**Literature Review and Conceptual Framework**

Several bodies of literature were reviewed to understand the experience of chief librarians in the California Community College system. The first body of literature on community college library leadership provides context and background for the study. The second body of literature presents the two conceptual frameworks used to explore the leadership perspectives and administration of the CCC chief librarians. The conceptual frameworks utilized were (1) organizational change framework and (2) competing values framework. These conceptual frameworks provide a relevant structure by which to examine the experiences and leadership perspectives of chief librarians. Background for the study and theoretical constructs will be reviewed and followed by the methodology, results, discussion, and conclusions.

**Community college.** The majority of post-secondary students in the United States now attend community colleges, also known as junior or technical colleges. California Community Colleges serve over 2.9 million students, or approximately 63% of higher education students in the state (Lorenzo, 2011). These two-year institutions were created
as add-on colleges to high school or university in the early 1900’s to increase access to higher education (Bock, 1985). The number of community colleges in the United States rapidly grew from 1960-1980 with the creation of 662 new colleges (Cohen & Brawer, 2003). Reed (2011) notes that community college libraries were often created after the establishment of a college often in response to pressure from accreditation feedback.

**Community college libraries.** Standards of practice have developed specifically for community colleges through the state of California Educational Code (Title V), the statewide Academic Senate, and accreditation. The regional accrediting body for the California Community Colleges is the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC – WASC). These standards and regulations provide benchmarks for library practices and evaluation. There are standards from the Association of College and Research Libraries (ACRL), a chapter of the American Library Association, for libraries in higher education (ACRL, 2011). However, these are not specific to community colleges and do not address administrative structures.

Standards of Practice for California Community College Library Faculty and Programs were developed and adopted by the Academic Senate (AS) for California Community Colleges in 2010. These standards address the role of library faculty and provide guidelines for library resources, facilities, instruction, and other library services. In addition, recommendations for the organization and administration of library community colleges are recommended. The AS argues that the organization and administration of the library has significant impact on its effectiveness and provides specific standards (p. 11):
- **Administrator role:** The library should be under the leadership of an instructional administrative director or dean who is responsible for the daily operations of the library.

- **Required education:** The administrator should possess the minimum qualifications of the library discipline in addition to having experience and training in management or leadership.

Despite all of the existing regulations, standards, and guidelines, administrative practices for community college libraries vary widely and need further study.

**Community college library standards.** Standards of practice have developed specifically for community colleges through the American Library Association, Association of College and Research Libraries, the state of California educational code, and the statewide Academic Senate. The regional accrediting body for the California Community Colleges is the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC – WASC). These standards and regulations provide benchmarks for library practices and evaluation.

Standards of Practice for California Community College Library Faculty and Programs were developed and adopted by the Academic Senate (AS) for California Community Colleges in 2010. These standards address the role of library faculty and provide guidelines for library resources, facilities, instruction, and other library services. In addition, recommendations for the organization and administration of library community colleges are recommended. The AS argues that the organization and administration of the library has significant impact on its effectiveness and provides specific standards (p. 11):
• **Administrator role:** The library should be under the leadership of an instructional administrative director or dean who is responsible for the daily operations of the library.

• **Required education:** The administrator should possess the minimum qualifications of the library discipline in addition to having experience and training in management or leadership.

**Organization of community college libraries.** Crumpton and Bird (2013) argue that organization structures and reporting role within college can be important to the overall success of a library. The typical organizational structures of libraries are focused on three areas: academic programs (instruction or academic affairs), information technology (IT), or student services.

- **Academic programs** – library mission is tied closely to the mission and goals of college academic divisions and student learning
- **IT** – supervision of campus computer labs, electronic resources, and information delivery
- **Student services** – includes library in the array of services offered to students (counseling, financial aid, etc.)

A nationwide study was conducted by Born, Clayton, and Balash (2000) on the organization of community college libraries ($n = 268$). Relevant findings included:

- Surveyed libraries were organized very differently and this reflected in organizational charts.
- 60% of the community college libraries had a change in organizational structure in the previous 5 years.
- Reporting structures for respondents varied widely and there were 37 titles of administrators the library reports to.
• Libraries offered a variety of services including AV/Media, library instruction, computer classes, credit courses, distance learning, public computers, web development, instructional technology, staff development, and more.

The Born et al. (2000) study highlights the complexity of community colleges across the United States and offers insight on the organizational practices, external reporting, and library services offered.

Reed (2011) conducted a multi-case study of library deans and directors at large comprehensive community colleges and their advocacy for instructional and technological innovation. In her interviews with six library deans and directors, the organizational practices included:

• Multi-campus district/ multiple libraries / one director
• Multi-campus district / multiple libraries / one director per library
• One campus / one library / one director

Diablo Valley College (DVC), a large, comprehensive community college in California, conducted a study of administrative practices in CCC libraries to inform the development of a chief librarian job opening at the college (Diablo Valley College, 2013). The survey was shared on the statewide chief librarians listserv (CCL-Libraries) to library administrators and department chairs (n = 34 unique institutions or 30% response rate of the 112 CCC libraries).

The most common titles for chief librarians were department chair/division chair or chairperson (faculty role); library/LRC director (faculty or administrative role); Dean
of Library and/or Learning Resources. Deans that have non-library assignments were reflected in titles (e.g. Dean of Library and Educational Technologies) or the term “library” was not in their title (e.g. Dean, Liberal Studies and Language Arts). In addition to demographic data, the survey instrument asked respondents to evaluate their current administrative structure and asked individuals what they would change about their position or library managerial/administrative structure.

- 82% of respondents thought that their current library administrative structure was effective (13 strongly agree, 15 agree)
- 74% of respondents thought that they can effectively advocate for their division or department (13 strongly agree, 12 agree)
- 62% of respondents disagreed that they have enough time to devote to management of the library (16 disagree, 5 strongly disagree)

The results from this study will be further discussed in Chapter V.

**Organizational change conceptual framework.** Bolman and Deal’s (2003) conceptual framework includes four frames to examine organizations from different perspectives: *structural, human resources, political*, and *symbolic*. The structural frame relies on policies, mission and visions, and organizational practices for getting results. The human resources frame focus on employees as the core of an organization and relationships are used to approach issues. The political frame focuses on power dynamics, strategic planning, and building coalitions when resources are limited. The symbolic frame focuses on rituals, traditions, and storytelling to inspire members of organizations and shape organizational culture.

In Hernon’s 2011 study on library directors that recently accepted a directorship, Bolman and Deal’s four frames were used in semi-structured interview questions for
participants to analyze their new organizations. Interviewees were asked which of the four-frame leadership styles (structural, human resource, political, and symbolic frames) they thought their organization and their institution needed. This study reveals the use of Bolman and Deal's framework to be an effective tool in exploring the perspectives of library administrators.

**Competing values framework.** Cameron and Quinn (2011) developed a Competing Values Framework (CVF) that assesses the type of organizational cultures focusing on four variables including: (1) flexibility and discretion – clan culture, (2) stability and control – hierarchy culture, (3) internal focus and integration – market culture, and (4) external focus and differentiation – adhocracy culture. The University of Saskatchewan Library applied the CVF to assess types of organizational cultures (Shepstone & Currie, 2008). At the Ohio State University Libraries, Schlosser (2011) utilized CVF to identify culture change targets including: a “culture of no” that stifles innovation, sheer size of an organization, and elements of distrust or resentment between library faculty and library staff (p. 156-157). The use of this framework in prior library research indicates its appropriateness for use in studies, such as this, where changes associated with organizational structure and leadership roles are being explored.

**Combined conceptual frameworks.** In this study, Bolman and Deal’s multi-frame conceptual framework was combined with Cameron and Quinn’s (2011) competing values model in answering the research questions. With rapid technological change and shrinking library budgets, many academic library managers are applying organizational change approaches to reshape their libraries. Commonly utilized organizational change theory in the academic library literature includes the competing
values framework and multi-lens organizational approach. Because there are similarities among these frameworks and they are both useful for examining chief librarian leadership perspectives, a combined model was utilized for this study (see Figure 2).

Figure 2. Combined competing values (Cameron & Quinn, 2011) and organizational change conceptual framework (Bolman & Deal, 2003).

Methods

Four community college library leader experiences were explored using a multiple instrumental case-study design. Two combined conceptual frameworks addressing leadership (Bolman and Deal, 2003) and organizational culture (Cameron and
Quinn, 2011) were used to guide the study and analyze data. Data was collected through semi-structured interviews and organizational documents.

**Methodological design.** Through use of a multiple instrumental case study, also called a collective case study, four bounded systems were examined through the participation of four specific chief librarians with different administrative library practices. An example of a case study of six bounded systems is the study by Reed (2011) in which six community college library deans and directors participated. In this case study, the researcher investigated library leaders’ advocacy of instructional and technological innovation using qualitative interview data.

Community college libraries are rarely studied and qualitative inquiry allows researchers to study processes in detail. My utilization of qualitative methods was an inductive process, allowing participants to shape my understanding of community college chief librarians and library administrative practices. Gorman and Clayton (2005) argue that qualitative research methods are suited to library and information science work as information environments are complex and social. Library and Information Science researchers often use qualitative methods to investigate library users and their information seeking behavior, such as the seminal ethnographic study on University of Rochester undergraduate library use by Foster and Gibbons (2007).

Semi-structured interviews were conducted with four chief librarians key informants. Esterberg (2002) argues that the use of semi-structured interviews allows researchers to “…explore a topic more openly and [allows] interviewees to express their opinions and ideas in their own words” (p.87). Semi-structured interviews were utilized by Hernon (2011) to explore the experience of library directors that recently accepted a
new director position. Ten first-time and seasoned directors were recruited to participate in interviews. Participants discussed their experiences of their new directorship from the beginning to the end of the process: how they discovered the position, prepared for the interview, examined the organization and institution, and why they chose to accept the position. Similar to the Hernon study, the experiences of chief librarians in CA community college libraries were explored through the use of semi-structured interviews.

Context and research sites. The study focused on the California Community College system which is comprised of 112 colleges. Because of the system’s size and diversity, the system is a microcosm of community colleges around the country, making it an ideal environment to study chief librarians. Four chief librarians at different research sites were selected using reputational sampling. All of the study participants were from very large community colleges (more than >10,000 full time student enrollment) and none of these research sites had a dedicated library manager.

Interview participants. Reputational sampling, a type of purposive sampling, was utilized to identify participants for the study. Experts in the field highlighted appropriate participants (Miles and Huberman, 1994). The researcher solicited participant suggestions from the President and Executive Board of the Council of Chief Librarians (CCL), the statewide association for community college library leaders, for names of chief librarians whom they would identified as meeting the criteria for selection.

Criteria for chief librarian participants was a strong reputation (ex. active participation in statewide library issues, implementation of innovative library practices, and leadership and/or library awards), as well as three to ten years of experience in their current role. Chief librarians of single college libraries, as opposed to multi-college
library administrators, were selected for reliable contextual comparison. The vast majority of CCC chief librarians oversee one library although many colleges are part of multi-college districts.

As with any sampling method, reputational sampling has benefits and drawbacks. The main advantage of this sampling strategy was identifying cases of interest from people who know people who know what cases are information rich (Miles and Huberman, 1994). Additionally, Merriam (1998) explains that, “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 61). With purposive sampling, the sample can provide useful information and answer research questions however, the individuals may not be representative of the population. Additionally, there may be an injection of bias from the experts in the field although the reputational sampling will yield access to key informants.

Seven interview participants were invited to participate in the study and four chief librarians agreed to participate in the study (See Appendix A for recruitment letter). Two declined without reason and one cited scheduling conflicts as an inability to participate. Of the four chief librarians who participated, three were White and one was of Asian ethnicity. Two of the chief librarians were female and two were male. Three of the participants had a librarian background (Master’s in Library Science and had served as faculty librarians) and one did not have a librarian background. Two chief librarians were from single college districts and the other two were from multi-college districts. Chief librarians with the following administrator and faculty roles and titles were interviewed:
• Library Dean (A)
• Library Director (A)
• Library Director (F)
• Library Department Chair (F)

The four chief librarians represented a diversity of perspectives by their leadership roles and backgrounds.

Data collection. Data was collected from one-on-one interviews and organizational documents. Interviews were scheduled at a time convenient for chief librarians and occurred in their offices. Before each interview, the purpose of the study was reviewed and interviewees signed a written consent form to participate in the study and for audio recording (see Appendix B for informed consent form). The semi-structured interviews lasted between one and a half to two hours with each chief librarian.

The interview protocol was designed to explore questions regarding library administrative structures and practices, library leadership and organizational culture, and chief librarian experiences. After drafting questions and probes based on my professional experience and professional literature, I tested the instrument with former chief librarians. With their feedback, I revised the instrument for reliability and clarity. The finalized interview instrument consisted of six interview questions related to administrative practices and chief librarian experiences (See Appendix C for interview protocol).

In addition, a variety of documents and extant data were collected for this study. College organizational charts were available publicly through college websites and/or accreditation self-study reports. Library profile information was individually submitted by chief librarians and made available through the Council of Chief Librarians (CCL) Website (CCL Directory, 2014). Library profiles include demographic information on
chief librarians, areas of responsibility, external reporting, and names of previous chief librarians at each college.

**Data analysis.** All of the interviews were recorded and transcribed by a transcription service and verified by the researcher. All interviews were coded by number and all identifiable information was removed. Initial codes for themes were developed based on the literature review, conceptual frameworks (leadership frames and organizational culture), examination of extant data (CCL Directory), and researcher experience as a chief librarian. Manual coding was used to test and modify codes before the use of computer assisted qualitative data analysis software (CAQDAS).

**Computer assisted qualitative data analysis software (CAQDAS).** HyperResearch, a type of CAQDAS, was used to assist in organizing data for analysis. According to Saldaña (2013), CAQDAS software provides the following benefits:

- Flexible coding in recoding, uncoding, renaming, deleting, moving, merging, and grouping codes
- Powerful search and querying abilities to quickly collect and display keywords and phrases
- A way of keeping track of the project

HyperResearch was used to save transcripts and documents for coding, to create and save my coding scheme, code data line-by-line, and to create and save analytic memos. The interview data was further analyzed by reading and rereading transcripts to collapse codes into themes (Creswell, 2008). Core themes centered on chief librarian experiences, leadership perspectives, and organizational culture. The researcher constructed theme
descriptions using direct quotes from transcripts of the individuals’ experiences related to the core themes.

**Ethical considerations.** Participants were informed of their rights, potential risks, and benefits of participating in this study before interviews via email and in-person prior to the interviews. Chief librarian participants signed a consent form which explained the purpose of the study and outlined how the data collected was stored and kept confidential (Miles & Huberman, 1994). Generic identifiers and modified titles for the participants were used to anonymize personal information. Another precaution taken was the use of member checking to help ensure confidentiality and privacy. This entailed submitting interview transcript samples and the study’s findings to participants for their review.

**Results**

The main purpose of this study was an in-depth exploration of the administrative practices and experiences of chief librarians in the California Community College system. In this study, four chief librarian key informants shared their experiences, leadership views, and organizational culture in relation to administrative structures. There were different administrative practices in each library. Using a combined competing values and leadership frame model, six main themes from chief librarian experiences emerged including (1) supervision, (2) collaboration, (3) shared governance, (4) lack of resources, (5) marginalization, and (6) credentialed librarian managers.

**Research question 1.** The first research question was: What are the administrative practices in the California Community College (CCC) libraries? Participants described their library administrative practices within three topics: current
administrative practices, department chairs, and rationales for changing administrative practices. These topics will be discussed at length.

**Current administrative practices.** Each of the interview participants had different administrative practices including chief librarian title, role (faculty or administrator), areas of supervision, education, and reporting structure. A summary of administrative practices for each key informant is summarized in Table 9. As chief librarian titles vary widely and can be unique, titles were simplified to protect identities of participants. Specific areas of supervision were also omitted for confidentiality.

**Table 9.** Administrative practices of chief librarians’ libraries (interview data). Note: Master’s in Library Science (MLS) is the credential for professional librarians.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Title</th>
<th>Role</th>
<th>Areas of Supervision</th>
<th>Education</th>
<th>Reporting</th>
<th>Library Admin Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Librarian A</td>
<td>Department chair (library)</td>
<td>Faculty</td>
<td>None officially</td>
<td>MLS</td>
<td>Instructional Dean (w/o MLS)</td>
<td>1 dean, 3 classified supervisors, 1 faculty dept chair</td>
</tr>
<tr>
<td>Chief Librarian B</td>
<td>Director (library)</td>
<td>Faculty</td>
<td>Library</td>
<td>MLS</td>
<td>Instructional Dean (w/o MLS)</td>
<td>1 dean, 1 faculty director</td>
</tr>
<tr>
<td>Chief Librarian C</td>
<td>Director (multiple areas including library)</td>
<td>Admin</td>
<td>Library and two other units</td>
<td>MLS</td>
<td>Chief Instructional Officer</td>
<td>1 admin director, 1 dept chair</td>
</tr>
<tr>
<td>Chief Librarian D</td>
<td>Dean (multiple areas including library)</td>
<td>Admin</td>
<td>Library and three other units</td>
<td>Other MA</td>
<td>Chief Instructional Officer</td>
<td>1 dean, 1 admin director, 1 dept chair</td>
</tr>
</tbody>
</table>

Each chief librarian had a different title: department chair, director, or dean. The department chair and one of the directors had faculty roles; the other director and the dean had administrator, or management, roles. All of the chief librarians had
responsibility of the library (personnel, facilities, etc.) outlined in their job duties except
for the faculty department chair participant, Chief Librarian A.

Chief Librarian A, the department chair, described internal reporting between the
dean and faculty as well as staff supervision in their library:

The dean is in charge of the library. [The librarians] are the ones that are
responsible for the policy and procedure for the building. Those are the
kinds of things that are hammered out in faculty meetings with the dean
there… The librarians have always reported to the dean, and there have
been staff supervisors. Librarians do not supervise, and that’s an issue.
You probably have come across it before, that while the librarians are
ultimately responsible for the services, resources, and so on in the library,
we don't supervise the staff that does the day-to-day work in those areas.
We sort of direct their work in a way, but we are not their ultimate
supervisors (personal communication, January 2014).

There were perceived issues with librarians having responsibility over library operations
but not having the authority to supervise the classified staff that carries out much of the
daily work. Chief Librarian A performed librarian duties as their primary role and
received a stipend to act as department chair.

In contrast, the faculty library director, Chief Librarian B, had formal
responsibility for the library including supervision of classified staff as their primary role
and explained “my role is to administer the library, manage the library, write evaluations,
hire people, take care of the student workers” (personal communication, January 2014).
Although the faculty library director reported to an instructional dean, they supervised the
day-to-day work of classified staff. The faculty director was not responsible for
supervising personnel or operations in any other college area besides the library. In
addition to managing the library, the faculty director also performed some librarian duties
such as reference, instruction, or collection development. The role of faculty as supervisors will be addressed further in the discussion section.

Chief Librarians C and D were administrators had responsibility for the library as well as other college areas or units. Common areas other than libraries for administrator chief librarians to oversee include media services, computer labs, tutoring/learning resources center, distance education, instructional technology, and/or professional development (CCL Directory, 2014). The library dean and administrator library director both supervised areas in addition to the library and also had oversight for academic programs with credit courses. The library dean had responsibility for three other units besides the library while the administrative library director had responsibility for two other units. Both of these administrative chief librarians reported to the Chief Instructional Officer on their college, the Vice-President of Instruction or Academic Affairs.

Alternatively, Chief Librarians A and B in faculty roles reported to an instructional dean that supervised the library in addition to other areas and programs. All of the study participants mentioned a growing trend of colleges to add additional duties to library managers. Chief Librarian D discussed the statewide trend to add additional duties to library managers as a dysfunctional model and why it is difficult for libraries to advocate for a dedicated manager.

The trend of the state to hire a dean of library and learning support, or learning programs, or student support service, or whatever it is. What has happened, it has become its own default affirmation of the current dysfunctional model. In other words, it has become its own referent. Look, there's this many schools with this model. It looks like this is the standard. It becomes even more difficult to argue against that model. It's easy for people who have never step foot into the library to run it and to say, "it
runs itself, doesn't it? Why do you need a dedicated manager? Look at all these other schools, they don't have dedicated managers" (personal communication, February 2014).

Chief librarian C shared this anecdotal observation about the added duties to library managers across the state:

… They seem to take more nibbles out of the full 100% library management plate and adding other things. Just seems to happen every time it is in sync with trends across the country and certainly in California. I worry that it’s the trend that happens without regard for the size of the school, the number of students (personal communication, January 2014).

Concern about a new standard for library administrators without thoughtful consideration or evaluation was expressed. All of the study participants were from very large community colleges (more than >10,000 full time student enrollment) and none of these libraries had a dedicated library manager.

Most of the chief librarians had a terminal degree for librarians, a Master’s in Library Science (MLS). The two faculty chief librarians had a MLS as did the administrative library director. All three of these chief librarians had served as librarians in their current institution prior to becoming the chief librarian. The library dean, Chief Librarian D, did not have a MLS but held a Master’s degree in another subject and had never been in a faculty librarian role. All participants talked about whether a MLS was needed to be an effective chief librarian and this will be discussed in results for Research Question #2.

*Department chairs.* When discussing administrative structure, chief librarians mentioned department chair models with faculty leaders (not administrative). Department chairs existed in all of the participants’ colleges although only Chief Librarian A was an official department chair. Department chair duties varied widely at each institution from
coordinating an academic program (e.g. credit information-literacy courses or certificate programs) to overseeing library operations including reference services, library instruction, and other public services. One of the administrative chief librarians (D) shared a wide variety of their department chair’s duties:

There are routine kinds of things that [the library department chair] does that other chairs do also. For example, scheduling, classes, who is going to teach, scheduling who's on [reference] desk, subs, scheduling workshops, working on curriculum for example. There are things that are pretty standard, dealing with student complains, be the frontline to resolve issues and that kind of thing. For example, library holds students who forgot their ID or have a complaint against something (personal communication, February 2014).

The library department chair participant, Chief Librarian A, did not have credit course duties but shared similar duties with library operations in reference and patron issues:

- Leading faculty meetings
- Oversee adjunct librarians (hiring, timesheets, budgeting, evaluation)
- Participation in full-time librarian evaluations
- Oversee reference services
- Handling patron complaints
- Representation in regional consortium

Differing from other department chair duties, Chief Librarian C explained that their department chair’s unique responsibility was to coordinate the library credit program:

[The department chair] is not an assistant manager or supervisory role over the classified staff or decisions that affect the operation on a day to day basis. If I’m not here, the people don’t automatically go to the department chair because they are next in line operationally (personal communication, January 2014).
This department chair did not coordinate library operations such as reference or library instruction and instead modeled department chairs in other academic programs at the college with course scheduling, adjunct hiring, and curriculum duties.

The administrative structure of the faculty library director did not include a department chair. However, the faculty library director, Chief Librarian B felt that they carried out duties of department chairs at their college:

I basically have all the responsibilities of the department chair. I'm not called a department chair… We have a handbook that's the department chair handbook. If I read that department chair handbook, I do every single thing in that handbook as part of my regular job as a library director… I'm essentially a department chair, but a full-time department chair, in some ways (personal communication, January 2014).

The introduction of the department chair roles was recent at most colleges. At one library, the department chair role had existed for six years and another for more than twelve years. It is unclear whether these positions were introduced because libraries changed administrative structures and no longer had a dedicated library manager or if department chair models were instituted college-wide for academic programs.

**Administrative practice change rationale.** In the interviews discussing administrative practices, all participants brought up previous administrative practices and their predecessors. Rationales for the existing administrative structures and why changes were made were explained by the chief librarians. Chief Librarian D shared an example of converting a dedicated library director into a dean position that had oversight for the library and other areas:

At one point, this library had its own library director. The administrative structure changed to make her into a dean…she couldn't just be dean of the library. She had to have additional duties to be "on par" with other instructional deans because she didn't have as many traditional faculty or
courses as other deans. Therefore, she could be perceived as less than a real dean. I used that word "real" on purpose because that's how they talked about that position (personal communication, February 2014).

Chief Librarian B explained changes from a library dean position to a library director position:

I know that the previous director, when he left, he was called the library director. But I know that he was also, prior to that, had been called an associate dean. He was on a regular contract, like a dean contract (personal communication, January 2014).

Chief Librarian C shared about a library director position being converted to a dean position with the addition of tutoring duties and then being converted back to a library director position:

These six years of the library director becoming all over sudden responsible for tutoring was at the end of a difficult stretch for the college or in the midst of one in general, through our accreditation issues, previous administration, and this person’s style, it was not productive or constructive to have this academic manager caught in the politics and the challenges of a faculty committee, tutoring advisor committee and this manager trying to implement things and not trusting faculty. Not a positive, constructive experience. So, everybody was ready to take tutoring off the plate. Once tutoring was taken off the plate there’s no reason not to make it just director of the library again (personal communication, January 2014).

In the span of approximately a decade, there had been many changes to administrative structures at each of the participant college libraries. In two of these libraries, Chief Librarian C and D, the library director positions were changed to dean positions with the oversight of areas in addition to the library. Both participants shared that the title of dean “has more weight” and stature than a title of director. This is supported by the changes that Chief Librarian B described at their college with the “downgrading” of a library dean to director due to ineffective leadership.
For all of the chief librarian participants, there had been a dedicated library administrator in the past however in their current administrative structures; this is no longer the case. Rationales for this change were offered by Chief Librarian C:

I think there is a perception that with technology, libraries have become easier to run or manage while they remain expensive enterprises for the colleges. I do believe they appear on paper as expensive enterprises and management looks for ways to reduce those costs. Part of it is it just appears that it must be simpler to run a library so we can afford to carve a little bit of time out of a manager’s world to run that library and give them other responsibilities (personal communication, January 2014).

The perception of upper administration was that the library manager has the ability to take on more college duties because of technological advances. With budget reductions, there was a need to reduce college personnel and increase manager responsibilities. Chief Librarian B also focused on the salary costs of a dedicated library manager:

It will never be just a dean in the library, organizationally we can't afford that. Structurally, it's not necessary. It would cost them $40,000 more a year to have a dean of just the library. To what end? I think that our model is a good one…for our community, our culture. It's served the library well (personal communication, January 2014).

Although there was a dedicated library manager in the past, Chief Librarian B did not feel like that this was necessary to bring back in light of other college managerial needs and their existing administrative structure with a faculty library director was working well.

In summary, three of the four participants had worked with a dedicated library manager in the past but changes to the administrative practices occurred. The administrative library director position changed to a dean of multiple areas (Chief Librarian D). An administrative library director changed to a dean of multiple areas and then to an administrative library director with multiple areas (Chief Librarian C).
administrative library dean position was changed to an administrative library director position then to a faculty library director position (Chief Librarian B).

**Research question 2.** The second research question was: What does it mean to be a chief librarian in a CCC library? Interviews explored what are their duties as the chief librarian representative to the statewide Council of Chief Librarians. In addition, a combined competing values framework and organizational change conceptual framework were used to analyze chief librarian leadership perspectives and to generate themes based on their lived experiences.

**Chief librarian duties.** In addition to their job duties as library department chair, director, or dean, all participants discussed the responsibilities they had as the main contact and representative to the Council of Chief Librarians, the statewide association for CCC’s. These responsibilities included:

- Attending regional and statewide meetings and workshops
- Responsibility for submitting annual CCC Chancellor’s Office survey (coordination of data/statistics collection)
- Active participation/knowledge sharing in listserv

Furthermore, some participants had served in leadership roles in the CCL through the consortium (CCL-EAR) or executive board (elected as regional representatives or as officers).

The study found that chief librarians are responsible for being active participants in statewide meetings (e.g. the annual Deans and Directors Meetings) and attending regional meetings and workshops. Information that impacts all system libraries may be discussed, such as statewide databases and funding sources. There may be guest
presenters to provide professional development or to introduce chief librarians to new
trends and/or to promote advocacy. Information from these meeting and workshops is
shared with library faculty and staff. In addition to important information, the chief
librarians have the opportunity to network, share experiences in their respective libraries,
and collaborate with other library colleagues.

All community college libraries in California are mandated by California
Educational Code to complete the Library and Learning Resources Annual Data Survey
administered by the California Community College Chancellor’s Office (Title 5, Section
55800). This annual survey includes information on annual expenditures on library
collections (books, periodicals, electronic resources, etc.), personnel, staffing, service
statistics, and general information. Chief librarians are responsible for compiling this
information and submitting it to the Chancellor’s Office each year.

Leadership perspectives. All participants in the study expressed the need for
strong leadership to administer California community college libraries. In order to have
strong leadership, adequate resources and authority are needed for chief librarians
regardless of their role. The organizational change framework and the competing values
conceptual frameworks were presented to chief librarians to describe the different types
of leadership that they utilize and to describe their organizations. The leadership frames
include human resources, political, structural, and symbolic. The competing values
characteristics centered on the internal or external focus and flexibility or inflexibility of
their organization. Interview transcripts were also coded using a combined lens with both
of these conceptual frameworks.
All interview participants stated that they use all of the different leadership frames in various situations in their work as chief librarians. Chief Librarian B explained:

Probably a little bit of each, I would say…somewhere in the political and human resource frames. I really try to be an advocate, both for the library, but also the employees as well, and definitely a catalyst for change...I guess I have some charismatic aspects in myself, which I don't necessarily see that well. But others have said that. That would move it more into the symbolic frame, but I don't typically see myself in that (personal communication, January 2014).

Chief librarian D reflected:

I'm all of those. I don't know that I rely on one particular one. I think part of my role as leader is to figure out when to use what, and to be able to switch frames and to embody all of those things. I think that I have continually had to be all of those things every single year I've been dean. The prophet or the poet [symbolic frame] doesn’t come out very often (personal communication, February 2014).

Chief librarians were able to apply the leadership frames to their work and they felt that effective leaders need to use different leadership frames depending on the challenge that they are facing. Similar to the organizational frames, most of the chief librarians thought that there was not one organizational culture that fit their library. Chief Librarian A explained:

There's not one that nails it…There are people in the building who are highly flexible and there are people in the building who are not very flexible…I'd like to think [we have] more of an external focus. I think the whole college is pretty much student-focused. We have meetings and discuss things. It's always what is this going to do for the students? Then when it comes to something that directly affects somebody's job, that's when the barriers go up (personal communication, January 2014).

In the Chief Librarian A interview data coding, there were many instances of hierarchy with a very structured and controlled environment as evidenced by their organizational structure with a dean and multiple staff supervisors and some library staff unwilling or
unhappy to perform public services duties. At the same time, the faculty librarians exhibited *clan* characteristics by working well together as a team with high commitment to student-centered library services.

After exposure to the competing values framework, Chief Librarian D was surprised that many of their organizational culture characteristics fell under *hierarchy* and then reflected:

> It's very interesting to me that among [the classified staff], there is a sense of hierarchy as in the Tech III’s ruling. They're the ruling class, lording it over the Tech I’s. They definitely take that status very seriously. I recently had one Tech III tell me, “I worked my way up from a student worker to Library Technician III so I would never have to do the work of a Tech I. I shouldn't have to do low-level work (personal communication, February 2014).

On the other hand, Chief Librarian D felt that the library faculty as a group was between *clan* and *adhocracy* cultures because “they are more flexible and they're very sophisticated in being able to focus internally on what needs to happen and always keeping an eye on external.” Chief Librarian D also shared the opinion that the library should be more of a *market* culture to compete for resources and demonstrate the value of the library to the college. Similar to the organizational culture of Chief Librarian A, this library culture was also segmented by faculty and staff roles.

Chief Librarian C thought their library culture was also a mixture between a *clan* with a collaborative culture and *hierarchy* with their strong internal focus:

> I think we do a fair amount of collaborating really. I think we operate a little bit like a clan, like a family. That’s part of the flatness and we work well tougher but we quickly end up relying on control and hierarchy whenever this is not working. I do think we are too internally focused…We are certainly a blend. If I had to pick one. I think we’re [hierarchy] mostly because I think not correctly but again because of
workload. It’s not a conscious decision to turn inward (personal communication, January 2014).

Although this library had a strong *clan* organizational culture, it had moved more to a *hierarchy* due to loss of library technician and librarian positions as well as additional duties added to the library manager’s position. Chief Librarian C also stated that the library should aspire to more of an *adhocracy* organizational culture to meet the needs of students and the college.

Alternatively, Chief Librarian B immediately characterized their organization as an adhocracy with a strong external focus and embracing the campus community:

> We’re flexible and outward looking. I mean certainly there are inflexible parts. Don't get me wrong…Over the last eight years we've done a lot of things differently. We've really changed and adapted and applied new ideas and directions for the library. If you're inflexible, you couldn't do that. That why I think we're flexible. Then the outward looking, that's been my mantra that we need to look out into our college community as who we're responding to and why we're here… Also being able to reach out and invite participation and input to make it a welcoming place (personal communication, January 2014).

Chief Librarian B also shared that there were inflexible individuals in the organization but the culture had shifted with “key retirements” and hiring of new librarians with a high level of commitment and openness to innovative practices.

The competing values that chief librarians identified for their libraries are summarized in Table 10. In the following section, the combined competing values framework and multi-frame organizational conceptual frameworks were used to analyze leadership perspectives more in-depth and generate themes on chief librarian lived experiences.
Table 10. Organizational culture characteristics based on Cameron and Quinn (2011) competing values framework.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Title</th>
<th>Organizational Culture Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Librarian A</td>
<td>Department Chair (F)</td>
<td>hierarchy, clan</td>
</tr>
<tr>
<td>Chief Librarian B</td>
<td>Library Director (F)</td>
<td>adhocracy</td>
</tr>
<tr>
<td>Chief Librarian C</td>
<td>Library Director (A)</td>
<td>hierarchy, clan</td>
</tr>
<tr>
<td>Chief Librarian D</td>
<td>Library Dean (A)</td>
<td>hierarchy, clan, adhocracy</td>
</tr>
</tbody>
</table>

**Lived experiences**

*Structural frame / Hierarchy culture.* A core premise of the structural perspective is that “clear, well-understood roles and relationships and adequate coordination are key to how well an organization performs (Bolman and Deal, 2003, p.44).” With very different types of administrative and leadership roles in the community college libraries, it is important to examine administrative practices for efficacy. Many themes emerged from the chief librarian experiences relating to the structural frame or hierarchy culture including (1) supervision, (2) faculty or administrative roles for chief librarians, and (3) preferred or alternate structures.

Hierarchies are characterized by “clear lines of decision-making authority, standardized rules and procedures, control, and accountability mechanisms” (Cameron and Quinn, 2011, p.42). Many personnel and library issues were attributed to unclear roles and lack of authority for supervision by chief librarians. Chief Librarian A was a faculty department chair that worked closely with classified staff that report to a separate classified staff supervisor (administrative) that does not have a librarian background (MLS degree):

Librarians do not supervise, and that's an issue. You probably have come across it before, that while the librarians are ultimately responsible for the services, resources, and so on in the library, we don't supervise the staff.
that do the day-to-day work in those areas. We sort of direct their work in a way, but we are not their ultimate supervisors (personal communication, January 2014).

In the library of Chief Librarian A, the roles and duties of the organization were very clear however, there were many personnel issues (e.g. apathy, inflexible to new ideas) that were attributed to lack of supervision and accountability. It was also surmised that personnel issues could be related to staff supervisor lack of library knowledge and experience.

Similar to Chief Librarians A and C, the Chief Librarian D expanded on why faculty librarians cannot assign work to or supervise classified staff at their college:

The classified union is very, very strident in their view that faculty do not supervise classified staff. This is a very sore point of contention between the faculty group and the classified group. The classified union leadership position is that only managers can directly supervise classified staff. This is problematic for the institution in a number of ways. Generically speaking, a manager, a dean would not necessarily have the technical know-how to be able to give assignments to the classified staff member... If a librarian were to give classified staff a project, that's considered a no-no under sort of union perspective... Do we do it here? Of course, we do. It's under my knowledge and direct instruction giving. The librarians come to me and talk about what are the things that need to be done and I turn around and give it to the classified staff member, and ask the two now to work together. My way of dealing with that is by creating effective teams of faculty and staff, with faculty as leaders. I really articulate the faculty's role vis-a-vis the classified which is the faculty are the leaders (personal communication, February 2014).

Unlike Chief Librarian A’s administrative structure, Chief Librarian D did not have a library classified staff supervisor (administrative) role and as the dean, worked closely with librarians to assign work to classified staff and form teams of librarians and staff to work on projects.
Alternatively, Chief Librarian B was a faculty library director that has supervision of classified staff members as part of their job duties.

I know that some campuses in the system say that faculty cannot supervisor anybody. They can't supervise classified employees or faculty. But that's not the case on our campus anywhere. A lot of faculty supervised classified employees. You might have a department chair in the sciences, like the geology department chair, she supervises two lab assistants that are classified staff and writes their evaluation. It's not just a library issue for us. It's not even an issue. Faculty on campus supervise and evaluate classified employees. The union has not raised an issue with it, ever (personal communication, January 2014)

Chief Librarian B shared that their college legal advisors interpret California educational code (Title V) differently from the college districts that do not allow faculty to supervise others. With the ability and responsibility to supervise, direct, and evaluate librarians and staff, Chief Librarian B addressed personnel issues, disciplined staff when needed, and had the authority to shape their behavior.

_Faculty or administrator role for chief librarians._ In the last few decades there has been a shift from dedicated library managers and administrative chief librarians to library managers with a wide range of responsibilities and some faculty chief librarians (CCL Directory, 2014). Many library leaders in the California Community Colleges system and the statewide academic senate have argued that an academic or instructional administrator should oversee the day-to-day operations of the library. Although Chief Librarians C and D were academic administrators, they had supervisory duties for other areas in addition to the library. The only chief librarian that had reasonable oversight for the daily operations of the library was Chief Librarian B but this was in a faculty library director capacity.
Chief Librarian B did not agree that an administrator was the best role to manage a library and argued that a faculty member could be just as effective in meeting library goals and mission:

…You can be a dean and have no ability to impact the mission of the library because of who you are and how you advocate or don't advocate. You could be a faculty member who is totally knowledgeable and passionate and articulate and be able to have a huge impact on the mission of the library. I think leaders can come from either place. Leadership doesn't have to be assigned or tied to a title or a role in an organization…I think that a faculty member can impact the mission and the direction of the library just as equally as an administrator (personal communication, January 2014).

In contrast, Chief Librarian D agreed that a manager should supervise the library due to legal ramifications, commenting:

I think there are distinct advantages, necessary advantages, to having a management title. That is because Ed Code, say federal laws governing work like labor laws, or labor code, or enforcing contracts, and things like that, you have to have a manager. That authority needs to be bona fide given to that person. Faculty don't occupy that role no matter what operationally they might be designated or assigned to do. They don't have that institutional power. And when does that get revealed? Grievances and lawsuits… libraries really need to be run by managers, to be complemented by strong faculty leadership. It's not mutually exclusive (personal communication, February 2014).

Chief Librarian D was in a district in which faculty do not supervise staff whereas Chief Librarian B was a faculty library director that did have bona fide supervisory duties. It is evident that there is different interpretation of labor laws and educational code by college districts within the CCC system.

Preferred administrative structure. All chief librarian participants shared their past and current administrative practices and reflected on their preferred administrative structure based on manager and library effectiveness. Two of the chief librarians, A and
C, stated a preference for a dedicated library manager with a library background for their organization. Chief Librarian C shared:

The history has been the former library director and resisted doing anything but running a library never let them consider changing the name of the library to the learning resource center and never wanted to take over AV and media, which was great. A college needs a library and she was the library director…It’s still the model that I would prefer (personal communication, January 2014).

Chief Librarian A preferred an instructional dean with a MLS but shared another administrative scenario for their library:

Maybe a decent situation would be to…have a dean that might be over the library, but then have a strong library administrator, like an associate dean, who does have a library background because there's so much to the library background. Those outside of the profession aren’t aware of that (personal communication, January 2014).

Chief Librarian D agreed that dedicated leadership for the library was needed however, there was no preference for a faculty or administrative role and no emphasis on a librarian background:

I envy the libraries that have dedicated leadership. Dedicated meaning singularly hired just to run the library whether it's in the faculty role or administrative role… I need to be more focused on the library, to have more time to focus on…personnel issues. The day-to-day management of staff members and librarians…I don't think any unit runs itself. There are people who need to direct the operations. Otherwise, it just becomes an operation that just responds and reacts to the day-to-day. Then where is the leadership for vision, planning, assessment, accountability, report writing, to even cobble together the evidence to demonstrate there's some thoughtful planning and implementation going on (personal communication, February 2014).

In contrast, Chief Librarian B argued that their college’s library director faculty role had been beneficial to their library’s ability to develop strong relationships with faculty across the college:
I think that the relationships that I'm able to cultivate and maintain on campus with the faculty are much more significant and stronger because I'm a fellow faculty. There's no like, perceived discriminations, us and them sort of approach. But it also allows me to be integrated into a faculty structure, being as I go to curriculum committee as a participant if I want to, and other senate type committees, instructional technology, etc. Organizationally, I think that's been really beneficial for us as a library and our ability to cultivate relationships with discipline specific faculty. Obviously it benefits me because I have the shorter contract than an administrator does…The weird part is my pay is the same as all the other librarians…I don't get paid anything extra for being a library director, but it's my primary responsibility (personal communication, January 2014)

At the same time, Chief Librarian B brought up issues of salary equity performing administrative duties but not being compensated additionally for them. Overall, all the chief librarians preferred dedicated leadership for the library although there were varying preferences between faculty and administrator roles and librarian background. All chief librarians shared a preference for libraries to be under Academic Affairs or Instruction in college organization.

_Human resources frame / Clan culture_. The human resources frame highlights development of the individual to meet organizational needs. In clan cultures, the environment is “…managed by teamwork and employee development…to empower employees and facilitative their participation, commitment, and loyalty” (Cameron and Quinn, 2011, p.46). Chief librarian participants spoke about teamwork in the library, collaborative leadership, and shared governance, decision-making between administrators, faculty, and staff.

All of the chief librarian participants shared that their library faculty worked as a team. Some expressed concerns that staff had issues working together or with faculty. Chief Librarian A, in a faculty role, shared examples of librarian collaboration in regular
Chief Librarian D fostered working relationships between librarians and shared opinions on effective change management:

What it takes to do well in a management position and in shepherding an organization through different kinds of changes demands, I think, a collaborative style. To implement the practices of effective leadership takes time and you can't do it sitting at your desk writing a bunch of e-mails. You have to talk to people and work with them. You have to brainstorm solutions together. You have to confront issues together so that people feel like, yeah, you really get this (personal communication, January 2014).

Chief Librarian C spoke about how they support and empower others to succeed:

[I] definitely manage ways to support and try to create a context for other people to succeed or implement what they're trying to do. Yeah but also providing a piece of technology that they need to be empowered to accomplish what they want (personal communication, January 2014)

Chief Librarian B, in a faculty role, talked about feeling supported by their supervisor while also having autonomy:

I have a great dean who is super supportive…she doesn't give hardly any oversight. Now I know that she has to give more oversight to some other departments, but she sees in me and in our library, that she doesn't have to do that with us. I can go to her and say...this is what I want to do. This is the direction we should go. And this is why." And she's like, "Great, just make sure I understand it so I can explain it to the [the vice president]." She doesn't question it at all because she trusts my role in that job (personal communication, January 2014).

Chief librarian participants spoke about the importance of collaboration within the library to accomplish work and to make effective decisions. Additionally, chief librarians discussed the importance of external collaboration and relationships.

All participants were active in shared governance, collaborative decision making between faculty, staff, and administration, as a way to contribute to their colleges and
advocate for the library externally. Many chief librarians had campus leadership roles such as a chair of shared governance committees, being a primary investigator for a grant, and/or being an officer in the faculty or management groups. Chief Librarian B described the decision-making for faculty members through shared governance:

> For faculty, your avenue for decision making is the faculty academic senate. For faculty in the library, that should always be their avenue course. If library faculty wanted have something occur or a decision to be made, or a policy to be addressed, they should take it to the academic senate…That should be their voice to the administration. That's the appropriate route. Doesn't mean that they can't talk to their dean about it too...If they have a need they can go through the academic senate procedure, which in my opinion is a much more ... A better method, because it's more inclusive, broader, it involves more people. It has support; it has the weight of the senate on it, as opposed to just going to a dean and trying to work it that way. Again, it depends on whether it’s fiscal or structural or facility, or whatever (personal communication, January 2014)

Chief Librarian A provided a specific example of librarians working as a team to advocate for additional positions with a program review shared governance committee:

> After the last program review, the librarians noticed that it was hard for us to compete for positions because others out there didn’t understand what we did… You're asking me here for these kinds of statistics and metrics, and so on." How many students on a waitlist? We don’t have a waitlist. How many FTE generating income? We can't do that. We need to be able to compete. How can we do that?…We the librarians met together and said, "What do they see from us? They see us at the reference desk. Those that bring classes in see us do that. Other than that, do they even know?" So, we put together this whole document - collection development. You are responsible for 10 programs on campus. You need to be familiar with so that you can order materials for, so that you can liaise with their faculty, so that you can help their students who might be having issues, so that you can evaluate the databases that go there. Then, there are the databases. There are a lot of them coming along. We have to determine the best ones…We just laid it all out (personal communication, January 2014)

Chief Librarian D described participation in shared governance as a manager and in a recommending role.
As the co-chair of the X committee, I co-chair it with a faculty coordinator with reassigned time… in terms of shared governance; we might work with the committee to come with resolutions or recommendations. Our resolutions are through the Academic Senate. Technically, managers aren't supposed to co-write resolutions. Any faculty member can write a resolution. There are six or seven faculty on the committee. They can work on that. I feel really privileged that somehow, that managers on this campus, there's good collaborative, mutually respectful work relationship between the faculty and the managers. There is an expectation that we give input together because in the end, our resolution needs to be carried out. It has to be implementable. Managers need to weigh in on that. I feel really good that my opinions are valued. My perspective is valued… I find that incredibly gratifying because there's been a string of evidence of my being influential in those processes (personal communication, February 2014)

It is important for chief librarians, as well as library faculty and staff, to actively participate in shared governance for information, advocacy for resources, and to be college community members. Chief Librarian B comments that library faculty can impact decision-making by engaging in shared governance processes:

I think that our college is such a great, unique environment, that we have a very collaborative, open, engaged, administrative faculty relationship. I know that's not the case on a lot of other campuses it seems because librarians complain about how awful things are…I push my way into other ways of being engaged with the college and the decision making…I go to all the meetings. I’m involved in all the budgetary discussions and decisions and stuff…You get what you put into it (personal communication, January 2014).

Chief Librarians B and D both emphasized positive relationships across their colleges but this may not be the case for other institutions. Having strong, collaborative relationships outside of the library can garner support for chief librarians in a political environment.

Political frame / Market culture. The political frame is simply “the realistic process of making decisions and allocating resources in a context of scarcity and divergent interests” (Bolman and Deal, 2003, p. 181) and the market culture is one
characterized by competition. All participants revealed ongoing concern about the need for dedicated library leadership that are inherent with reduced staffing and resources for community college libraries. Political/market themes that arose were need to garner external support, effective advocacy, and feelings of marginalization.

Chief Librarian C discussed perception that the library is an expensive college enterprise and described significant staffing reductions with state budget cuts.

I’ve definitely been told the library is expensive, while successful and much appreciated by campus. We weren’t called out but we fully participated in around personnel reduction since the 2009 state crisis. We lost significant full-time retirees that were told flat out was not going to be replaced and then another position cut in half (personal communication, January 2014).

Also addressing the cost of running libraries, Chief Librarian B commented that libraries need to demonstrate their value to garner external support from administration.

I think for community colleges, the libraries, I think the biggest challenge has to do with being able to advocate for their value, demonstrate their value in terms of gaining the continued support of the administration (personal communication, January 2014).

Chief Librarian D spoke about being an effective advocate as the division dean in getting staff positions and faculty members noting their “killer political instincts.” Chief Librarian A shared an example of successful funding increase for library electronic databases through administrator relationships:

Several years ago, we had a certain budget for databases. We had gotten it for years and it was not very much. At the time, our chief administrative officer was on good terms with our dean. When the librarians would meet with the dean, we would say, "All these new products are coming along, but we can't take advantage of them without cancelling something else. This was before program review really took off. He was able to work out, essentially, a doubling of that budget, which was great (personal communication, January 2014).
Although some chief librarians felt that they were able to garner external support and resources for the library, all participants expressed a need for staffing including faculty librarians, classified staff, or additional managers. Furthermore, the importance of the library and the complexity of the organization were not widely recognized.

A sense of marginalization of librarians and library leaders statewide was a reoccurring theme with Chief Librarian B observing:

I think there's a certain level of, maybe even despair, among our profession in this state. It's really sad sometimes to go to our state-wide organization meetings, our dean and directors meeting because I think that some of them, they don't feel empowered or supported (personal communication, January 2014).

Chief Librarian D offered rationale for the negative sentiments:

There's a deep-seeded frustration of not being properly accorded, the stature, the resources to be able to run libraries (personal communication, February 2014).

Chief Librarian A also felt that libraries are not accorded importance as evidenced by the addition of duties to managers in charge of the library and there is a perception that anyone can manage a library:

I just find that very discouraging that, in some cases, even though the person being recruited will be in charge of the library, there's nothing about the library in the job advertisement. As I said, we're seeing more and more of the dean positions going to non-librarians, and partly, because they're piling on all this other stuff. I think those making those decisions are just not understanding how much is involved in running a library. They think anybody can do that. We want this person to do the online instruction and the campus-computing infrastructure and stuff like that. Adding on to the point where… I don’t know. There are not many librarians that have all of those skills. It's like the library piece drops off in importance (personal communication, January 2014).

Chief Librarian C spoke on an institutional level about how the library is declining due to reduced staffing resources:
I can point a variety of ways where this library is already slowly going from some state-wide leadership role to a library that handles the basics and has a hard time being sure that we are excellent and handling the load of even keeping the building running well, looking nice, providing reference, providing some instruction. We can handle all that but we will settle at a lower level of operation (personal communication, January 2014).

These concerns about resources influence participants’ view of the effectiveness of their libraries to meet their mission and goals to support student learning in an environment with reduced resources and competition for funding. Chief Librarian B emphasized the important of demonstrating the value of the library as a way to advocate for staffing while also keeping a holistic perspective of college community needs in mind regarding resources.

*Symbolic frame / Adhocracy culture.* From the symbolic perspective, organizations can develop a culture that gives purpose and meaning to work (Bolman and Deal, 1991). Adhocracy cultures are characterized as dynamic, entrepreneurial, and creative (Cameron and Quinn, 2011). The symbolic frame was identified as being used less than the other frames by chief librarians due to lack of time, leadership style, and comfort with the concept. In analysis of interviews, the researcher found many applications of the symbolic frame and adhocracy culture.

Chief Librarian B shared the external focus that is promoted in their college library, using library faculty and staff as a symbol for the library:

> When we're walking around the campus, they're not seeing you as a person; they're seeing you as someone in the library. I represent the library when I walk around campus. When people think of the library, they're not thinking about that building with the flags in front of it, they're thinking about [librarians, staff], or whoever they've come in personal contact with. They're not thinking about the building. I think that that's a real key element to outward viewpoints (personal communication, January 2014).
Chief Librarian D commented on leadership by appealing to a higher purpose:

I prefer it to inspire the ideal in every person. The person that's going to say, really I should be doing this or that better or differently. We have a higher calling. There's a moral imperative to what we do. What we do is for students (personal communication, February 2014).

Although the chief librarians were not comfortable with the symbolic frame or identifying themselves as charismatic leaders or inspiring, the importance of this type of leadership was recognized. The flexibility and external focus of adhocracy culture was embraced by Chief Librarian B as a way to garner support for the library.

It could be argued that the credential to serve as a professional librarian, the Master’s in Library Science degree, is a powerful symbol to librarians. The MLS degree from an American Library Association accredited program is listed as a requirement in librarian job postings but not in many administrative positions overseeing the library. Anecdotal evidence suggests that in addition to having dedicated library managers in the past, community college libraries were administered by manager that had education and experience of a librarian. However, there are many current chief librarians in California that do not possess the MLS degree and have not worked as professional librarians (CCL Directory, 2014). All chief librarian participants revealed whether they thought a MLS was needed for effective leadership of a library.

Although Chief Librarian A shared examples of effective non-MLS chief librarians in other community colleges, they felt strongly that a librarian-manager would be the most effective advocate for their college library:

If it's a librarian who's in charge of the library, there's less that you have to explain. We've spent a lot of time, not just with administrators, but with other faculty letting them know and justifying what we do…With that
background and grounding in libraries, then they could better help with things like outreach, talk to faculty about what we do and so on (personal communication, January 2014).

Chief Librarian B observed that there may be resentment to having a leader that is not a librarian but put a greater importance on managerial skills in communication, trust, and relationship building than on a librarian background.

If you look at a dean role, it's mainly about relationships and communication. If you know how to do those things, how to trust the people that do their work, how to build relationships with the people doing their work, and the people who your public is, and can listen and communicate those things effectively, it doesn't matter if you're a librarian or not (personal communication, January 2014).

For their unique situation, Chief Librarian C shared that a manager that was a librarian was the best scenario however, it was more important for libraries to have adequate overall staffing than a librarian-manager to be successful.

I think the library is a special place and it takes someone with a wide open view. The more I’m sitting here though the more I think the success is really dependent on adequate and effective personnel resources devoted to the library. It’s not ultimately so much about who’s sitting in the position and what degrees they have but that they have the people to do the work, whether it’s the manager or the librarian; they have adequate resources to pull it off. A lot of people can do it (personal communication, January 2014).

Chief Librarian C also brought up trust, collaboration, and communication as characteristics of an exceptional leader. For a manager without a librarian background, a commitment to libraries, student services, and technology would be important. The only chief librarian participant without a library background, Chief Librarian D, shared their experience and opinion on whether a MLS should be a requirement for library administrators:

I don't feel any pushback at all because I've not been a librarian…I think that I've been really open about that. I’ve said to the staff and librarians
from day one “I do not pretend to have any knowledge about running a library. That's why my seeking information from you is genuine… I have had librarians say to me that they find it now directly relevant the fact that I don't have a [MLS] because I have brought other skill sets to bear, strengthen the role of my librarians.

[For a future leader], I would hope that the library faculty and staff would put things in the job description that then allow them to ask interview questions to then ferret out the kind of leader they need and want that they consider minimal standards in someone who's walking in. One of the questions that the college has to ask is if that person has to have an [MLS] as a part of the minimum qual. I don't know what the answer is (personal communication, February 2014)

Chief Librarian D thought that librarians and staff appreciated their consultative, collaborative work approach and interest in the library and information field. Furthermore, the librarians valued their acknowledgement of their expertise in day-to-day operations and policy making for the library.

In summary, four chief librarians were interviewed to determine the current administrative practices of their libraries and to examine their experiences as chief librarians using a combined competing values and multi-frame organizational model. Current administrative practices for the day-to-day supervision of the library varied although none of the participants had a dedicated library manager. The efficacy of their administrative structures was discussed and preferred models were shared. All participants had similar duties as representatives to the statewide association, Council of Chief Librarians. The leadership perspectives of the chief librarians also varied and the main themes that emerged were supervision (structural/hierarchy); collaboration and shared governance (human resources/clan); lack of resources and representation/marginalization (political/market); and credentialed librarian-managers
(symbolic/adhocracy). In the next section, implications of the study results will be discussed.

**Discussion**

This qualitative study explored the experience of four chief librarians in the California Community Colleges system including the administrative practices at their respective libraries. The findings of this study were presented relative to the research questions and using a combined competing values and organizational change conceptual framework was used for analysis. The findings will be considered in the context of the literature review and will continue with implications for leadership. Furthermore, limitations for the study and future areas of research will be suggested.

**Administrative practices.** The study showed that current library administrative practices at the four community colleges varied widely by analyzing the role, title, education, and areas of supervision of the chief librarians. However, all the libraries had similar college organization with an instructional or academic dean with formal authority of the library. The two administrative chief librarians had formal authority of the library; the two faculty chief librarians did not. Although the faculty director had day-to-day and long-term oversight responsibilities for library, they reported to an academic dean of multiple areas that included the library.

Gregg Atkins, the executive director of the Council of Chief Librarians, provided anecdotal evidence that most community college libraries had dedicated library managers (administrative positions with the library and/or learning resource center as areas of responsibility) but there has been a trend moving away from this in the last few decades
(personal communication, March 7, 2014). Three of the four chief librarians worked at community colleges with a dedicated library manager in the recent past and offered rationale for the change in administrative practices including budgetary reductions, college managerial gaps, ineffective leadership, bolstering of status, and the perception that the library does not require significant management. A review of job advertisements of community college administrators responsible for libraries also supports the trend of fewer dedicated library managers.

The impact of not having dedicated library managers in the library varied among the chief librarian participants. Most of the participants (Chief Librarians A, C, and D) had a preference for a dedicated library manager whether through an additional administrator to their current structure or removing responsibilities from the current administrator responsible for the library. Reasons cited were that libraries are complex organizations (especially large libraries) requiring significant administration and managerial time was “diluted” such that there was insufficient time to attend to personnel issues and to innovate. Without adequate administrative staffing, community college library services and student support could decline.

However, Chief Librarian B in a faculty library director role felt that their administrative structure had benefitted the library to develop strong relationships with faculty across the college and that the dean with library oversight provided adequate support for the library. It is important to note that Chief Librarian B had staff supervisory and other administrative duties as a faculty director and that most chief librarians that are in faculty department chair roles may not have the authority to oversee library operations. In a review of the Council of Chief Librarians directory, more than half of the chief
librarians at California community colleges are faculty department chairs (CCL Directory, 2014). Chief Librarian A, the faculty department chair, expressed that lack of supervisory authority was an issue in their library and will be further addressed in the discussion of chief librarian experiences.

**Chief librarian interview themes.** The study confirmed that all participants had similar duties as representatives to the statewide association, Council of Chief Librarians (CCL). The interviews also revealed that there are no clear guidelines on designation of chief librarians at institutions (i.e. by role, duties, or possession of Master’s in Library Science) or active outreach when positions are vacant.

Six themes on the experience of chief librarians were distilled from the data using a combined competing values and multi-frame leadership lens including:

- Supervision (structural/hierarchy)
- Collaboration (human resources/clan)
- Shared governance (human resources/clan)
- Lack of resources (political/market)
- Marginalization (political/market)
- Credentialed librarian-managers (symbolic/adhocracy)

These consistent themes emerged from interviews with four chief librarians and the impact of these findings will be discussed.

**Supervision.** Bolman and Deal (2003) argue that reorganizing or restructuring is a powerful but high-risk tool that can produce confusion, resistance, and a decline in effectiveness in the short-term. It was previously presented that administrative practices had changed in all of the participant libraries in their time working at the college including role and responsibility of the administrator responsible for the library. Restructuring and reorganizing had different impacts on the effectiveness of chief
participant libraries. Supervision was a structural frame/hierarchy theme that emerged in interviews.

Hierarchies are characterized by “clear lines of decision-making authority, standardized rules and procedures, control, and accountability mechanisms” (Cameron and Quinn, 2011, p.42). Structural issues can occur without clear roles and responsibilities. Chief Librarian A, a faculty department chair, had an administrative structure that included a division dean of multiple areas including the library as well as classified (non-academic) staff supervisors. Although the faculty librarians had responsibility for library policies and operations, they did not have supervisory authority in shaping the work and behavior of staff. Many staff personnel issues were not addressed and it was difficult for librarians to get staff buy-in for new ideas and/or changes in services. Faculty also did not supervise staff at the colleges of Chief Librarians C and D due to union/collective bargaining positions.

Alternatively, Chief Librarian B was also in a faculty role as a library director and was able to assign work to and discipline staff if needed due to a different interpretation of California educational code (Title V) by their college. The inability of faculty to supervise classified staff in libraries, especially when there is not a dedicated library administrator, is commonly cited as a source of personnel issues due to lack of accountability and/or knowledge about library operations and management.

Chief Librarian C shared an example at another college in their district that experienced library personnel issues after a restructuring (losing a layer of management as the librarians report directly to the Vice-President of Instruction) and how they
addressed faculty supervisory issues in an environment in which faculty do not supervise classified staff:

At [X] college, they don’t really have an official manager. One of their librarians has been given temporarily 20% release time to play the role of library director. I only bring it up if that came as a result of a major discipline problem with their library assistants and the three faculty librarians had no way of fixing the problem. It took several years to unravel. With that little sliver of change of status, it has given her some authority to evaluate and discipline and so on because of this problem. The faculty here in our district are not given the authority to discipline classified staff or evaluate. Because she’s been given 20% release time from her faculty role and hired 20% in this managerial role (personal communication, January 2014).

Although this hybrid 80% faculty and 20% management position provided bona fide authority for a librarian to supervise and discipline classified staff, Chief Librarian C acknowledged that there were workload issues as 7-8 hours/week of release time from faculty duties was probably not enough time to for an individual to manage a library. Although Chief Librarian B, the faculty library director, occasionally performed library duties, their main job duties were to administer and manage the library.

As restructuring and reorganizing is occurring at community college libraries, it is important to consider the implications of not having a dedicated library manager. Although there are cost savings to removing or adding additional duties to a library administrator, there can be increased personnel issues, overload of duties, and lowered overall effectiveness of libraries. There is much variation amongst colleges statewide by size, union/collective bargaining environment, existing personnel issues, and other factors and thus, the administrative practice of not having a dedicated library manager should not be considered the standard for all California Community Colleges.
Collaboration and shared governance. Internal and external collaboration themes were distilled from interviews as classified under human resources/clan culture because of relationship building and working in teams. Chief librarian participants spoke about teamwork in the library, collaborative leadership, and shared governance, decision-making between administrators, faculty, and staff. Many of the chief librarians identified clan culture among their librarians or their library organization as a whole and valued collaborative leadership as way to support and empower others within the library. Externally, all of the chief librarians were active in shared governance, the process for collaborative decision-making between faculty, staff, and administration on a college.

Many participants had campus leadership roles in shared governance and stated that this was a mechanism to contribute to the college community as a whole and advocate for the library. Two chief librarians, A and B, mentioned that faculty librarians worked on and presented relevant library policies, such as collection development and copyright, to bodies such as the Academic Senate for endorsement and in doing so, educated college faculty on the complexity and importance of library faculty work in supporting student learning. Internal and external collaboration and relationship building is important to build coalitions of support, especially in an environment of reduced funding.

Lack of resources and marginalization. In the political frame of organizations and market cultures, there is competition for scarce resources including budgets for staffing and supplies as well as time. As previously discussed, none of the participants had dedicated managerial leadership and many attributed this partially to college-wide budget and staffing reductions. All participants identified needs for additional staffing
and expressed difficulty in attaining additional or replacement classified staff, librarians, and/or administrators.

Overload of work duties was a common theme across all chief librarians, the sense of not having enough time to carry out their duties. Some chief librarians had reductions of staff and had not hired a new position in many years and the work had been redistributed. With the administrative chief librarians supervising multiple areas and time constraints, they noted a shift of day-to-day operational duties that had resided with managers going to faculty librarians. Faculty chief librarians also noted a shift administrative workload to them and insufficient staffing for library operations.

Since the publication of the Association of College and Research Libraries (ACRL) report on *The Value of Academic Libraries* in 2010, there has been a national conversation for academic libraries to show their contribution to institutional missions and goals. To successfully advocate for library resources, Chief Librarians B and D spoke about the importance to garner external support for the library by demonstrating the connection between the library and student learning. Chief Librarian D shared that with wide campus support of the library, they had recently received a growth faculty librarian position despite a small number of total faculty positions. However, they had not been able to argue for an increase of electronic database budgets despite rising annual costs.

Most of the chief librarians felt that they had influence in their organizations and were “at the table” where decision-making that impacted the library occurred. At the same time, the chief librarians did not have adequate time, staffing, and/or budget for information resources for the library. These findings are supported by the results found in the Diablo Valley College survey (2013) in which the majority of library managers felt
they had influence but faced challenges with the amount of workload and needed additional time for their job duties.

It is also important to note that although most respondents in the Diablo Valley College library manager survey mentioned lack of resources as a challenge for their library, particularly in staffing, a high majority (82%) of the respondents thought that their current library administrative structure was effective. However, the results cannot be extrapolated for all California Community Colleges as participants had different roles (administrators and faculty, chief librarians and others). Furthermore, the administrative structures of the survey respondents varied widely from dedicated library administrators, to faculty department chairs serving as chief librarians, to non-MLS deans of multiple areas, etc. To apply survey findings to California Community Colleges, it would be necessary to (a) categorize the types of administrative structures, (b) survey participants by their roles, and (c) obtain a representative sample to measure the perception of effectiveness of administrative structures in the CCC libraries.

The chief librarian key informants spoke about the common sentiment of marginalization that was felt in community college libraries statewide without the needed resources to run libraries. Furthermore, chief librarians addressed the frustrations that some feel with non-librarians managing libraries, administrators without the library credential of a Master’s in Library Science and experience as a librarian. As a chief librarian attending statewide meetings and active in the CCL-Libraries listserv, I have repeatedly heard librarians and library leaders express that they do not feel like they can impact the funding, resources, and hiring of MLS-holding administrators for their libraries.
Credentialed-librarian managers. The Master’s in Library Science (MLS) is the terminal degree for professional librarians and is a standard minimum qualification in job advertisements within California colleges and universities and nationwide. Anecdotal evidence suggests that in addition to having dedicated library administrators in the past, community college libraries were administered by full-time managers without areas outside of the library or learning resources center that had education and experience of a librarian. However, there are many current chief librarians in California that do not possess the MLS degree and have not worked as professional librarians (CCL Directory, 2014) and more than half of current job advertisements for administrators in charge of a library may not have the MLS as a requirement nor a preferred degree.

It is not clear why the trend is to not require a MLS for an administrator in charge of the library. College administrators and others responsible for drafting recruitment ads may not see Library Science as a unique discipline with specific knowledge that is required to manage a library. Alternatively, it is likely difficult to hire effective administrators with the ability and experience to oversee multiple areas in addition to the library. With a MLS requirement, the hiring pool is limited to librarian candidates and probably smaller.

Among the chief librarians that had served as librarians, the MLS was preferred or strongly desired for library leaders but was not identified as a necessity. Many of the chief librarians shared experiences with previous library managers with a MLS that were not strong or effective library leaders. The chief librarians spoke about the importance of strong managerial skills required to run libraries and attributes of successful library
leaders. “Soft” skills such as advocacy, communication, listening, trust, and building relationships were highlighted when discussing leadership perspectives.

Although the library background was considered helpful, providing “grounding” for library administrators, all of the chief librarians were able to identify individual administrators without a MLS that were strong library leaders. Many community college colleagues express frustration that their non-MLS dean does not understand what librarians do and cannot adequately support them. In libraries without a MLS library administrator, it was important for faculty librarians to be active in the day-to-day operations of the library, for the administrator to foster teamwork between librarians and classified staff, and for the administrator to have a genuine interest in libraries.

In my experiences as a faculty librarian working with MLS and non-MLS deans, I found that strong management skills complemented by library knowledge were needed for effective leadership. Librarians that become chief librarians also need to develop managerial soft skills and technical administrative knowledge such as budget management and personnel management. As I transitioned into my first chief librarian role with a public services librarian background, it was important for me to recognize that libraries are complex and there was a great deal that I did not know about other areas of the library such as cataloging, acquisitions, and systems. Not making assumptions, asking questions, spending time learning, and trusting faculty and staff were key as a leader. On-the-job and continued learning in libraries and leadership is needed for all library managers whether or not they possess a MLS.
Conclusion

This study provided clarity about library administrative structures and leadership perspectives of four chief librarians in the California Community Colleges. As a result of this inquiry, other library leaders can benefit from the awareness that libraries are complex and require dedicated administrative time to support student learning and innovate. In addition to an in-depth look at administrative practices at the different libraries, six themes on the experience of chief librarians (supervision, collaboration, shared governance, lack of resources, marginalization, and credentialed library managers) were identified using a combined competing values and organizational change conceptual framework. With this knowledge, existing and future chief librarians, along with other leaders, have additional resources to bolster their leadership practice. In addition, decision-makers responsible for restructuring libraries can be better informed.

Limitations of the study. This study provided insight into chief librarians in the CCC system and how library administrative practices may impact the ability for organizations to meet their mission and goals. Although this system is the largest community college system in the world, it may not be generalizable to all community college systems. This study was not intended to make broad statements about library administrative practices for all community colleges, but only within in California. Furthermore, this study provided insights and opinions from four Chief Librarians on library administrative practices and leadership perspectives. Instead, this study provided through the experiences of four chief librarians, an in-depth account of leading libraries in a public institution of higher education. The validity of the data collected have been
affected by the ability of the researcher to access the honesty and truthfulness of participants.

The main limitation of the study is the bias I may have brought to this study as a chief librarian and a dedicated library manager at my institution. Additionally, I possess Master’s in Library Science and have worked as a faculty librarian. My position brings context knowledge which can be a strength in understanding the context in which chief librarians do their work. However, my lens could have impacted my ability to see beyond my own experience. In order to maintain my objectivity, I frequently thought about the research questions posed and talked with many chief librarians about this topic. I worked to be conscious of my biases while conducting my research, being open to new information and noting any information with which I disagreed. Furthermore, I employed the strategy of member checks in order to corroborate my findings.

**Areas for future research.** This is one of the first studies to examine administration and leadership of community college libraries. During the interviews, participants expressed how much they valued the opportunity to reflect. Participants found that hearing themselves explain their position, duties, and experiences gave them new ideas and insight for future library administrative practices. There are many lines of inquiry to further this research as many questions about library administrative practices still exist. The chief librarian sample could be expanded to other types of administrative models (ex. single librarian/chief librarian colleges, multi-district chief librarians, etc.)

With the statewide trend moving away from dedicated library managers and more duties for administrators responsible for the library, it is important to study effective administrative practices and library organizational models. Furthermore, if libraries are
increasingly administered by non-librarians (without a MLS), how does this impact library operations and aspiring library leaders? How should library schools that operate MLS programs approach this changing trend in their curriculum?

**Concluding remarks.** In California, the composition of community college library leaders designated as chief librarians is changing. Although faculty librarians are essential members of a library organization, they often lack formal authority by design and support for administrative duties when in the role of department chair. A faculty department chair may not have the ability to take disciplinary action involving another faculty member as outlined in the faculty union contract. As chief librarians represent, promote, and advance community college libraries, strong leadership is needed in each college and across the state. Exceptional library leaders need strong management skills including communication, collaboration, and trust, coupled with an appreciation for the complexity and value of libraries.
CHAPTER V: DISCUSSION

The administration and leadership of community college libraries has dramatically changed in the last few decades with college reorganizations and restructuring. Traditional library organizations have a dedicated library administrator with the library as a separate college or unit, reporting to a Vice-President (Born, et al., 2000). This research shows that it has become common for California Community College libraries to be managed by an administrator with a wide variety of duties, which may include supervision of technology/online education or academic and/or college programs. There has been a decrease in dedicated library administrators in the CCC libraries and this trend may be occurring more widely.

Few empirical studies on academic library restructuring or reorganization exist and little research has been conducted on community college library administration. Previous studies illustrate the diverse and dynamic nature of organizational and administrative practices in community college libraries (Born, et al. 2000; Diablo Valley College, 2013). The person “in charge” of the library has a variety of titles, responsibilities, educational background, and external reporting.

The purpose of this study was to examine library administrative practices and the experience of chief librarians in the California Community College (CCC) system, the largest higher education system in the nation comprised of 112 colleges. Using mixed-methods, this study investigated current administrative practices and the leadership perspectives of chief librarians. A descriptive statistical analysis of Council of Chief Librarian extant data and in-depth interviews of four chief librarians were conducted. Leadership perspectives were analyzed using a combined competing values and
organizational change conceptual framework. In addition, job advertisements for administrators responsible for CCC libraries were conducted in order to determine library administrative practice trends.

**Summary of Methods**

This study used a combined organizational change and competing values conceptual framework to examine administrative practices and chief librarian experiences in the CCC libraries. A mixed-methods convergent parallel design was used; quantitative and qualitative strands were independently conducted and analyzed in Chapters III and IV. Results from both stands are analyzed together in this chapter.

Quantitative data relied on descriptive statistics from the Council of Chief Librarian directory data and content analysis job advertisements. Qualitative data was generated through semi-structured interviews with four chief librarian key informants and key themes were generated using the combined competing values and multi-frame organizational conceptual framework. Furthermore, documents including organizational charts and library staff directories were used to validate and triangulate findings. Because there is little research on community college libraries and its leadership, exploratory yet in-depth methods were needed to answer research questions.

**Summary of Findings**

The summary of findings is organized by research question.

**Research question 1: What are the administrative practices in the California Community College libraries?** In the first part of the discussion, the data associated
with position titles, expected library knowledge, and expertise is presented. In the second part of the discussion, the roles and responsibilities of chief librarians will be presented.

*Position titles, expected library knowledge, and expertise.* The analysis Council of Chief Librarian (CCL) Directory, job advertisements, and chief librarian interviews showed that there is a wide variety of administrative practices in the CCC libraries by chief librarian roles and duties, library leadership, and libraries in the college organization.

Administrative duties for chief librarians ranged from dedicated library managers or faculty members (only overseeing library and/or learning resources) to administrators with a wide range of duties that included technology/online learning and/or academic programs and/or college programs. The most common areas of current chief librarian responsibilities in addition to libraries were learning assistance center, distance education, instructional technology, and staff development. The job advertisement content analysis showed growth in duties for staff development, LAC/tutoring, distance education, and instructional technology. It is expected that library administrator job advertisements will continue to follow this trend of additional duties.

The data suggest that traditional library manager positions, dedicated deans and directors, have been or are being combined with other college functions such as technology/online education and/or academic/college programs. Furthermore, many of the advertised administrative positions do not have a primary focus on the library and very few are dedicated library management positions.

Another finding from analysis of CCL Directory data and job advertisements for administrators responsible for CCC libraries centered on library background of those
currently serving and those being hired to serve as chief librarians. Although the majority of chief librarians (77%) had a Master’s in Library Science (MLS), the credential for professional librarians, only 18% of the job advertisements listed the MLS as an required degree and 29% listed MLS as preferred or desired requirement. This indicates that most community colleges do not recognize the MLS as an essential indicator for the knowledge or experience for an administrator managing a library. This study verified the anecdotal observations that most library administrator job ads do not require library education or background.

Another compelling finding in the administrative practices data was that more than half of the designated chief librarians have a faculty role such as department chair or director. Chief librarians are designated at each California Community College and they participate in statewide leadership, advocacy, and coordination. In the past, library administrators (e.g. library dean or library director) primarily served as chief librarians. Analysis of the CCL Directory indicated that only 40% of chief librarians are administrators.

The qualitative interview data collected from two faculty chief librarians (department chair and library director) and two administrator chief librarians (library dean and library director) support these CCC administrative practice findings. All chief librarian key informants had different job titles and varying administrator responsibilities. To further emphasize this situation, one of the chief librarians interviewed did not have a MLS and supervised the library as well as other college areas/programs.

Roles and responsibilities of chief librarians. The second set of findings from this study was based on qualitative interview data triangulated with data from the CCL
Directory and organizational documents. The chief librarian duties as the CCL representative were similar among the four participants including: attending regional and statewide meetings and workshops, responsibility for submitting annual survey data to the Chancellor’s Office, and active participation and knowledge sharing through the CCL listserv.

Research question 2: What does it mean to be a chief librarian in a California Community College (CCC) library? Six predominant themes emerged through an analysis of the interview data using the combined competing values and multi-frame organizational model. They are:

- Supervision (structural/hierarchy)
- Collaboration (human resources/clan)
- Shared governance (human resources/clan)
- Lack of resources (political/market)
- Marginalization (political/market)
- Credentialed librarian managers (symbolic/adhocracy)

All the chief librarians shared a preference for libraries to be situated under the Academic Affairs, or instructional area, of the college. All of the participants indicated that they had a high level of collaboration among librarians in their organizations although they were understaffed or lacked additional resources such as funding, space, time, etc. All chief librarians preferred dedicated leadership for the library although there were varying opinions on whether the role of the leader mattered (faculty or administrator) and whether or not the leader needed a library background (MLS).

Implications

The three main implications of this mixed-methods study will be further explored in this section, discussing impact of these findings on libraries as well as discussing
possible solutions for these issues. These implications are (1) decline in Master’s of Library Science as a requirement for chief librarians, (2) decline of dedicated library administrators, and (3) faculty vs. administrator role for chief librarians.

**Decline in Master’s of Library Science.** Library (and information) science is a discipline requiring a unique set of skills and knowledge. It is recognized that learning can occur “on the job” on gained in ways other than the MLS and not everyone with a MLS will be a good library leader. However, the decrease of the MLS requirements for library administrators and the number of credentialed chief librarians and library administrators signals a devaluation of the degree that is not widely apparent in four-year academic libraries.

Through examination of the Council of Chief Librarian Directory extant data, this study confirmed anecdotal evidence that many chief librarians (about 25%) do not possess a Master’s in Library Science (MLS), the minimum qualification for faculty librarians, similar to a librarian credential. A strong understanding of libraries is typically gained through the MLS program as well as experience working as a librarian. Libraries are complex organizations with varied services and different staff roles and functions. It is important for designated chief librarians to have a strong understanding of libraries in order to be effective in their roles at their colleges as well as a state-wide leader.

Until recently, chief librarians had served as librarians and it is assumed that the MLS was a requirement for all library administrators. This study revealed that less than 20% of job recruitments for administrators overseeing the library required the MLS degree as a minimum qualification. If the job ad trend continues, it is likely that the number of credentialed chief librarians will decrease. Additionally, many of the positions
are supervising multiple areas in addition to the library and it is unlikely that a candidate will have the knowledge and experience for all areas.

**Dedicated library administrator decline.** When the Council of Chief Librarians was initially formed in the 1980’s, the majority of chief librarians were dedicated administrators (G. Atkins, personal communication, March 7, 2014). The commonly discussed trend towards non-dedicated library administrators was confirmed in the extant data analysis and in job ads. There were very few administrative chief librarians only responsible for supervising the library and many chief librarians supervise learning resources (tutoring), distance education, educational technologies, or academic programs (such as English or Fine arts). In the advertised positions without library or learning resources in the title, there was often very little written about the library nor specific duties or knowledge related to the library. Because of this, it is assumed that the current chief librarians that did not have library in their titles may split their time and efforts between multiple areas and that the library may not the emphasis in role.

Without a dedicated library administrator, there can be issues with staff supervision, oversight of library services, and as well as general managerial duties such as setting the direction/vision for the library, planning/implementation/evaluation of library services, staying abreast of emerging technologies and trends, and accreditation. All the chief librarian participants cited a lack of time to carry out needed administrative duties and some pointed to negative impacts on their libraries because of “diluted managerial time.” It likely that administrators over multiple areas will not be able to dedicate time and effort needed to CCL and statewide advocacy. College administrators, especially with large student enrollment, should reduce the duties for library managers
and/or appoint a dedicated faculty director that has library operations as their main duties and the authority to at least supervise library staff (similar to Chief Librarian B).

**Faculty vs. administrator role.** As previously discussed, libraries without dedicated library administrators may have more issues with staff supervision. Interviews with chief librarians (A, C, and D) revealed issues with the ability and authority of faculty to supervise classified staff. Anecdotal evidence suggests that most CCC districts interpret the California Educational Code (Title V) such that faculty cannot supervise classified staff. When chief librarians are in faculty roles overseeing day-to-day operations of the library without the authority to supervise, evaluate, or discipline staff, personnel issues can be difficult to remedy.

Alternatively, Chief Librarian B was a dedicated library director and their district interpreted Title V such that faculty could supervise classified staff. There multiple faculty directors at their college that had the ability to supervise, evaluate, and discipline staff. Chief Librarian B had coordination and planning of their library as part of their main responsibilities but was not the direct supervisor of faculty librarians; all librarians reported to a dean that supervised multiple areas. It was shared by Chief Librarian D that another college in their college reassigned a department chair 20% as an administrator and this gave them authority to supervise staff in order to address severe personnel issues. College districts, especially with large enrollment, should have a dedicated or full-time library administrator when possible or a dedicated faculty director devoted to administration of the library. The issue of faculty supervision needs to be interpreted at the state level by the CCC Chancellor’s Office.

**Conclusions**
Several salient conclusions were drawn from this study that provides insights into the leadership and administration of community college libraries. In order to have strong and effective leadership in the California Community College libraries, adequate resources and authority are needed for chief librarians regardless of their role. The first conclusion is that there is much change occurring in community college library administration. All of the study participants described change in administrative practices at their institutions and also identified a growing trend of colleges to add additional duties to the administrators responsible for libraries.

**Supervision (structural/hierarchy).** A second conclusion is that there are different interpretations of California educational code (Title V) on whether or not faculty members can supervise fellow faculty and classified staff in colleges, a structural/hierarchy issue. The ability of faculty supervisors differs in practice by districts within California and may be addressed at a local level through unions/collective bargaining. Most of the interview participants were in districts in which only administrators can supervise, evaluate, and direct faculty and staff. With increased non-library duties and responsibilities, administrator chief librarians often relied on faculty librarians to handle day-to-day library operations and act as leads for classified staff. This represented a shift of workload to faculty and issues with unclear roles and responsibilities such as who to go to when there is an issue.

Although Chief Librarian B was a faculty member reporting to a dean of multiple areas, their primary duty as library director was to oversee the library and also had the authority to evaluate and supervise classified staff within college and district guidelines. With supervisory authority, Chief Librarian B could shape the behavior and performance
of staff members. Chief librarians in districts in which faculty cannot supervise proposed alternative ideas including additional administrators (assistant deans/director) for daily operations supervision and other managerial duties or adding partial administrative assignments to faculty members (e.g. 80% librarian, 20% administrator).

**Collaboration and shared governance (human resources/clan).** A third conclusion drawn from this study was the prevalence and importance of internal and external collaboration (*human resources/clan*). All of the chief librarians shared that their library faculty worked well as a team and that they tried to support collaborative decision-making among the library faculty and staff. Many chief librarians had campus leadership roles and spoke about the need to exchange information, advocate for resources, and be college community members through shared governance.

**Lack of resources and marginalization (political/market).** A fourth important conclusion was the prevalence of budgetary issues at each participant college and a perceived sense of marginalization of libraries also related to financial support as well as staffing. With prevalent budget cuts across higher education, it is not surprising that this has reduced funding for staff, resources, and supplies for libraries. All of chief librarians mentioned library and college budget reductions and the need for additional staff which included librarians, classified staff, or additional managers. In their environments of scarce resources and competition, there was the need to garner external support through coalition-building and effective advocacy.

Concerns about resources influenced participants’ views of the ability of their libraries to effectively meet their missions and goals. A sense of marginalization on a wider level were shared by the chief librarians in their descriptions of the profession –
despair, discouragement, “a deep-seeded frustration of not being properly accorded the stature and the resources to be able to run libraries (Chief Librarian D, personal communication, February, 2014).” A common sentiment from chief librarians was the need to demonstrate the value of the library in meeting college goals, such as accreditation in order to increase support and funding.

**Credentialed librarian managers (symbolic/adhocracy).** Finally, by examining the California Community College library administration in detail, the fifth conclusion is that many libraries do not have administrators with a library background (Master’s in Library Science and/or experience as professional librarian). Additionally, most of the examined job advertisements for administrators in charge of the library did not list the MLS as a requirement or preferred/desired degree. It could be argued that the Master’s in Library Science is a powerful symbol for the profession as the administration of libraries is moving away from dedicated librarian managers.

Among the chief librarian interview participants that had a library background, the MLS was preferred or strongly desired for library leaders but not identified as a necessity. Although all the chief librarians stated that library education and experience were important in providing “grounding” and technical knowledge, they revealed that it was possible for non-librarians to be effective chief librarians by sharing specific examples of non-librarian chief librarians that had strong reputations. Participants identified characteristics of exceptional library leaders including strong management skills including communication, collaboration, and trust, coupled with an appreciation for the complexity and value of libraries.
**Limitations.** This study explored library administrative practices in the California Community Colleges. Although this system is the largest community college system in the world, it may not be generalizable to all community college systems. This study is not intended to make broad statements about library administrative practices for all community colleges, but only within in California.

For the quantitative strand of the study presented in Chapter III, the validity of the Council of Chief Librarian Directory data collected depended on self-reporting by chief librarians. There were vacancies for chief librarians at seven institutions; many of these colleges had recruitments in progress. Organizational charts and library staff directories were used to verify information. In addition to regular reminders from the CCL Executive Board, the researcher emailed the statewide listserv asking chief librarians to update their library profiles and also contacted individual chief librarians to verify or correct information.

The qualitative component of the study presented in Chapter IV provided insights and informed opinions from four Chief Librarians on library administrative practices and leadership perspectives through the experiences of four chief librarians, an in-depth account of leading libraries in a public institution of higher education. The validity of the data collected could have been affected by the ability of the researcher to access the honesty and truthfulness of participants.

The main limitation of the study is the bias I may have brought to this study as a Chief Librarian and a dedicated library manager at my institution. Additionally, I have earned a Master’s in Library Science and have worked as a faculty librarian. My position brings context knowledge which can be a strength in understanding the context in which
chief librarians do their work. However, my lens could have impacted my ability to see beyond my own experience. In order to maintain my objectivity, I frequently thought about the research questions posed and talked with many chief librarians about this topic. I worked to be conscious of my biases while conducting my research, being open to new information and noting any information with which I disagreed. Furthermore, I employed the strategy of member checks in order to corroborate my findings.

**Areas for future research.** This is one of the first studies to examine administration and leadership of community college libraries. During the interviews, participants expressed how much they valued the opportunity to reflect. Participants found that hearing themselves explain their position, duties, and experiences gave them new ideas and insight for future library administrative practices. There are many lines of inquiry to further this research as many questions about library administrative practices still exist.

The library administrative practices in this study were only a snapshot in time. Current library leaders, along with other college leaders would benefit from a historical data analysis of chief librarian data as well as a longitudinal study of library administrator job advertisements. Interviewing library faculty and staff in colleges with different library administrative practices, especially in those that have been recently restructured, could be revealing.

As part of a larger study, the organizational structure of CCC libraries could be explored with a focus on the library administrators, whether or not they are designated as chief librarian. This would provide more clarity of “who’s in charge of the library” and how this may have changed over time. It would be beneficial also within library
organizational structure or models to investigate which colleges have faculty department chairs and what their leadership duties are. After determining organizational models, an explanatory study could be conducted to investigate correlation between models and the variables of college size, region, and type of district (single or multi-district).

With the statewide trend moving away from dedicated library managers and more duties for administrators responsible for the library, it is important to study effective administrative practices and library organizational models. Furthermore, if libraries are increasingly administered by non-librarians (without a MLS), how does this impact library operations and aspiring library leaders? How should library schools that operate MLS programs approach this changing trend in their curriculum?

**Implications for leadership.** In an environment of limited resources and an abundance of community colleges facing accreditation sanctions, it is time to closely examine the different ways of administering college programs and the impact of restructuring and reorganizations. Similar to chief librarians, many colleges are merging and increasing responsibilities of upper administrators, Vice-Presidents of Instruction and Student Services. A survey conducted by the California Community College Chief Instructional Officers (CCCCIO) organization, demonstrates concern about workload and insufficient staffing for merged VPI/VPSS positions (Tortorici, 2013). This suggests that the trend to merge libraries with other college areas and programs may not be targeted and instead, a widespread college practice.

This case-study suggests that dedicated library leadership is needed for libraries to meet its mission and goals as well as innovate. It is also important for college administration and districts to recognize that libraries are complex organizations to
manage. Findings from this study indicate that community college districts are not allocating sufficient leadership for libraries (time and authority), whether in faculty or administrative roles. These findings are supported by the results of the Diablo Valley College survey (2013) in which many library managers faced challenges with amount of workload and needed additional time for their job duties. There may be negative impacts to accreditation review and student success if libraries are not administered well.

This study provided clarity about library administrative structures and leadership perspectives of four chief librarians in the California Community Colleges. As a result of this inquiry, other library leaders can benefit from the awareness that libraries are complex and require dedicated management time to support student learning and innovate. In addition to an in-depth look at administrative practices at the different libraries, six themes on the experience of chief librarians (supervision, collaboration, shared governance, lack of resources, marginalization, and credentialed library managers) were identified using a combined competing values and leadership frame model. With this knowledge, existing and future chief librarians, along with other leaders, have additional resources to bolster their leadership practice. In addition, decision-makers responsible for restructuring libraries can be better informed.

**Recommendations.** After conducting this study on the administration and leadership in community college libraries, I have developed recommendations for the California Community Colleges Council of Chief Librarians (CCL) organization, future library leaders, and for decision-makers at colleges and at the state level (California Community College Chancellor’s office).
It is important to recognize the key role that CCL plays in statewide library leadership and advocacy. CCL is a prominent and respected organization that supports library and learning centers throughout the state. With the high turnover of administrative positions in community college libraries and rotating department chair positions, CCL should be actively involved in the designation of chief librarians at each college when there are known vacancies and present a clear guideline for who should serve as chief librarian (department chair, interested librarian, library manager, library administrator, etc.). CCL could advocate to groups such as the CCC Chief Information Officers and/or develop a position paper about the importance of community college library dedicated leadership and promote the Academic Senate CCC recommendations on a wider level.

Another recommendation focuses on future library leaders, especially those that seek an administrative position. Many in the community college libraries have noted the decline of Master’s in Library Science (MLS) holding librarians managing community college libraries and believe this is negative trend. The job advertisement content analysis conducted in this study indicated that most positions do not require a MLS and there is a growth in library administrators also managing learning assistance centers/tutoring, distance education, educational technology, and professional development. Current hires for these new combined library dean positions may lead libraries for upcoming decades. The skills and knowledge that librarians bring to managing and leading libraries is needed to transform academic libraries to face challenges and meet the needs of current and future students and scholars.

In order to be competitive candidates for dean positions overseeing other college areas in addition to the library, librarians should be seeking opportunities to collaborate
and work outside of libraries in the aforementioned areas and/or pursuing additional graduate work in technology or educational leadership. To become strong candidates to oversee academic programs, it is recommended for librarians to study pedagogy and teach credit courses, face-to-face and online. There exist many possible opportunities for librarians to leverage educational technologies to reach students in different modes and to assist in the development and support of other college faculty.

Lastly, the decision-makers at each college and at the state-wide level should be evaluating library administrative practices across the state for effectiveness in meeting college and accreditation goals. In a political environment, with reduced resources and increased competition, additional duties and responsibilities have been added to library administrators. Although information technology has simplified information acquisitions and access, the finding, evaluation, and use of information remains complex as does the need for research assistance. Libraries do not “run themselves” and this is clear from personnel issues and the time and effort to adapt, innovate, and transform libraries. To support student learning and meet college and accreditation goals, dedicated library leadership is needed at each community college library.

Regardless of faculty or administrative role, there should be a dedicated library leader with a clear role, supervisory authority, adequate resources, and representation in decision-making. Adequate resources include sufficient staffing, materials/information resources budget, fair compensation, and time for administrative duties. A dean or administrative director supervising multiple areas may not be effective nor a faculty department chair with 20% release time and no authority to address personnel issues. Because many community college districts interpret California educational code that
faculty cannot supervise other faculty members or classified staff and there are impacts to the library and other areas of a college, this warrants interpretation at a state-wide level from the Chancellor’s Office.

**Leadership reflection.** In Chapter I, I shared my positionality through my experiences as a faculty librarian and a chief librarian. My research has informed my work and professional development as a newer community college library administrator. Resources in higher education continue to be scarce with an increased pressure to increase student success through higher completion, retention, and transfer rates. The intrinsic value afforded the library cannot be relied upon with information technology advances and competition for funding, space, and staff. As a leader at my college, I need to re-define the role of library in supporting these student success indicators and demonstrate our value to college administrators, faculty, staff, students, and the community.

After concluding my doctoral studies, I will start my first permanent chief librarian role (after serving as an interim chief librarian at another CCC library). My new college recently changed library administrative structures from a dedicated library director to a dean supervising multiple areas including library, tutoring, and media. This administrative structure change was not effective for many reasons. As a result of accreditation issues and declining usage of the library, the college leadership sought a dedicated library director in an administrative role to help make the library “the heart of the college” again. My close examination of library administrative structures and chief librarian interviews influenced me to become a dedicated library director and not pursue
an opportunity as an administrator supervising multiple areas and programs in addition to the library.

Using the combined organizational frame and competing value lens for reflection, I have generated ideas for how I can lead change and develop a new library organizational culture to support the library and college missions/goals. This will be followed with action I will take through library professional organizations.

**Structural/hierarchy.** As a dedicated library manager, I will have the formal authority to supervise all library staff. In this college district, faculty members cannot supervise classified staff. It has been recommended to me by upper administration that I evaluate the workflow of the library for best library practices and make changes to job assignments as needed. It will be important to have clear duties and responsibilities for each person and to identify shared duties and responsibilities. I will work with the staff to update and change job descriptions that will be reviewed by Human Resources and the appropriate collective bargaining units. Furthermore, I will need to review the personnel evaluation process in place and set expectations for all staff, providing feedback, mentoring, and resources throughout the process.

**Human resources/clan.** After a significant leadership gap in the library and turnover of many long-term employees, the library culture is in the process of change and strong relationships need to be developed. My chief librarian participants emphasized the need for “soft skills” for library managers in addition to library knowledge to be an exceptional leader. Increased collaboration and communication needs to occur between the faculty librarians and staff; I plan to utilize appreciative inquiry and competing values inventories to approach this. I hope that I can empower the librarians and staff through
shared decision-making, providing autonomy when possible, additional professional
development/training, and cultivating leadership skills.

In addition to developing faculty and staff leaders among the library team, I will
continue to mentor current and aspiring librarians in community college librarianship and
leadership. I have informal mentees from underrepresented backgrounds and have
volunteered as a mentor in official capacities through professional organizations. In
addition, I will be proposing a Master’s level internship program that will give interns
experience and college credit and also provide a co-learning experience for the faculty
librarians.

*Political/market.* In addition to building strong relationships and trust in the
library, it is also important to build external relationships across the college and
community in order to successfully advocate for the library. As previously mentioned,
there is a great deal of competition for scarce resources and having wide-spread support
will help. As an instructional manager, I will represent and advocate for the library and
student success at administrator meetings. I will also work with the library to pursue
supplemental funding sources through internal and external grants, partnerships,
community donors, and other opportunities.

As validated by my findings of the chief librarian experiences, the library needs to
be active in shared governance, especially in the areas impacting student learning such as
curriculum, student learning outcomes, and assessment committees. Furthermore, the
library must seek opportunities to participate in college-wide activities impacting students
including accreditation and implementation of statewide initiatives such as the Student
Success Act and Student Equity Plans. I will encourage and support library faculty and
staff in active participation and representation of the library in shared governance committees.

*Symbolic/adhocracy.* Similar to the chief librarian participants, the symbolic/adhocracy lens is the one that I am the most uncomfortable identifying with as a leader. At the same time, I also agree that this is an important aspect of leadership that often does not get the attention needed. I have identified professional learning and growth needs for my practice: developing shared mission and goals, storytelling skills to be compelling and inspiring, and being an authentic leader working with a strong set of values.

To increase flexibility and teamwork in my new library, it is important for me to form working teams with librarians and staff based on their strengths, roles, and interests. I want all of the library staff to recognize their contributions to student learning and to be proud to represent the library when out of the building and working across the college.

*Professional organizations.* Lastly, I will be more active in community college library advocacy through library professional organizations and as a practitioner-researcher. I am increasing my involvement in the Community Junior College Library Services section of the American Library Association and was recently appointed to a nominations committee and a conference planning committee. Additionally, I have collaborated with two other new community college library directors to submit a proposal for the Association of College and Research Libraries Conference on community college librarianship, leadership, and the challenges we face.

There is much interest among the chief librarians in the CCC on my research and I plan to disseminate my findings and interpretations in scholarly and informal avenues
and to directly share with my peers through the Council of Chief Librarians (CCL). I was recently invited to serve on the CCL Executive Board and may have the opportunity to implement the recommendations I developed for CCL based on my research. Conducting research on administrative structures and chief librarians has given me a deeper appreciation and understanding for my colleagues and profession.

**Concluding remarks.** At the time of writing, California Governor Jerry Brown appointed a former political reporter and non-librarian, Greg Lucas, as the California State Librarian (McGreevy, 2014). Much surprise and concern has been expressed by librarians across the state with many writing letters to the governor to express disapproval and their state senators to not confirm the appointment (A. Cunningham, personal communication, April 2, 2014). Having non-librarians managing libraries is not unique to the California Community College system and may become more prevalent in libraries. Action is needed to demonstrate the value of library experience and knowledge in managing libraries.

In California, the composition of community college library leaders designated as chief librarians is changing. As chief librarians represent, promote, and advance community college libraries, strong leadership is needed in each college and across the state. The CCC Council of Chief Librarians (CCL) Executive Board recently proposed a change to the annual “Deans and Directors” meeting title to reflect the current composition of the chief librarians as half are faculty members and most have the title of “department chair.” The title change will be a symbolic shift, making the group more inclusive of all library leaders that represent their colleges. To increase leadership
capacity, CCL has also discussed developing a mentoring program for new chief librarians and/or a leadership development program for future chief librarians.

Library leaders, whether or not they have a library background or are in an administrative or faculty role, need adequate resources, authority, and excellent management skills to lead high-performing libraries. Exceptional library leaders need strong management skills including communication, collaboration, and trust, coupled with an appreciation for the complexity and value of libraries.


Appendix A: Recruitment Letter

E-Mail Message

Dear <Chief Librarian>:

As a part of a Doctoral Program in Educational Leadership, I am conducting a study on the experiences of chief librarians and administrative practices of libraries in the California Community Colleges. You have been recommended to me for interview by the Council of Chief Librarians. Your participation in interviews will help me further my research and provide our colleges with data regarding current community college library administration.

In-person interviews will last approximately one and a half (1.5) hours. Your responses will be kept confidential, available only to me, the principal investigator, for analysis purposes. No names or identifiable institutional information will be used.

Your participation in the study is completely voluntary. If you agree to participate in this study, but later change your mind, you may drop out at any time and all information regarding your participation will be deleted from the database. There are no penalties or consequences of any kind if you decide you do not want to participate. This research intends to illuminate aspects of administrative practices in community college libraries, rather than to impact the current professional lives of interview participants.

Although there is no direct benefit or compensation paid to you for participating in this study, your participation will enhance the research informing community college library leadership. If you have questions about the study, you may direct them to me or my advisor, Dr. Jennifer Jeffries (jjeffries@csusm.edu or (760)750-4083). If you have any questions about your rights as a research participant, you may contact the Institutional Review Board at California State University San Marcos at (760)750-4029 or irb@csusm.edu.

To indicate your interest in participating, please contact me directly via email or phone.

Sincerely,

Pearl Ly

California State University San Marcos / University of California San Diego
Joint Doctorate in Educational Leadership Program
Interim Assistant Dean of Library Services, Pasadena City College
Email: pmly@pasadena.edu
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Appendix B: Informed Consent Form for Participation in Interviews

Email and In-Person Review

Pearl Ly, a graduate student in the joint doctoral program at California State University San Marcos (CSUSM) and University of California, San Diego (UCSD), is conducting a study on the experience of chief librarians and administrative practices in California Community College (CCC) libraries. You are invited to participate because of your role as Chief Librarian at your college and administrative practices at your library. A total of four chief librarians are being interviewed about their library administrative practices.

This study has two principal objectives:
1. To better understand the current administrative practices of CCC libraries.
2. To better understand the experience of chief librarians in CCC libraries.

Description of Procedures
You will be interviewed individually. The conversational style interview regarding your experiences as a chief librarian and your library/libraries administrative practices will take approximately one and a half hours. There are no rights or wrong answers to the questions and your candid responses will be appreciated. With your permission, the interview will be audio taped and transcribed. You may decline to answer any of the questions and you may stop the tape recording at any time.

All information collected in this study is confidential. Responses will be reported through the use of pseudonyms for participants and anyone mentioned by a participant. All audiotape recordings and transcripts will be entered into a computer file and both hard and digital copies on CD will be stored in a locked safe. The data will be maintained on a single password-protected computer and an additional password will be required to open files. The researcher is the only individual with access to this safe, computer, and files. If you agree to participate and later change your mind, all data associated with you will be immediately deleted. If for any reason I need to withdraw you from the study without your consent, you will be immediately notified.

Risks and Inconveniences
There are minimal risks to participating in this study. These include:
1. Loss of personal time necessary to participate in the interview and review of the transcript
2. Participant identity or personal information could be known by others
3. Potential breach of confidentiality of data

Safeguards
Safeguards put in place to minimize risk include:
1. Interviews are voluntary and will last approximately 1.5 hours. Interviews can be stopped at any time and/or rescheduled at your request.
2. Pseudonyms for colleges and staff will be used to minimize the risk of identification. You will be given the opportunity to review the transcribed interview and clarify any information. Your responses will not be linked to your name or address.

3. Your interview data will be kept confidential, available only to the researcher for analysis purposes. Your supervisor will not be given access to interview data.

**Voluntary Participation**
Your participation is entirely voluntary, and may be withdrawn at any time. If the length of the interview becomes inconvenient, you may stop at any time. There are no penalties or consequences of any kind if you decide you do not want to participate.

**Benefits**
Although there is no direct benefit or compensation paid to you for participating in this study, your participation will likely enhance the research informing community college library organization and administration.

**Questions/Contact Information**
This study has been approved by the California State University San Marcos Institutional Review Board (IRB). You should know that the Institutional Review Board (IRB) may inspect study records as part of its auditing program, but these reviews only focus on the researcher and the study, not on your responses or involvement. The IRB is a committee that reviews research studies to ensure that they are safe and that the rights of the participants are protected.

If you have questions about the study, you may direct those to the researcher, Pearl Ly, pmly@pasadena.edu or (626)585-7833, or the researcher’s advisor, Dr. Jennifer Jeffries, jjeffries@csusm.edu. Questions about your rights as a research participant should be directed to the IRB at (760) 750-4029 or irb@csusm.edu. You will be given a copy of this form to keep for your records.

☐ I agree to participate in this research study.
☐ I agree to have the interview audio-taped.

_________________________________  ______________________________________
Participant’s Name                  Participant’s Signature

_________________________________  _____________________________
Researcher’s Signature              Date
Appendix C: Interview Protocol

1. Can you tell me about the administrative model in your library? What is the duration of the current administrative model (faculty chair or dean/director model)? Has the administrative practices of your library changed in the last 5 years?
   - If yes, what was the rationale to change? Have there been any changes in representation on a college level, allocation, staffing, etc.?
   - If no, what was the rationale to maintain library administrative model?

   Follow up: Are there currently conversations underway regarding changes to the library administrative practices?
   - If so, what brought about those conversations?
   - What do you predict some of the positive outcomes of these conversations may be?
   - What do you predict would be signs of organization disequilibrium from these conversations?

2. Can you please tell me about your role as the chief librarian at your college?
   - What are your job duties associated with being the chief librarian from your college? Follow up: Do you have administrative duties (e.g. hiring, supervision, budgeting, mission/visions)?
   - How is the designation of chief librarian determined at your library?
   - Who do you report to (external reporting structure)?
   - Where does decision-making occur on a college level? Do you participate in decision-making that impacts the library?

3. Competing Values Framework: Would you characterize your organizational culture as more internal or external. Flexible or inflexible. Why?

4. Multi-Frame Leadership Model: What types of leadership do you utilize in your role as chief librarian?

5. In your opinion, does a faculty or administrator role of a chief librarian impact the effectiveness of a library in achieving its mission and goals? (Can you tell me about differences you have noticed? Are there issues with supervision of faculty or classified staff due with a faculty chief librarian?)

6. Are there any questions I should have asked you that I didn’t in getting a “feel” for community college library administrative practices?
REFERENCES


Diablo Valley College (2013, October). *Diablo Valley College Library Manager Survey* [data set].


