



# Career Paths and Perceived Leadership Development of Academic Library Directors at Baccalaureate Institutions: Positions, Department Experience, and Skill Development

*Colleen S. Harris\**

Much of the discussion of the academic library directorship focuses on ARL Libraries,<sup>1</sup> with little mention of smaller institutions. However, institutions at the master's and baccalaureate level have just as great a need for effective leadership, and there are notably more of these institutions than doctoral-granting institutions. Academic libraries must respond to the need for succession planning,<sup>2</sup> and in doing so be able to describe and evaluate the leadership skills and qualities of candidates. Gabrielle Kai Wa Wong conducts a thorough review of literature on academic library leadership and leadership development, and notes that there is little agreement on a definition of leadership in the library literature.<sup>3</sup> One area of leadership studies she notes is measuring leadership by competencies. Harris-Keith takes a competency approach to leadership development, focusing on the development of 25 skills and 25 qualities of library leadership.<sup>4</sup> Others have detailed what competencies should be examined for library leadership,<sup>5</sup> but we have little reference to when and where librarians develop these leadership competencies.

Professional leadership development opportunities abound, both within professional organizations and as stand-alone opportunities. Without an understanding of what leadership skill and quality development opportunities are lacking along the path to the academic library directorship, these opportunities are not likely to be of use. Leadership development is crucial for a profession that prides itself on promoting critical thinking, and is crucial as we choose those who will next lead our institutions in an era of digital transformation and budgetary uncertainty.

This study intends to illuminate the academic library work histories of library directors at baccalaureate institutions. While the leadership literature focusing on academic libraries is increasing, there is still little data to help guide the career paths of academic librarians at the beginning of their careers. Mentorship is one method the discipline depends heavily upon,<sup>6</sup> but personal grooming and “anecdotal” do not necessarily represent the reality of the paths to directorship. While there is some work detailing what the application process is like and what being a new academic library director is like,<sup>7</sup> what the profession needs is evidence-based leadership skill development. Starting with the end goal in mind and building a plan for how to get there is the most effective way to get to an end goal.<sup>8</sup> For the library profession, knowing what leadership skills and qualities are essential to

---

\* *Colleen S. Harris is Digital & Data Services Librarian at California State University Channel Islands, email: [colleen.harris@csuci.edu](mailto:colleen.harris@csuci.edu)*

success in the directorship position should lead us to mapping the development of leadership skills and qualities on the way to the directorship so that aspiring directors can make good choices about professional development and career tracks.

## Methodology and Demographic Data

This article combines two studies, a study of the work histories and perceptions of professional development of academic library directors at master's granting institutions,<sup>9</sup> and the application of an abbreviated version of the same survey using baccalaureate institutions as the population of interest. The intent is to explore whether there are any differences in career paths and perceptions of leadership development between the two populations.

The study was designed to address five research questions:

1. Which of the respondents' last five positions previous to their directorship are most often represented on the path to the academic library directorship?
2. Which of the previously held positions are perceived to have helped prepare directors most for the leadership skills and qualities required of the position?
3. Is the perception of leadership skill and quality development equal across departmental experience?
  - a. If not, which departments are perceived to have offered better leadership development opportunity?
4. What leadership skills and qualities are *most* likely to be developed in the career paths of academic library directors at baccalaureate institutions?
5. What leadership skills and qualities are *least* likely to be developed in the career paths of academic library directors at baccalaureate institutions?

Of 724 master's granting institutions listed in the Carnegie data,<sup>10</sup> contact information was found for 666 library directors. Using Qualtrics survey software, the Academic Library Director Skills and Qualities Survey was distributed to 666 library directors, and 296 responses were received (a 40.66% response rate). Of the 811 baccalaureate institutions listed in the Carnegie data, 597 email addresses for directors were located. A slightly abbreviated version of the Academic Library Director Skills and Qualities Survey<sup>11</sup> was distributed, and responses were collected. Collected data were exported from Qualtrics into excel and SPSS software where calculations were run.

### Library Director Demographics

For the baccalaureate responses, a majority of the respondents identified as female (66% at baccalaureate institutions and 61.11% at master's institutions), belying Olin & Millett's 2015 assertion of a gender gap in library leadership.<sup>12</sup> An overwhelming number identified as White (85.22% for baccalaureate directors and 90.31% for directors at master's granting institutions), reflecting a profession that has had difficulty encouraging diversity in its recruitment and retention.<sup>13</sup>

| Variable  | Value             | Frequency | Percent of Total |
|-----------|-------------------|-----------|------------------|
| Gender    | Male              | 75        | 32.61            |
|           | Female            | 152       | 66.09            |
|           | Prefer Not to Say | 3         | 1.30             |
|           | Total             | 230       | 100              |
| Ethnicity | African American  | 11        | 4.78             |
|           | Black             | 2         | 0.87             |
|           | White             | 196       | 85.22            |
|           | Hispanic          | 10        | 4.35             |
|           | Asian             | 3         | 1.30             |
|           | Multiethnic       | 3         | 1.30             |
|           | Prefer Not to Say | 5         | 2.17             |
| Total     | 230               | 99.99     |                  |

Note: The descriptive statistics for this table do not include responses left blank by respondents

**TABLE 2**  
**Demographics of Respondents**  
**(Master's Institutions)**

| Variable  | Value                  | Frequency | Percent of Total |
|-----------|------------------------|-----------|------------------|
| Gender    | Male                   | 112       | 38.89            |
|           | Female                 | 176       | 61.11            |
|           | Total                  | 288       | 100              |
| Ethnicity | African-American       | 10        | 3.46             |
|           | White                  | 261       | 90.31            |
|           | Hispanic               | 6         | 2.08             |
|           | Asian                  | 4         | 1.38             |
|           | Other (Please specify) | 8         | 2.77             |
|           | Total                  | 289       | 100              |

*Note.* The descriptive statistics for this table do not include responses left blank by respondents

**Research Question 1: Positions Occurring Most Frequently on the Path to Directorship**

Research question one asked which of the respondents' last five positions prior to the directorship are most often represented on the path to the academic library directorship. This question teases out commonalities in professional experience, and provides preliminary data for career path analysis. Respondents offered 533 open-ended survey responses about previous position titles and the library department associated with the position. The position (department head or chair, librarian, or staff, for example) and the department both carry crucial information about the experience. For that reason, titles were combined with corresponding department per the instrument.

Table 3 aggregates the collection of directors' previous positions organized by title and department. The table includes a list of all positions appearing in baccalaureate director work histories, and the frequency with which those positions appear across all directors' work histories. The 533 positions/titles/departments reported are listed in Table 4.

**TABLE 3**  
**Frequency Table of Baccalaureate Library Director Previous Positions**

| Position Title                                  | Frequency | Percentage of Total |
|---|-----------|---------------------|
| Library Director                                | 115       | 21.58               |
| Assistant Library Director                      | 49        | 9.19                |
| (Administrator Positions, Total)                | (164)     | (30.77)             |
| Head, Access Services                           | 6         | 1.13                |
| Head, Archives                                  | 3         | 0.56                |
| Head, Collection Development                    | 5         | 0.93                |
| Head, Digital Library Services                  | 3         | 0.56                |
| Head, Information Technology                    | 5         | 0.93                |
| Head, Multiple Departments                      | 12        | 2.25                |
| Head, Other                                     | 13        | 2.44                |
| Head, Public Services                           | 19        | 3.56                |
| Head, Reference and Instructional Services      | 22        | 4.13                |
| Head, Special Collections                       | 7         | 1.31                |
| Head, Technical Services                        | 26        | 4.88                |
| (Head Positions, Total)                         | (121)     | (22.70)             |
| Librarian, Access Services                      | 6         | 1.13                |
| Librarian, Archives                             | 2         | 0.38                |
| Librarian, Collection Development               | 2         | 0.38                |
| Librarian, Digital Library Services             | 2         | 0.38                |
| Librarian, IT                                   | 4         | 0.75                |
| Librarian, Multiple Departments                 | 11        | 2.06                |
| Librarian, Other                                | 16        | 3.00                |
| Librarian, Public Services                      | 13        | 2.44                |
| Librarian, Reference and Instructional Services | 84        | 15.76               |
| Librarian, Special Collections                  | 2         | 0.38                |
| Librarian, Technical Services                   | 23        | 4.32                |
| (Librarian Positions, Total)                    | (165)     | (30.98)             |
| Staff   | 83        | 15.57               |
| Total (N)                                       | 533       | 100                 |

*Note.* Although 232 respondents completed the survey, the totals above reflect the number that answered. In addition, if respondents chose "Not Applicable/ No Previous Position," the programmed survey logic disallowed answers for positions further in the past. The descriptive statistics for this table do not include blank responses.

Table 4 aggregates the work histories of directors at master's granting institutions.

| <b>TABLE 4</b>  |                  |                            |
|---|------------------|----------------------------|
| <b>Frequency Table of Master's Library Director Previous Positions</b>  |                  |                            |
| <b>Position Title</b>   | <b>Frequency</b> | <b>Percentage of Total</b> |
| Library Director  | 150              | 17.10                      |
| Assistant Library Director  | 75               | 8.55                       |
| Head, Access Services   | 23               | 2.62                       |
| Head, Advancement/Development   | 1                | 0.11                       |
| Head, Archives  | 1                | 0.11                       |
| Head, Collection Development  | 14               | 1.60                       |
| Head, Digital Library Services  | 6                | 0.68                       |
| Head, Information Technology  | 12               | 1.37                       |
| Head, Multiple  | 24               | 2.74                       |
| Head, Other   | 65               | 7.41                       |
| Head, Outreach  | 1                | 0.11                       |
| Head, Reference & Instruction   | 43               | 4.90                       |
| Head, Special Collections/Rare Books/Manuscripts  | 7                | 0.80                       |
| Head, Technical Services  | 34               | 3.88                       |
| (Head Positions, Total)   | (231)            | (26.34)                    |
| Librarian—Access Services   | 25               | 2.85                       |
| Librarian—Administration  | 4                | 0.46                       |
| Librarian—Archives  | 3                | 0.34                       |
| Librarian—Collection Development  | 12               | 1.37                       |
| Librarian—Digital Library Services  | 3                | 0.34                       |
| Librarian—Information Technology  | 10               | 1.14                       |
| Librarian—Multiple  | 40               | 4.56                       |
| Librarian—Other   | 63               | 7.18                       |
| Librarian—Outreach  | 1                | 0.11                       |
| Librarian—Reference & Instruction   | 133              | 15.17                      |
| Librarian—Special Collections/Rare Books/Preservation   | 4                | 0.46                       |
| Librarian—Technical Services  | 53               | 6.04                       |
| (Librarian Positions, Total)  | (351)            | (40.02)                    |
| Staff   | 70               | 7.98                       |
| Total (N)   | 877              | 100                        |
| <p>Note. Although 296 respondents completed the survey, the totals above reflect the number that answered. In addition, if respondents chose "Not Applicable/No Previous Position," the programmed survey logic disallowed answers for positions further in the past. The descriptive statistics for this table do not include the blank responses.</p> |                  |                            |

**Research Question 2: Positions Perceived to Have Best Prepared Leaders**

Research Question 2 asked which of the previous positions held by the respondents are perceived to have helped prepare directors the most for the leadership skills and qualities required of the directorship? To answer this question, data was collected on the respondents’ most recent three positions prior to their current directorships. For each of these positions, respondents chose on a Likert scale how often they exercised a particular leadership skill or quality in that position. Each leadership and quality skillset of 25 items was converted to a total composite score between 0 and 100, and responses were ordered highest to lowest for all academic library positions. Positions having higher reported composite scores (with maximum potential scores of 100) reflected the perception that those positions helped respondents better develop the leadership skills and qualities addressed in the survey. For the purposes of this research, a score of 90 points or higher indicates that respondents perceived a position to be highly likely to allow participants to develop their leadership skills and/or qualities. Table 5 summarizes this data for positions receiving scores of 90 or higher for the directors at baccalaureate institutions, Table 6 summarizes the data for master’s granting institutions.

| Position Title            | Frequency | % of Total |
|---------------------------|-----------|------------|
| Director                  | 2         | 33.33      |
| Assistant Director        | 1         | 16.67      |
| Head, Special Collections | 1         | 16.67      |
| Head, Other               | 1         | 16.67      |
| Librarian, Other          | 1         | 16.67      |

| Position Title             | Frequency | % of Total |
|----------------------------|-----------|------------|
| Library Director           | 11        | 64.72      |
| Assistant Library Director | 1         | 5.88       |
| Head, Access Services      | 1         | 5.88       |
| Head, Multiple             | 1         | 5.88       |
| Head, Special Collections  | 1         | 5.88       |
| Librarian—Other            | 2         | 11.76      |
| Total                      | 17        | 100        |

*Note.* Although 296 respondents completed the survey, the totals above reflect the number that answered. In addition, if respondents chose “Not Applicable/No Previous Position,” the programmed survey logic disallowed answers for positions further in the past. The descriptive statistics for this table do not include the blank responses.

Surprisingly, for baccalaureate directors, despite 499 responses to the questions regarding leadership skill development, only 5 positions rose to the level of 90 points or higher in composite scores for baccalaureate directors. We might take this to mean that there is a distinct and concerning lack of leadership skill development opportunity in previous positions along the career paths for academic library directors at baccalaureate institutions.

For directors at master’s granting institutions, respondents indicated that 17 library positions reached high scores (composite scores of 90 and above) for the perceived opportunity to exercise leadership skills. More than 65% of those positions were academic library directorships, meaning that respondents perceived that the greatest opportunity to exercise leadership skills occurred only once they were library directors. It may be of note that the position of Head of Special Collections appeared in both master’s and baccalaureate data as perceived to offer significant leadership skill development.

**Research Question 3: Positions Perceived to Offer More Leadership Skill Development**

The data offer us the opportunity to distinguish whether there is a general perception by academic library directors that there are differences in leadership skill and quality development by department. Research Question 3 asked: Is the perception of library leadership skill and quality development equal across departmental

experience? The service departments used in the analysis included Access Services, Administration, Archives, Collection Development, Digital Library Services, Reference and instructional Services, Information Technology, Public Services, Special Collections, Technical Services, Multiple, and Other. The Levene statistic was run in SPSS to test the assumption of the equality of variances, and there was no significant difference between the variances of the composite scores of the population. The Levene statistic is not significant, indicating that there is no significant difference between the variances of composite scores in the population. Given that the assumption of homogeneity of variance was met, the ANOVA test can be used to determine if there are significant differences between groups. The data indicate there is at least one significant difference between library departments when it comes to perceived development of leadership skills, however there is no discernable difference between library departments when it comes to development of leadership qualities. This tells us two things with regard to research question 3: yes, perceptions of library leadership *quality* development is equal across department experience; and no, perception of library leadership *skill* development is not equal across departmental experience. We might have expected this, given the uniformly high scores respondents offered for leadership quality development opportunities.

Using the post-hoc Bonferroni test, each pairing was reviewed to see which pairings have significantly different perceptions of leadership skill development opportunities. Only two pairings were found to have significant differences: work in administration was perceived to offer more development opportunity than work in reference and instructional services ( $p < .002$ ), and work in administration was perceived to offer greater development opportunity than work in technical services ( $p < .000$ ).

This does not differ significantly from the perceptions of directors at master's granting institutions, where positions in administration (director and assistant director) were perceived to develop leadership skills more effectively than positions in collection development, access services, reference and instruction, and technical services.

### ***Research Questions 4 and 5: Leadership Skills Most and Least Likely to Be Developed***

Research Question 4 asked what skills are most likely to be developed along the career paths of academic library directors, and Research Question 5 asked which skills are most likely to be developed. These questions can both be answered by finding the mean Likert value for each leadership skill and quality, which are listed in Table 9. As noted earlier, there is no significant variation in leadership *quality* scores—softer skills such as being approachable, flexibility, good listener; respondents from both populations indicated the ability to develop these qualities at high rates across the board regardless of position. There was only statistically significant difference in the opportunity to develop leadership skills.

Per Table 7, eight skills fall below the 2.0 mark for directors at baccalaureate institutions (Occasionally/Sometimes according to the Likert scale measuring how often the skill was exercised in a particular position) in leadership skills, making them the least likely to be developed. These include Budget Management, Compliance Issues, Cultural Diversity, Facilities Planning, Fundraising/Donor Relations, Legal Issues, School Safety Issues, and Strategic Planning. While five of these (Compliance Issues, Facilities Planning, Legal Issues, and School Safety Issues) mirror the least-developed leadership skills in directors at master's-granting universities (Harris-Keith, 2016), of note is that Budget Management, Cultural Diversity, and Strategic Planning are considered weaker developmental points in the leadership skill development of directors at smaller institutions. According to the table, the leadership skills most likely to be developed along a baccalaureate director's career are Computer Technology, Decision-Making, Problem-Solving, and Time Management, which mirror the leadership skills most likely to be developed in the career paths of directors at master's granting institutions.

**TABLE 7**  
**Average Leadership Skill and Quality Scores**

| <b>Leadership Skill (Baccalaureate)</b> | <b>Average Score Across Past 3 Positions (Bacc)</b> | <b>Leadership Skill (Master's)</b> | <b>Average Score Across Past 3 Positions (Master's)</b> |
|---|---|------------------------------------|---|
| Allocating Resources                    | 2.19  | Allocating Resources               | 2.4   |
| Budget Management                       | 1.97  | Budget Management                  | 2.21  |
| Building Community Partnerships         | 2.16  | Building Community Partnerships    | 2.19  |
| Building Teamwork                       | 2.73  | Building Teamwork                  | 2.92  |
| Business Ethics                         | 2.24  | Business Ethics                    | 2.44  |
| Community Relations                     | 2.17  | Community Relations                | 2.08  |
| Communicating Expectations              | 2.71  | Communicating Expectations         | 2.86  |
| Compliance Issues                       | 1.70  | Compliance Issues                  | 1.81  |
| Computer Technology                     | 3.06  | Computer Technology                | 3.06  |
| Conflict Resolution                     | 2.14  | Conflict Resolution                | 2.31  |
| Cultural Diversity                      | 1.94  | Cultural Diversity                 | 2.01  |
| Decision-Making                         | 3.18  | Decision-Making                    | 3.34  |
| Enforcing Policies and Procedures       | 2.91  | Enforcing Policies and Procedures  | 2.98  |
| Faculty and Staff Development           | 2.14  | Faculty and Staff Development      | 2.41  |
| Facilities Planning                     | 1.70  | Facilities Planning                | 1.83  |
| Fundraising/Donor Relations             | .083  | Fundraising/Donor Relations        | 0.85  |
| Legal Issues                            | 1.15  | Legal Issues                       | 1.23  |
| Managing Change                         | 2.53  | Managing Change                    | 2.84  |
| Problem Solving                         | 3.33  | Problem Solving                    | 3.39  |
| Program Evaluation                      | 2.09  | Program Evaluation                 | 2.15  |
| School Safety Issues                    | 1.00  | School Safety Issues               | 1.01  |
| Strategic Planning                      | 1.88  | Strategic Planning                 | 2.12  |
| Student-Focused Learning                | 2.22  | Student-Focused Learning           | 2.33  |
| Time Management                         | 3.08  | Time Management                    | 3.33  |
| Vision Articulation                     | 2.10  | Vision Articulation                | 2.3   |

**Discussion**

The data clearly demonstrate that directors perceive development of important leadership skills to happen more often at the director level than at other positions in librarianship. Despite the fact that it is indeed what the data indicate, it seems unhelpful to recommend to aspiring directors that the best thing they can do to prepare for the directorship and develop crucial leadership skills is...to become a director.

It should greatly concern the profession that library directors at baccalaureate institutions perceive themselves as significantly weak in developing budget management, cultural diversity, and strategic planning skills. Budget management and strategic planning are essential elements of leading an organization like the college or university library. If we are to be prepared for the massive changes in technology and education delivery happening now and bound to happen in the future, our leadership needs to be able to plan to take advantage of these changes for the benefit of their institutions. The lack of preparation in cultural diversity skills is particu-

larly crucial in a profession that is disturbingly white in its makeup, and for baccalaureate level directors whose constituents in terms of faculty, staff, and students are likely diverse in character. It is alarming that the bulk of directors find themselves ill-prepared to exercise skills related to diversity.

The data indicate that we are not growing our leaders as we should, and that our leaders are lacking in key skillsets—which means our libraries are lacking key skillsets as we engage with our stakeholders. We must insist that our profession associations take into account the skills required for leadership positions, that they map professional development offerings to those needs, and that they make the development opportunities available to those working at the librarian level, not just in higher administrative positions.

## Endnotes

1. William L. Cohn “An Overview of ARL Directors, 1933-1973,” *College & Research Libraries*, 37, no. 2 (1976): 137-144; Peter Hernon, Ronald R. Powell, and Arthur P. Young. “University Library Directors in the Association of Research Libraries: The Next Generation, Part One,” *College & Research Libraries*, 62, no. 2 (2001): 116-145; Peter Hernon, Ronald R. Powell, and Arthur P. Young, “University Library Directors in the Association of Research Libraries: The Next Generation, Part Two,” *College & Research Libraries*, 63, no. 1 (2002): 73-90; Peter Hernon, “Becoming a University Library Director,” *Library & Information Science Research*, 33, no. 4 (2011): 276-283; Arthur M. McAnally and Robert B. Downs. “The Changing Role of Directors of University Libraries,” *College & Research Libraries*, 34, no. 2 (1973): 103-125; Dana C. Rooks, “Terms for Academic Library Directors,” *Library Trends*, 43, no. 1 (1994): 47-61.
2. Quinn Galbraith, Sara D. Smith, and Ben Walker, “A Case for Succession Planning: How Academic Libraries are Responding to the Need to Prepare Future Leaders,” *Library Management*, 34, no. 4/5 (2001): 221-240.
3. Gabrielle Ka Wai Wong, “Leadership and Leadership Development in Academic Libraries: A Review,” *Library Management*, 38, no. 2/3 (2017): 153-166.
4. Colleen S. Harris-Keith, “The Relationship Between Academic Library Department Experience and Perceptions of Leadership Skill Development Relevant to Academic Library Directorship,” *Journal of Academic Librarianship*, 41, no. 3 (2015): 246-263; Colleen S. Harris-Keith, “What Academic Library Leadership Lacks: Leadership Skills Directors are Least Likely to Develop, and Which Positions Offer Development Opportunity,” *Journal of Academic Librarianship*, 42, no. 4 (2016): 313-318.
5. Shorelette Ammons-Stephens, Holly J. Cole, Keisha Jenkins-Gibbs, Catherine Fraser Riehle, and William H. Weare Jr. “Developing Core Leadership Competencies for the Library Profession,” *Library Leadership and Management*, 23(2), no. 2 (2009): 63-74; Gary Neil Fitsimmons, “Academic Library Directors in the Eyes of Hiring Administrators: A Comparison of the Attributes, Qualifications, and Competencies Desired by Chief Academic Officers with Those Recommended by Academic Library Directors,” *Advances in Library Administration and Organization*, 26, (2008): 265-315; William A. Garrett, “Evaluation of the Skills and Qualities for a Senior Library Director,” PhD diss, Nova Southeastern University, 2009; Suzanne H. Mahmoodi, & Geraldine King. “Identifying Competencies and Responsibilities of Top Management Teams in Public Libraries,” *Minnesota Libraries*, 30 (1991): 26-32.
6. Deborah Hicks, “The Practice of Mentoring: Reflecting on the Critical Aspects for Leadership Development,” *The Australian Library Journal*, 60, no. 1 (2011): 66-74.
7. Herson, 2011.
8. Peter M. Senge, *The fifth discipline: The art and practice of the learning organization* (2<sup>nd</sup> edition). New York: Doubleday, 2006.
9. Harris-Keith, 2016.
10. Carnegie Foundation. “Carnegie Classifications basic classification,” *Carnegie Foundation*. Last modified 2015. <http://classifications.carnegiefoundation.org/descriptions/basic.php>
11. Harris-Keith, 2015.
12. Jessica Olin and Michelle Millet, “Gendered Expectations for Leadership in Libraries,” *In the Library with the Lead Pipe*. Last modified November 15, 2015. <http://www.inthelibrarywiththeleadpipe.org/2015/libleadgender/>
13. Johnnique B. Love, “The Assessment of Diversity Initiatives in Academic Libraries,” *Journal of Library Administration*, 33, no 1-2 (2001): 73; Neely, Teresa Y. Neely, and Lorna Peterson, “Achieving Racial and Ethnic Diversity Among Academic and Research Librarians: The Recruitment, Retention, and Advancement of Librarians of Color—A White Paper,” *College & Research Libraries News*, 68, no. 9 (2007): 562-565; Julie Biando Edwards, “Diversity Plans for Academic Libraries: An Example from the University of Montana,” *Library Leadership & Management*, 29(2), no. 2 (2015): 1-15; Jenny Lynne Semenza, Regina Koury, and Sandra Shropshire, S. (2017). “Diversity at Work in Academic Libraries 2010-2015: An Annotated Bibliography,” *Collection Building*, 36, no. 3 (2017): 89-95; Angela Boyd, Yolanda Blue, and Suzanne Im, “Evaluation of Academic Library Residency Programs in the United States for Librarians of Color,” *College & Research Libraries*, 78, no. 4 (2017): 472-511.



## References

- Ammons-Stephens, Shorelette., Holly J. Cole, Keisha Jenkins-Gibbs, Catherine Fraser Riehle, and William H. Weare Jr., "Developing Core Leadership Competencies for the Library Profession," *Library Leadership and Management*, 23(2), no. 2 (2009): 63-74.
- Biando Edwards, Julie. "Diversity Plans for Academic Libraries: An Example from the University of Montana," *Library Leadership & Management*, 29(2), no. 2 (2015): 1-15.
- Boyd, Angela, Yolanda Blue, and Suzanne Im. "Evaluation of Academic Library Residency Programs in the United States for Librarians of Color," *College & Research Libraries*, 78, no. 4 (2017): 472-511.
- Carnegie Foundation. "Carnegie Classifications basic classification," *Carnegie Foundation*. Last modified 2015. <http://classifications.carnegiefoundation.org/descriptions/basic.php>
- Cohn, William L. "An Overview of ARL Directors, 1933-1973," *College & Research Libraries*, 37, no. 2 (1976): 137-144.
- Fitsimmons, Gary Neil. "Academic Library Directors in the Eyes of Hiring Administrators: A Comparison of the Attributes, Qualifications, and Competencies Desired by Chief Academic Officers with Those Recommended by Academic Library Directors," *Advances in Library Administration and Organization*, 26, (2008): 265-315.
- Galbraith, Quinn, Sara D. Smith, and Ben Walker. "A Case for Succession Planning: How Academic Libraries are Responding to the Need to Prepare Future Leaders," *Library Management*, 34, no. 4/5 (2001): 221-240.
- Garrett, William A. "Evaluation of the Skills and Qualities for a Senior Library Director," PhD diss, Nova Southeastern University, 2009.
- Harris-Keith, Colleen S. "The Relationship Between Academic Library Department Experience and Perceptions of Leadership Skill Development Relevant to Academic Library Directorship," *Journal of Academic Librarianship*, 41, no. 3 (2015): 246-263.
- . "What Academic Library Leadership Lacks: Leadership Skills Directors are Least Likely to Develop, and Which Positions Offer Development Opportunity," *Journal of Academic Librarianship*, 42, no. 4 (2016): 313-318.
- Hernon, Peter. "Becoming a University Library Director," *Library & Information Science Research*, 33, no. 4 (2011): 276-283.
- Hernon, Peter, Ronald R. Powell, and Arthur P. Young. "University Library Directors in the Association of Research Libraries: The Next Generation, Part One," *College & Research Libraries*, 62, no. 2 (2001): 116-145.
- . "University Library Directors in the Association of Research Libraries: The Next Generation, Part Two," *College & Research Libraries*, 63, no. 1 (2002): 73-90.
- Hicks, Deborah. "The Practice of Mentoring: Reflecting on the Critical Aspects for Leadership Development," *The Australian Library Journal*, 60, no. 1 (2011): 66-74.
- Le, Binh P. "Academic Library Leadership in the Digital Age," *Library Management*, 36, no. 4/5 (2015): 300-314.
- Love, Johnique B. "The Assessment of Diversity Initiatives in Academic Libraries," *Journal of Library Administration*, 33, no 1-2 (2001): 73-.
- McAnally, Arthur M., and Robert B. Downs. "The Changing Role of Directors of University Libraries," *College & Research Libraries*, 34, no. 2 (1973): 103-125.
- Mahmoodi, Suzanne H., & Geraldine King. "Identifying Competencies and Responsibilities of Top Management Teams in Public Libraries," *Minnesota Libraries*, 30 (1991): 26-32.
- Neely, Teresa Y., and Lorna Peterson. "Achieving Racial and Ethnic Diversity Among Academic and Research Librarians: The Recruitment, Retention, and Advancement of Librarians of Color—A White Paper," *College & Research Libraries News*, 68, no. 9 (2007): 562-565.
- Olin, Jessica, & Millet, Michelle. "Gendered Expectations for Leadership in Libraries," *In the Library with the Lead Pipe*. Last modified November 15, 2015. <http://www.intheLibrarywiththeleadpipe.org/2015/libleadgender/>
- Rooks, Dana C. (1994). "Terms for Academic Library Directors," *Library Trends*, 43, no. 1 (1994): 47-61.
- Semenza, Jenny Lynne, Regina Koury, and Sandra Shropshire, S. (2017). "Diversity at Work in Academic Libraries 2010-2015: An Annotated Bibliography," *Collection Building*, 36, no. 3 (2017): 89-95.
- Senge, Peter M. *The fifth discipline: The art and practice of the learning organization* (2<sup>nd</sup> edition). New York: Doubleday, 2006.
- Wong, Gabrielle Ka Wai. "Leadership and Leadership Development in Academic Libraries: A Review," *Library Management*, 38, no. 2/3 (2017): 153-166.
- Young, Arthur P., Ronald R. Powell, and Peter Hernon. "Attributes for the Next Generation of Library Directors," Paper presented at the 11th Annual Association of College and Research Libraries National Conference, Charlotte, NC, 2003.