

The Nexus Project: Spanning Boundaries to Transform Library Leadership

ABSTRACT

Libraries face a critical moment of redefinition as technical and social transformations dramatically impact and disrupt the communication channels through which information is acquired, accessed, and preserved. Shrinking budgets, changing user expectations, and competition from commercial information specialists place heavy demands on library leaders to transform their institutions to meet the needs of their increasingly digital, active, and globally curious 21st century communities. Libraries in every sector are called upon to *reshape and restructure*, not just their staffing models, but also their missions, goals, services, and partnerships. Such large-scale, accelerated transformations at both the organizational and field levels will best be achieved if strong networks of leaders work in alignment towards shared goals.

There have been many efforts over the last two decades to train library leaders (workshops, seminars, institutes, fellows programs), and the outcomes of these training efforts have varied. Studies conducted by CLIR and InfoPeople show that while some these efforts may be working, they do not yet meet the breadth and depth of the demand within the field. To date, there has been little consistency in curriculum development and evaluation practices across these leadership-training programs. And although individual training programs have often documented their work through white papers and articles, there is a relative lack of comparison-based documentation regarding the breadth and depth of this existing spectrum of leadership training activities, especially across library sectors (academic, public, government, private, archival). This proposal addresses the need for documentation of existing practices, cross-germination across leadership training groups, and the creation of a strong, extensible foundation to train and evaluate boundary-spanning leaders for the 21st century library field.

The Educopia Institute, in close collaboration with the Center for Creative Leadership, OCLC, PLA, ARL, and ILSOS, seeks funding for a one-year planning initiative (Oct 1, 2013-Sept 30, 2014) that would bring together a network of advisors across library sectors to accomplish the following work:

1. **Cross-Sector Review.** The project team will conduct interviews and a literature review with five library sectors (academic, public, private, government, archival). We will document library leadership training programs (including evaluation methods), mark gaps and opportunities, compare offerings to leadership training in other fields, and note extensible training/evaluation models. **Outcome:** Report.
2. **Impact Assessment.** We will conduct focus groups with these five sectors to establish the core challenges faced by each and the leadership competencies that are needed to respond to these challenges. Findings will be synthesized to document these needs by- and across- sectors, and to establish where common challenges mark collaborative opportunities. **Outcome:** Impact Assessment.
3. **Network Building.** The project will assemble a team (virtually and in-person) that includes communities in *and beyond* the library field. Using the Cross-Sector Review and the Impact Assessment, they will begin charting a pathway forward, and they will model how to work across boundaries to build leadership networks to promote transformative change. **Outcome:** Cross-sector relationship building and cross-pollination work.
4. **Program Design.** The partners and project team will design a national, cross-sector leadership-training approach (core curriculum and evaluation design) that addresses common challenges and competencies around transformational leadership within the library field. This will enhance, not replace, a broad range of training initiatives and provide a common core for evaluation. **Outcome:** Program plan and proposal(s) for future implementations within and across sectors.

The Nexus Project: Spanning Boundaries to Transform Library Leadership

NARRATIVE

1. STATEMENT OF NEED

Libraries are facing a critical moment that holds serious consequences for the future of the institution. The notion of “the public good,” so valued in the early years of the 20th century, has been undermined in recent decades by a wide range of factors: globalization, the concentration of income/wealth in few hands, and an intense budget deficit among others.¹ Private interests increasingly compete with public institutions in ways we can expect to have a direct impact on the future—and future form(s)—of the Library. As Harvard’s John Palfrey famously summarized at a recent Leadership Institute, “Google and Amazon – they’re eating the lunch of libraries. It’s time to get in front of the mob and call it a parade.”²

Compounding these pressures, libraries continue to struggle with the ongoing print-to-digital paradigm shift. The use of printed materials is on a steep decline, as user communities engage with networked digital content.³ Libraries are finding that practices established over centuries for managing analog and physical materials simply do not translate fluidly into the management and care of digital content.⁴ Experimentation, often encouraged through grant funding, has at its best laid the groundwork for important field-wide changes, but these large-scale changes are difficult to achieve due to a lack of investment dollars, a lack of trained staff, organizational resistance, and perhaps most of all, a lack of shared vision and goals across the field.

The decisions libraries make today about their practices and priorities are crucial to the future of the institution *and* to the informed communities they cultivate and serve. These decisions will either establish the centrality of the Library to 21st century users as a trusted producer, manager, and preservation agent for content *or*, alternatively, these decisions may relegate the Library to a much-reduced role as a middleman, lacking in ownership or control of content.

Libraries play an important role as a trusted force in society, one that helps inform and educate U.S. citizens. As the Institute of Museum and Library Services notes in its 2012-2016 Strategic Plan, “Libraries and museums are not luxuries; they are fundamental to supporting the civic life and well-being of our nation.”⁵ If the Library does not maintain its standing and impact in our increasingly privatized environment, information and data likely will become restricted, expensive commodities rather than available resources. American citizens and, by extension, American society, will suffer accordingly as education, work, and knowledge become harder to attain, particularly for disenfranchised groups.

The stakes are high. The competing concepts of “information as commodity” versus “information as public good” have dramatically different implications for future generations of information managers and users. In this critical moment, library leaders are forging pathways that significantly inform our nation’s future.

¹ Robert B. Reich (2012). “The Decline of the Public Good.” <http://robertreich.org/post/15331903866> (Accessed 7-27-2013).

² Harvard Headlines. “Digital Future of Academic Libraries Focus of PPE Institute.” Remark made at Harvard’s Leadership Institute for

² Harvard Headlines. “Digital Future of Academic Libraries Focus of PPE Institute.” Remark made at Harvard’s Leadership Institute for Academic Librarians, 2010. <http://www.gse.harvard.edu/news-impact/2010/08/digital-future-of-academic-libraries-focus-of-ppe-institute/> (Accessed 08-05-2013).

³ Rick Anderson (2013). “Can’t Buy Us Love.” *Ithaka S+R Issue Briefs*. <http://www.sr.ithaka.org/blog-individual/cant-buy-us-love-rick-anderson-kicks-new-ithaka-sr-issue-briefs-series> (Accessed 8-7-2013).

⁴ Tyler Walters and Katherine Skinner (2011). “New Roles for New Times: Digital Curation for Preservation.” *ARL* <http://www.arl.org/rtl/plan/nmt/> (Accessed 3-15-2012).

⁵ IMLS Strategic Plan 2012-16. <http://www.ims.gov/assets/1/AssetManager/StrategicPlan2012-16.pdf> (Accessed 08-05-2013).

Training 21st Century Library Leaders

In this volatile environment, leadership training opportunities for librarians abound. Consortia, individual libraries, and non-profits serving the core library sectors (academic, public, private, government, and archival) provide dozens of institutes, workshops, on-line and blended programs, and other training offerings each year.⁶ These training programs have varied widely, as have their results. Studies show that these opportunities do not yet meet the breadth and depth of the demand within the field.⁷ There are still not enough leaders to fill top- and middle-management positions, let alone to transform our field to meet the needs of 21st-century communities.

Studies have not yet demonstrated the impact of these far-ranging programs, nor have they documented which library leadership areas remain underserved by existing offerings. Most evaluations have taken place at the program level, and these have been conducted using a wide variety of evaluation methodologies and practices—some rigorous, and others far less so.⁸ To date, although a few of these projects and programs have produced brief environmental scans of these leadership-training opportunities, none has produced a comprehensive assessment of this activity, either within a specific library sector (e.g., academic libraries or public libraries) or across these communities.⁹

Even so, U.S. investments in leadership training endeavors continue to increase, with foundations, grant agencies, and consortia all focusing significant effort and resources toward improving the leadership capacity of the field. The Institute of Museum and Library Services and the Bill & Melinda Gates Foundation, along with other agencies and foundations, provide millions each year to existing programs and new program designs around library leadership topics. This continues to be defined as a high funding priority for IMLS and the Gates Foundation in particular. For example, in 2013, the Bill & Melinda Gates Foundation/WebJunction issued a *Global Libraries Report* based on research conducted with 3,000 public library respondents. These respondents named “visionary, effective leadership” as one of the top two key attributes of future libraries. The top two funding priorities recommended to the Global Libraries Initiative in support of this attribute were collaborative efforts between/among libraries and training and skills development.¹⁰ Likewise, IMLS’s Strategic Plan 2012-2016 focuses an objective of Strategic Goal #1 explicitly around supporting training and development of museum and library leadership so that they can meet the needs of diverse users in a time of fast-paced change.¹¹

To ensure that our national investment in leadership has the greatest possible impact, we need to gather and publish concrete data demonstrating the specific challenges addressed in different programs and their successes in equipping leaders to overcome those challenges. Library leadership training programs need tools and techniques that will help them to provide consistent, evidence-based information about the post-training impacts they have on both *participants* and the *communities those participants influence*. This would provide critical data for national decision-making. With greater consistency, it will be easier to demonstrate the success of these programs and also to justify the continued investment in these programs. It will also be more likely that funders and program directors alike will coordinate their resources toward common goals to reach greater efficiencies and better results.

⁶ There is no single source documenting all of these opportunities, but ALA’s website provides links to the most prominent offerings: <http://www.ala.org/offices/hrdr/abouthrdr/hrdrliasoncomm/otld/leadershiptraining> (Accessed 8-5-2013). Among the best respected programs are the Frye Institute (now the Leading Change Institute), ACRL/Harvard’s Leadership Institute; ARL’s Fellows programs; Illinois’s new I LEAD U program; and California State Library/InfoPeople’s institutes, but there are dozens of opportunities held across the country every year.

⁷ Holly Hinman and Joan Frye Williams (2002). “Study of 21st Century Librarianship Initiatives: Consultant Report.” InfoPeople

⁸ ARL’s work in this area is particularly notable: <https://connections.ideals.illinois.edu/works/25990> and <http://www.tandfonline.com/doi/abs/10.1080/01930820903396830?journalCode=wjla20#preview> (Accessed 08-08-2013).

⁹ See for example InfoPeople’s 2002 report *ibid*, created to document the Stanford Leadership Institute

¹⁰ WebJunction (2013). “Stakeholder Engagement Survey Results”.

http://www.webjunction.org/news/webjunction/Stakeholder_Engagement_Survey_Results.html (Accessed 08-07-2013).

¹¹ IMLS, Strategic Plan 2012-2016, p 10.

Spanning Boundaries through Leadership

In our newly networked world, traditional hierarchal, geopolitical, and social boundaries have been disrupted. The leadership advantage often goes to people and groups who can work across sectors and locations with ease. Integrating disparate pieces of information and groups of people is an imperative 21st-century leadership skill.

Research on leadership has demonstrated the critical need for spanning boundaries—organizational and sector-based—to encourage strong, visionary leadership to emerge. As one example, a decade of research conducted across 12 countries and six world regions by the Center for Creative Leadership showed that most of the important challenges business leaders face today are interdependent in nature. These challenges can be solved only by collaborating across boundaries.¹²

This emphasis on spanning boundaries closely mirrors IMLS's finding that collaboration and facilitated partnerships across memory institutions "can dramatically enhance outcomes and organizational change for services provided to the public."¹³ It also concurs with the library field's decades-long cyberinfrastructure conversations, including numerous publications calling for increased collaboration across the library community.¹⁴ It is widely understood that digital infrastructures cannot work effectively if they are built as silos; collaborative efforts are required to build lasting technical channels. However, most of the work in libraries—digital and non-digital—continues to take place in bounded space, defined by the institution and its affiliated "type," academic or public, government or private. Likewise, most of the leadership training provided to libraries is sector-specific. Rarely have leadership training programs spanned library sectors (e.g., academic, public, government); even more rarely have these programs operated in conjunction with leadership training efforts in other sectors.

As leadership experts Chris Ernst and Donna Chrobot-Mason wrote in 2011: "Where disparate groups collide, intersect, and link there is significant potential for a nexus to be created that unleashes limitless possibilities and inspiring results."¹⁵ These nexus points are crucial for providing unified vision across sectors to accomplish high-reaching goals.

These nexus points can also be difficult to engineer, in part because boundaries are meaningful mechanisms. They provide us with a coherent sense of identity and purpose. For much of our day-to-day work, boundaries are useful definitional constructs. However, when we bring multiple sectors together with effective facilitation to identify and work on specific, shared challenges, each group has the advantage of seeing its own familiar issues through unfamiliar lenses. Cross-germination across the related communities of a field can quickly free us from bounded thinking, helping us creatively meet our challenges. It can also equip us with a broadly shared vision and implementation strategy that can help to advance the field as a whole.

What opportunities are we missing as we develop our field's leadership training programs in sector-based silos? How might we improve the library's future outlook by uniting leaders from across library sectors to study and document their common challenges and determine how best to overcome those challenges field-wide? What will incentivize these leaders—who are busy with their own projects and communities—to work together to forge a lightweight-but-significant national approach to library leadership training and evaluation? And finally, could we improve this work further by involving top researchers in leadership training topics to facilitate and frame our own leadership training processes?

¹² Chris Ernst and Donna Chrobot-Mason (2011). *Boundary Spanning Leadership*.

¹³ IMLS, Strategic Plan 2012-2016. p 9.

¹⁴ See for example the Cyberinfrastructure reports for the sciences and the humanities and social sciences, the Blue Ribbon Task Force reports, and the *New Roles for New Times* ARL report series as just a few among many examples.

¹⁵ Chris Ernst and Donna Chrobot-Mason (2011). *Boundary Spanning Leadership*.

This project seeks to address these questions by convening hosts of library leadership training programs across sectors and working rigorously with them to

- **document** the current range of library leadership training programs,
- **evaluate** the investments they represent,
- **identify** high-priority learning needs for library leaders across sectors, and
- **design** a lightweight, common core curriculum and evaluation metrics that will promote consistency in training and outcomes measurement for future programs.

The project will result in clear documentation of previous leadership training work, the design for a national core curriculum and evaluation methodology for library leadership training, and a network of leadership trainers who will work jointly to drive leadership innovation collaboratively, ensuring not just their own individual successes, but also the success of the library field.

To be clear, the purpose here is not to collapse today's rich offerings in leadership training down to a lowest-common denominator approach, but rather to learn how to capitalize on today's successes to ensure that future programs continue to strengthen our field's leadership capacity. The national core curriculum will seek to complement, not replace, the critical work that many training entities—including ACRL/Harvard, ARL, Frye, PLA, OCLC, ILSOS, and many others—are already doing. It will also help library leadership—broadly defined—work toward a few critical goals across sector boundaries. The evaluation methodologies will provide a toolkit that will be extensible across programs to assess, clearly and consistently, the impact of training. This will vastly improve the evaluation capacity for existing programs, including how they can report quality metrics to funders and to the communities they serve.

2. IMPACT

This planning proposal addresses a national need for strengthening leadership in libraries—an institutional form that faces unprecedented challenges in today's rapidly changing information environment. Libraries face a critical moment as technical and social transformations dramatically impact and disrupt the communication channels through which information is acquired, accessed, and preserved. Shrinking budgets, changing user expectations, and competition from commercial information specialists place heavy demands on library leaders to transform their institutions to meet the needs of their increasingly digital, active, and globally curious 21st century communities. Libraries in every sector are called upon to *reshape and restructure*, not just their staffing models, but also their missions, goals, services, and partnerships. Such large-scale, accelerated transformations at both the organizational and field levels will best be achieved if strong networks of leaders work in alignment towards shared goals.

There have been many efforts over the last two decades to train library leaders (workshops, seminars, institutes, fellows programs), and the outcomes of these training efforts have varied. Studies show that while some these efforts may be working, they do not yet meet the breadth and depth of the demand within the field.¹⁶ To date, there has been little consistency in curriculum development and evaluation practices across these leadership-training programs. And although individual training programs have often documented their work through white papers and articles, there is a relative lack of comparison-based documentation regarding the breadth and depth of this existing spectrum of leadership training activities, especially across library sectors (academic, public, government, private, and archival). There is also a lack of coordination across these library sectors regarding leadership training. This represents a significant opportunity to enrich our leadership training environment, field-wide, by providing a nexus between these groups to improve our capacity to create shared direction, alignment, and commitment in

¹⁶ Holly Hinman and Joan Frye Williams (2002). "Study of 21st Century Librarianship Initiatives: Consultant Report." InfoPeople

service of a higher vision for the field of libraries—one that will help us sustain our work in this critical moment.

This proposal addresses the need for documentation of existing practices, catalytic thinking across leadership training groups, and the creation of a strong, extensible foundation to train and evaluate boundary-spanning leaders for the 21st century library field.

The outcome of this proposal will be a four-pronged approach to refining leadership training and fostering a shared vision for repositioning libraries at the center of the evolving information ecosystem. This approach will:

- **Document** the current spectrum of library leadership training opportunities, methodologies, and evaluation metrics.
- **Assess** what challenges are shared across a range of library sub-fields and what common leadership competencies would best position leaders to overcome them.
- **Build** a relationship network comprising leadership training program administrators and encourage cross-germination between these groups.
- **Design**, in conjunction with the leadership training program administrators (project partners) and the Center for Creative Leadership, a lightweight approach to a national core curriculum and evaluation methodology for library leadership training that will be extensible across sector-based boundaries and that will encourage the formation of a more coherent, shared vision for the Library's future.

The project will result in core deliverables around each of these four prongs. It will also build cross-sector relationships that encourage boundary-spanning leadership, and it will lay the groundwork for a more productive, measurable, scalable, and sustainable leadership-training model for the library field.

3. PROJECT DESIGN

The Nexus Project: Spanning Boundaries to Transform Library Leadership planning initiative will result in four concrete deliverables. These are briefly described here, and detailed below as part of the work plan overviews.

1. **Cross-Sector Review.** The project team will conduct interviews and a literature review representing each of the five identified library sectors (academic, public, private, government, and archival). We will document library leadership training programs (including evaluation methods), mark gaps and opportunities, compare library training offerings to leadership training in other fields, and note extensible training/evaluation models. **Outcome:** Report.
2. **Impact Assessment.** We will conduct focus groups with each of these five sectors to establish the core challenges faced by each and the leadership competencies that are needed to respond to these challenges. Findings will be synthesized to document these needs by and across sectors, and to establish where common challenges mark collaborative opportunities. **Outcome:** Impact Assessment.
3. **Network Building.** The project will assemble a team (virtually and in-person) that includes communities in *and beyond* the library field. Using the Cross-Sector Review and the Impact Assessment, they will chart a pathway forward, and in the process, they will model how to work across boundaries to build leadership networks to promote transformative change. **Outcome:** Cross-sector relationship building and cross-pollination work.

4. **Program Design.** The partners and project team will design a core curriculum and evaluation methodology for a national, cross-sector leadership-training approach that addresses common challenges and competencies around transformational leadership within the library field. ***Outcome:*** Program plan and proposal(s) for future implementations within and across sectors.

Nexus Project Work Plan

September 15-September 30, 2013: Pre-project planning

Overview: Educopia will formalize meeting times (bi-weekly phone calls, focus group dates, in-person meeting) with project partners. Educopia will also reach out to additional groups to invite them to participate in the project as part of the advisor network. Online collaborative workspaces and a project website will be established to allow the project team to share information with each other and with the broader field over the course of this planning initiative.

October 1-December 31, 2013: Cross-sector review

Overview: The project team will conduct a cross-sector review using literature (publications and white papers), targeted surveys, and interviews with training programs that represent five major library communities--academic, public, private, government, and archival. Through this research, we will document the spectrum of library leadership training in the U.S. (including curriculum and evaluation descriptions). Gaps and opportunities in this landscape will be highlighted. Finally, we will contextualize the library leadership training landscape within the broader environment of leadership and executive education research. Throughout this quarter, we will also reach out to representatives from within and beyond the library field with invitations to serve in an advisory capacity on this initiative: e.g. additional consortial groups like CLIR, EDUCAUSE, ACRL, SAA, and CNI; state-based groups including MLA, NCLA, and PNLA; government employee associations such as NASCIO and NAGARA; nonprofit/research organizations such as InfoPeople and academic business schools that specialize in leadership/management training; and information-oriented nonprofit and commercial entities such as SAS, NetApp, CCL, Ultimate Software, and Rackspace;.

Tasks:

October 1-31: Conduct literature review; design survey; design interview questions; identify survey recipients and interviewees

November 1-15: Conduct surveys, interviews

November 15-30: Synthesize results

December 1-15: Draft report, solicit feedback from all interviewees and project team members

December 31 Deliverable: Publish *Cross-Sector Review* as an open access White Paper

January 1-March 31, 2014: Impact Assessment

Overview: Educopia, in conjunction with consultants and CCL, will engage in a rigorous process to ensure that the leadership training developed in this project will appropriately address the critical leadership-based needs of today's library field. Using CCL's Leadership Development Impact Assessment (LDIA) methodology, we will conduct a series of virtual focus groups with at least five major library communities (academic, public, private, government, archival) to better understand and prioritize the challenges (internal and external) they are facing. The LDIA will help us to systematically assess and rank the most critical organizational needs, establish which of these needs can be addressed through leadership training, match these needs to documented leadership competencies, and associate a specific learning level with each competency. Ultimately, this disciplined discovery work will help the project team to 1) define the extended community's needs, by and across sectors; 2) establish where commonality and diversity of needs mark sector boundaries and collaborative opportunities; and 3) provide a foundation and framework for programmatically addressing these challenges in the Network Building and Program Design phases of the project.

Throughout this period, we will meet bi-weekly with the project team to update this group on project findings and solicit their feedback on project work. We will also begin convening the advisory group on a monthly basis, centering each virtual meeting on a specific leadership topic to help cultivate relationships within this group.

Tasks:

January 1-15: Build on the Cross-Sector Review to plan the Leadership Development Impact Assessment; identify focus group members (in consultation with partners and advisors)

January 15-February 28: Host LDIA focus groups and analyze, synthesize, and document the results of this discovery work both by and across sectors

March 1-31 Deliverable: Publish *Impact Assessment* as an open access report

April 1-June 30, 2014: Network Building

Overview: Few library leadership programs span across library sectors. Fewer still span outward, across other related sectors, including commercial, government, and research groups. The project will assemble a team that includes leaders *within and beyond* the library field: e.g. library/archives consortia like CLIR, EDUCAUSE, ALA, ACRL, SAA, ARL, PLA, ILSOS, and CNI; government groups such as NASCIO and NAGARA; nonprofit and research groups such as CCL, OCLC, and InfoPeople; and information-oriented commercial groups such as SAS, NetApp, Ultimate Software, Oracle, and Rackspace. This team will build upon and apply the findings from the impact assessment to produce a network of partners and advisors (including mentors, trainers, and advisors) that will work together to develop a sustainable pathway forward for establishing core activities and topics in library leadership training. Nexus project funding will provide travel reimbursement for partners; additional advisors will be encouraged to join the meeting as resources permit. All partners will review the Cross-Sector Review and the Impact Assessment. CCL will provide brief, structured pre-meeting work for partners and advisors to complete prior to the meeting. Hosted by CCL, this facilitated two-day meeting will include guided brainstorming, structured conversations, and network building exercises. The intent of this work is two-fold: first, to lay the foundation for a cross-sector network comprising people who will practice boundary-spanning leadership in order to help propel the library field forward; and second, to develop a joint strategy for developing and evaluating leadership training that will accomplish that aim broadly and sustainably. The emphasis in this phase of our project work will be working across boundaries to build leadership networks for transformative change. This work will foster in-person relationship building and will result in brief Recommendations for Action. All partners and advisors will be consulted for comments and approval of these Recommendations in order to cement the shared sense of purpose and investment post-meeting. The Recommendations will build upon the Cross-Sector Review and the Impact Assessment and will provide the basis for the Program Design.

Tasks:

April 1-30: Planning and preparation for an in-person meeting hosted by CCL in Greensboro, NC.

May 1-31: Convene partners, project team, and advisors for a concentrated work session

June 1-30 Deliverable: Publish *Recommendations for Action* white paper

July 1-Sept 30, 2014: Program Design

Overview. The project team will design a national, cross-sector leadership-training approach to address the need for transformational leadership within the library field. Building from the Cross-Sector Review, Impact Assessment, and Recommendations for Action, the project team will outline a framework for a national core curriculum in library leadership training. This curriculum will not be a heavy-handed attempt to force sectors to teach identical curriculum to their different audiences, but instead will provide a common base that many leadership-training programs will be able to use as

they establish and/or update their curricular offerings. The base will address cross-sector challenges and will encourage a shared sense of purpose in leadership across the entire library field. That base will be extensible for specific, sector-based learning needs. The project team will also develop a rigorous evaluation methodology, documenting evaluation metrics and tools that leadership training groups can use to ensure and validate the successes of their programs. This core curriculum and evaluation design will be scoped and documented by the project team as the final deliverable of the planning project. The Program Design phase of this project will yield a curricular approach that deliberately spans boundaries, both in terms of its applicability to specific sectors *and* its potential for implementation with cross-sector leaders. It will also produce formal evaluation metrics that can be used to measure applied learning (not just regurgitation or participant self-assessment) for a wide variety of library leadership programs. These will be made publicly available for reuse. During the Program Design phase, we will also work with the project team, advisors, and extended network to prepare several targeted grant proposals to enable the full development, packaging, and launch of the curriculum and associated evaluation metrics. These grant proposals should also study and test business models to sustain the national core curriculum.

Tasks:

July 1-31: Build upon Cross-Sector Report, Impact Assessment, and Recommendations for Action to design a core curriculum and an evaluation methodology for library leadership training, focusing primarily on cross-sector needs and opportunities; use these to form the basis of at least one (and ideally, several) implementation project proposal(s)

August 1-31: Vet and refine core curriculum and evaluation methodology with all project partners and advisors; as time allows, also vet core curriculum and evaluation metrics through other CE forums, including the prospective Coalition of Education Leaders (OCLC)

September 1-30 Deliverables: Release Core Curriculum Design and Evaluation Methodology. Submit proposal(s); produce final project report

4. PROJECT RESOURCES: PERSONNEL, TIME, AND BUDGET

The Educopia Institute is a 501(c)(3) organization founded in 2006 to serve and advance the wellbeing of libraries by catalyzing the advancement of shared information systems and infrastructures. Educopia assists and advises organizations in the creation of new digital means of preserving and providing access to scholarship and the cultural record. The strength of the Institute's approach comes from its decentralized goal of fostering the creation of successful cyberinfrastructure elements *in the memory community*, rather than accumulating assets of its own. This approach builds knowledge and resources in the extended community of beneficiaries with whom the Institute works. Philosophically, Educopia's approach intentionally empowers the partners with whom we work and facilitates their active leadership and participation. Educopia hosts two library consortia (membership organization), each with more than 50 university library participants: MetaArchive Cooperative (<http://metaarchive.org> a preservation network comprising research libraries, private libraries, and public libraries) and the Library Publishing Coalition (<http://librarypublishing.org> a concentrated team and coalition that seeks to define and refine the area of library publishing and ensure its strategic affiliation and alignment with other publishing communities, including university presses, nonprofit publishers, and commercial entities).

Educopia is the lead applicant and its Executive Director, Katherine Skinner, will serve as the project PI. As the project's lead institution, Educopia will ensure that the project and its deliverables focus on open access and community-oriented frameworks, collaboratively created by leaders in-and-beyond the library training field and shared as broadly as possible. As PI, Katherine Skinner will bring the expertise she has developed over more than a decade of coalition building (MetaArchive Cooperative, Library Publishing Coalition) and designing, teaching, and assessing a wide variety of training experiences (graduate courses, workshops, institutes, residency programs, and graduate programs).

The project will engage the **Center for Creative Leadership** as a partner and consultant base for the project. The Center for Creative Leadership is a top-ranked, global provider of executive education that works with corporate, nonprofit, and academic clients world-wide. Founded in 1970 as a nonprofit educational institution focused exclusively on leadership education and research, CCL helps clients cultivate creative leadership, which they define as “the capacity to achieve more than imagined by thinking and acting beyond boundaries.” Bloomberg *BusinessWeek* and the *Financial Times* rank CCL among the world’s Top Ten providers of executive education. CCL’s headquarters are co-located with Educopia’s Executive Director, and the consultants will work closely with the project PI, the project team, and the extended library community through conducting focus groups, studying stakeholder interests and needs, defining cross-boundary opportunities, and hosting a two-day meeting for up to 24 project partners and advisors.

Although this project proposal has been developed on a relatively short timeline, interest in this project is already high, with leading organizations from multiple library sectors signing on as project partners (including OCLC, ILSOS, PLA, CCL, and ARL). We anticipate involving 10 project partners and up to 20 additional advisors in this project. Prospective organizations and representatives are listed below, and where possible (again, given time constraints), letters of support have been included from these partners.

In order to design a national core curriculum and evaluation framework for cross-sector library training, the project will maintain a strong focus on engaging these stakeholders in every phase of project work. Educopia has a proven track record of facilitating cross-sector conversations and building strong, active coalitions, and we will work to catalytically engage these partners and advisors, fostering a shared sense of purpose and intentionally spanning boundaries.

Personnel:

Dr. Katherine Skinner (Educopia Institute Executive Director) will act as Principal Investigator and convener. She will devote 30% of her time to the project from October 2013-September 2014. Skinner will provide oversight for the successful completion of this project. Skinner is a skilled facilitator who has helped to found two strong library coalitions: MetaArchive Cooperative (a preservation network involving more than 60 university, public, and private libraries and research centers in four countries) and the Library Publishing Coalition (involving 60 university and college libraries). She has also served as a curriculum developer and faculty member for the National Digital Stewardship Residency program (NDSR) and the Digital Preservation Outreach and Education (DPOE) initiatives; a graduate instructor at Emory University and San Jose State University; and a workshop designer and facilitator in numerous venues (including with NEDCC, Solinet, Palinet, Lyasis, and NDLTD).

Project Manager (TBD). The Project Manager will oversee implementation and provide basic project management services for the team.

Consultants, Leadership Development Impact Assessment. Two consultants skilled in CCL’s Leadership Development Impact Assessment methodology, will be hired to provide research framing, facilitation for focus groups, data compilation, and summary writing for the impact assessment. They will work closely with PI Katherine Skinner to design, implement, and complete this work.

Consultants, Program Design. A highly experienced consultant with specific experience in leadership training/evaluation development (CCL) will be hired to work with the team to design the national core curriculum and the evaluation frameworks. The consultant will bring both expertise and an objective perspective to bear on this work. The consultant will work closely with PI Katherine Skinner and with the project team to complete this work.

Dr. Martin Halbert (Educopia Institute President; University of North Texas Dean of Libraries and Associate Professor) will participate as an advisor to the project from Educopia Institute. A graduate of the Frye Leadership Institute, Dr. Halbert has longstanding expertise in international coalition building, curriculum design, and graduate degree program design. His dissertation (“New Models for Research Libraries in the Digital Age”) and his research interests center on the transmediation and the future of research library services.

Tyler Walters (Educopia Institute Treasurer; Virginia Tech Dean of Libraries) will participate as an advisor to the project from Educopia Institute. Walters has participated in multiple library leadership programs, including the ACRL/Harvard Graduate School of Education Leadership Institute (2001), the ARL Research Libraries Leadership Fellows program (2010), and is currently pursuing a PhD in Managerial Leadership in the Information Professions via Simmons College GSLIS.

David Seaman (Educopia Institute Vice President; Dartmouth University Associate Librarian for Information Management) will participate as an advisor to the project from Educopia Institute. Seaman was the Executive Director of the Digital Library Federation (DLF) from 2002-2006, an international consortium of major academic libraries. He has deep knowledge both of leadership training and of consortia building and management.

Dr. Karen M. Dyer (Director, Education and Nonprofit Sector, Center for Creative Leadership) will assist the project on each of the four core activities. Dyer has more than a decade of experience in leadership research, training, and facilitation. She works primarily with nonprofit, K-12 educational leaders, and college and university academic and administrative senior leaders in accessing CCL's portfolio of programs, products, and services. Dr. Dyer is the co - author of the book, *The Intuitive Principal* as well as several articles and modules on leadership. Dyer will coordinate the event that will be hosted by CCL in May 2014 as a two-day, facilitated work session that will bridge leadership training leaders and begin to lay the groundwork for the core curriculum and evaluation methodology design work.

Partners and Potential Partners

At the time of application, five partners have formally committed to the project, all bolded below: CCL, PLA, OCLC, ARL, and ILSOS. A wide range of cross-sector institutions will be approached in September if the proposed project is funded, and we hope to include 10 project participants from the following list and will add others at the recommendation of IMLS and the project partners:

Formal Partners

- **Association of Research Libraries**
- **Center for Creative Leadership**
- **Illinois State Library**
- **OCLC**
- **Public Library Association**

Additional Prospective Partners

- American Library Association
- Association of College and Research Libraries/Harvard
- Bill & Melinda Gates Foundation Global Libraries
- Chief Officers of State Libraries Association
- Coalition for Networked Information
- Council of Library and Information Resources
- EDUCAUSE

- Iowa Library Association
- Massachusetts Board of Library Commissioners
- Michigan Library Association
- New York Library Association
- North Carolina Library Association
- NAGARA
- NACIO
- NTEN
- Pacific Northwest Library Association
- Society of American Archivists
- State Library of California/InfoPeople

We will also seek to include voices from the information management sector in a more informal advisory capacity. These may include corporations such as SAS, NetApp, Ultimate Software, Oracle, and Rackspace.

Time:

This one-year planning initiative will run from October 1, 2013-Sept 30, 2014.

Budget:

The project team requests \$100,000 from IMLS for this project. The figures are detailed in the budget forms and justification statements. The project budget is allocated to three core costs: 1) staffing, 2) consultants, and 3) travel and meetings.

The *staff cost* covers a portion of Katherine Skinner's time (30%) to direct the project and facilitate the interactions between partners, advisors, and consultants. It also covers a half-time project manager who will handle scheduling, communications, and other key components of project management. The *consultant costs* covers three consultants who will play key roles in two project deliverables: 1) planning, design, and implementation of the Impact Assessment (including running focus groups, synthesizing and analyzing the data, and writing the summary documentation for the Impact Assessment); and 2) planning and design of the core curriculum and evaluation methodology. These consultants will provide imperative expertise in the topical areas of leadership training, facilitation, and evaluation for this project. *Travel funding* will cover at least 10 project partners' full travel costs (flights, hotel, meals) to attend the in-person meeting at CCL. *Services funding* will cover the Greensboro, NC meeting hosted by CCL at their headquarters (including the meeting facilitation, travel to and from the hotel to CCL, a reception, two days of meeting breakfasts/lunches) for up to 24 attendees. *Other Costs* will provide a computer and software for the Project Manager. The budget will cover the costs of the project, and no revenues will be gained from this project.

This project team recognizes that the level and amount of work that we are proposing in this project is ambitious by any measure. Educopia has a proven track record of accomplishing great things with small(ish) amounts of funding. The deliverables of this project are needed, not just by the field at large, but also by the project participants. We are confident in our ability to conduct the research, facilitate the network building, design the core curriculum and the evaluation methodology, and lay a strong foundation for a full implementation of the program after this planning work ends.

5. DIVERSITY PLAN

Engaging library leaders across the boundaries of our field's main silos—academic, public, government, private, and archival—to address common field-wide needs will encourage an array of diverse

communities to find the powerful nexus point to promote agility of thought and to mobilize action. Diversity is at the center of this endeavor; more specifically, enabling diverse communities to work together to achieve a higher purpose is the purpose of the project. Attention to this diversity—including bridges to industry (Center for Creative Leadership, prospective industry advisors)—will infuse the planning project from start to end.

6. COMMUNICATION PLAN

This project seeks to catalytically advance and foster excellence in cross-sector, national library leadership training. Engaging a broad network of leaders to serve as partners and advisors to the project will be imperative to the success of this planning endeavor. As such, Educopia will work to communicate information about this project through a wide variety of mechanisms beginning in September 2013 prior to the project kick-off. Likewise, Educopia places strong emphasis on dissemination of project findings—including the Cross-Sector Report, the Impact Assessment, the Recommendations for Action, and the Core Curriculum and Evaluation Methodology Frameworks.

Dissemination methods:

- ***Project Website:*** The project will maintain a public website with information about the project, the cross-sector network, and all of the documents produced by the project team.
- ***Project Meeting:*** The project meeting that will be held circa May 2014 is one of the key activities of the project, and attendees will disseminate the project documents to the networks they represent for comment/review/input.
- ***Published Papers and Presentations:*** Members of the project team will publish the core project documents (Cross-Sector Report, Impact Assessment, Recommendations for Action, Core Curriculum and Evaluation Methodology Frameworks) as white papers through Educopia Publications¹⁷, as well as submitting them for publication in professional journals. The team will also make presentations at conferences on the planning effort. These forms of dissemination will be leveraged to make contact with prospective partners and advisors throughout the project.

We greatly appreciate the opportunity to propose this work, and we look forward to hearing from IMLS regarding this planning grant proposal.

¹⁷ Educopia Publications is a small imprint with a large impact, as evidenced by its 2012 *Aligning National Approaches to Digital Preservation* volume (Nancy McGovern and Katherine Skinner, Eds.), which won the Society of American Archivists' 2013 Preservation Publication award.

Schedule of Completion

October 1-December 31, 2013: Cross-sector review

Overview: The project team will conduct a cross-sector review using literature (publications and white papers), targeted surveys, and interviews with training programs that represent five major library communities--academic, public, private, government, and archival.

October 1-31: Conduct literature review; design survey; design interview questions; identify survey recipients and interviewees

November 1-15: Conduct surveys, interviews

November 15-30: Synthesize results

December 1-15: Draft report, solicit feedback from all interviewees and project team members

December 31 Deliverable: Publish *Cross-Sector Review* as an open access White Paper

January 1-March 31, 2014: Impact Assessment

Overview: CCL and Educopia will engage in a rigorous process to ensure that the leadership training developed in this project will appropriately address the critical leadership-based needs of today's library field.

January 1-15: Build on the Cross-Sector Review to plan the Leadership Development Impact Assessment; identify focus group members (in consultation with partners and advisors)

January 15-February 28: Host LDIA focus groups (CCL) and synthesize and document the results of this discovery work both by and across sectors.

March 1-31 Deliverable: Publish *Impact Assessment* as an open access report.

April 1-June 30, 2014: Network Building

Overview: The project will assemble a team that includes leaders *within and beyond* the library field. This team will build upon and apply the findings from the impact assessment to produce a network of partners and advisors (including mentors, trainers, and advisors) that will work together to develop a sustainable pathway forward for library leadership training.

April 1-30: Planning and preparation for an in-person meeting at CCL in Greensboro, NC.

May 1-31: Convene partners, project team, and advisors for a concentrated work session

June 1-30 Deliverable: Publish *Recommendations for Action* white paper.

July 1-Sept 30, 2014: Program Design

Overview. The project team will design a national, cross-sector leadership-training project to address the need for transformational leadership within the library field.

July 1-31: Design a lightweight core curriculum and a rigorous evaluation methodology for library leadership training, focusing primarily on cross-sector needs and opportunities. Use these to form the basis of at least one (and ideally, several) implementation project proposal(s).

August 1-31: Vet and refine core curriculum and evaluation methodology with all project partners and advisors. As time allows, also vet core curriculum and evaluation metrics through other CE forums, including the prospective Coalition of Education Leaders (OCLC).

September 1-30 Deliverables: Release Core Curriculum Design and Evaluation Methodology. Submit proposal(s). Produce final project report.