EDITORIAL

Developing Tomorrow's Library Leaders

Brian E. C. Schottlaender

One of the hallmarks of the professions is the commitment to, if not the requirement for, continuing education. This is as true of librarianship as it is of medicine, the law, or teaching. In fact, the American Library Association is on record as saying that:

> Education and Continuous Learning is one of five key action areas adopted by the American Library Association to fulfill its mission of promoting the highest quality library and information services for all people . . . For librarians, continuous learning is critical to renewing the expertise and skills needed to teach and assist members of the public in the new information age.[1]

Continuing education encompasses a spectrum of possible activities, including workshops, credit-granting classes, professional development programs, leadership development programs, and training—or, shudder) "trainings." Any of these can be certificated, or not; and, increasingly, many take place online, in whole or in part.

While professional and leadership development are often considered interchangeable, they are actually different—at least in their focus and intent. Professional development is learning intended to help one earn or maintain professional credentials, while leadership development is the acquisition of skills and knowledge to expand one's capacity and capability for performing in leadership roles within organizations.[2] In what follows, I will consider the latter.

One of the first post-master of library science (MLS) development efforts of the modern era was launched in 1968 by the Council on Library Resources (CLR): the CLR Fellows program. While one can debate the point, I consider it to have been professional development, not leadership development. The following description, extracted from the *College & Research Libraries News* announcement of the eighth cohort in 1976, supports this view. "Each fellow will spend three months or more pursuing a self-developed study project, aimed at improving his or her competence in the substantive, administrative, or technical aspects of librarianship."[3]

This language is much like that used to describe what is arguably the program's follow-on nearly four decades later, the Postdoctoral Fellowship Program that CLIR[4] began in 2004: "Fellows work on projects that forge and strengthen connections among collections, educational technologies, and current research."[5] The program lists leadership

first among its core goals, followed by awareness, changing roles, relevant resources, and young scholars.[6] Nevertheless, its focus strikes me as one of professional development, rather than leadership development.

In 1982, Robert Hayes, dean of the Graduate School of Library and Information Science at the University of California, Los Angeles (UCLA), launched the longest-standing leadership development program in librarianship, Senior Fellows. Following my retirement from UC San Diego in 2017, I was appointed director of that program. I shall describe it in greater detail following this brief overview of cognate programs.

In the mid-1990s, CLR and Emory University in Atlanta, Georgia, helped launch the Digital Leadership Institute, which rapidly matured in 1999 into the Frye Leadership Institute. Named for the former chancellor of Emory—Billy E. Frye—and cohosted by Emory, CLIR, and EDUCAUSE, the mission of the Frye Institute was to "provide continuing education opportunities for individuals who currently hold, or will one day assume, positions that make them responsible for transforming the management of scholarly information in the higher education community."[7] The two-week, annual, Emory-based program continued as such through the first decade of the 2000s, until it evolved again and emerged in 2012 as the Leading Change Institute (LCI). As its name indicates, the latter's remit is more narrowly focused on change leadership and is specifically "designed for leaders in higher education, including CIOs, librarians, information technology professionals, and administrators, who are interested in working collaboratively to promote and initiate change on critical issues affecting the academy."[8] With that evolution, the institute also moved to Washington, D.C., and reduced its on-site component from two weeks to one.

Launched in 1999, the Harvard Leadership Institute for Academic Librarians is a collaboration between the Association of College and Research Libraries (ACRL) and the Harvard Graduate School of Education. This weeklong on-site offering is intended to help "college-level librarians and administrators deepen their management skills and prepare to become more effective leaders in a time of institutional change. The program focuses on three areas of leadership—planning, organizational strategy and change, and transformational learning."[9]

Not surprisingly, the American Library Association (ALA) has also entered this space. ALA's Emerging Leaders program, which debuted in 2006–2007 during Leslie Burger's presidency, is aimed at "newer library workers from across the country [and allows them] to participate in problem-solving work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity."[10] Recently, ALA launched its ALA Leadership Institute, the first of which will take place in 2020 under the direction of ALA Past President Maureen Sullivan and consultant (and longtime ACRL staff member) Kathryn Deiss. This "unique 4-day immersive leadership development program for future library leaders . . . includes a structured learning track and the opportunity for individual development."[11]

The Association of Research Libraries (ARL) Leadership Fellows program began in 2004. It is "an executive leadership program designed and sponsored by ARL member libraries that facilitates the development of future senior-level leaders in large research libraries and archives."[12] The program spans one to two years and includes opportunities to shadow library directors, attend weeklong institutes hosted by sponsoring ARL

institutions, visit library-related organizations and consortia, and attend ARL Membership Meetings.

We return now to the longest-lived of them all, the Senior Fellows program started by Bob Hayes at UCLA in 1982. Almost as soon as it was started, its direction was assumed by the legendary librarian and library educator Beverly Lynch. For more than 30 years, the indefatigable Lynch shaped and sustained the program, until ill health caused her to step aside in 2016. The 18 cohorts under Lynch's administration constitute a veritable who's who of academic library leaders, 260 plus strong, with more than 100 library directors, including some 60 ARL directors, past and present.

I assumed the program's direction in 2017 and soon tweaked its name to "*Library* Senior Fellows" upon learning that UCLA had established another Senior Fellows program in the intervening years (in public policy) and that a Google search of "Senior Fellows" produced them, not us! With the blessing of the UCLA Graduate School of Education and Information Studies; the moral support of Deanna Marcum, senior adviser to Ithaka S+R; and the administrative support of Virginia (Ginny) Steel, the Norman and Armena Powell University Librarian at UCLA, I set about reinvigorating the program's curriculum and recruiting new faculty. (Except for Lynch, who retired from the UCLA faculty in 2018, most of the program's instructors come from outside UCLA.)[13]

Now firmly anchored in the UCLA Library and retaining its biennial schedule, the program has two distinguishing features: its intensiveness and its length. For three weeks, participants spend between four and six hours per day in class, Monday through Friday. With some exceptions, afternoons are reserved for discussion, networking, or visits to relevant area institutions, not all of which are libraries. All the while, fellows live in university residence halls, where regular interaction helps them forge a learning community in which they can share their knowledge and experiences.

As noted on its website, the program and its faculty combine "management perspectives, strategic thinking, and practical and theoretical approaches to the issues confronting academic institutions and their libraries."[14] The two cohorts under my direction bring the total number of participants to almost 300, including the 20 fellows who will journey to UCLA this summer. That 2020 cohort will be the program's 20th (kismet, that), and in 2022, Library Senior Fellows will celebrate its 40th anniversary, an auspicious occasion indeed.

Obviously, these several programs have similarities and differences—and more of the latter than the former. They are similar in their shared devotion to expanding the quantity and improving the quality of library leaders. They also resemble one another in their shared deployment of at least an element of classroom instruction in pursuit of their objectives. And, they are similar in their shared conviction that some form of "learning community . . . is an essential element of effective leadership development."[15]

The leadership training programs differ in their length, ranging from a week (Harvard) to three weeks (UCLA) to a year or more (ALA and ARL). They address a variety of career levels, from early career (ALA) to mid-career (Harvard and CLIR) to later career (ARL and UCLA). They diverge in what types of library professionals they seek to attract, from librarians (ALA) to library managers (Harvard) to library executives (ARL and UCLA). CLIR seems to straddle all those, in addition to drawing affiliated professionals—for example, CIOs—and those with subject PhDs. The programs also differ, more or less, in their curricular focus and pedagogical approaches.

From my perspective, all these programs benefit librarianship. First, they build on one another: many an ALA Emerging Leader goes on to the Harvard Institute, and then to one or another of the fellows programs—which is good for both the individual and the profession. Moreover, both the programs' longevity (those still standing are now at least 15 years old) and their steady enrollments (most are fully enrolled; and the more competitive ones, like UCLA, over-enrolled) speak to a continuing need in the marketplace, not to mention, obviously, an ongoing commitment on their part to meeting that need.

That said, some aspects set them apart. Those with an expressed cohort culture—like ALA Emerging Leaders, ARL, and UCLA—end up manifesting a camaraderie and cohesiveness, a loyalty and pride that stays with many participants for the rest of their careers. And, those that provide extended experiences—again ALA Emerging Leaders, ARL, and UCLA—only amplify those benefits. Two bits of anecdotal evidence from UCLA illustrate the depth of feeling among participants in this regard: after the 2016 cohort (Beverly Lynch's last), a small group of advisers was polled by Deanna Marcum as to whether the program should be reduced from three weeks. Preponderantly, the feeling was "No." After the 2018 cohort (my first), I asked the entire group the same question, and the unanimous answer was "No," though they did request that the program be moved from August to July, which it has been.

At the risk of stating the obvious, leadership is hard. It takes skill, knowledge, nuance, empathy, vision, and resolve. The good news is that some of those skills, perhaps more than a few of them, can be learned. The education provided in leadership development programs can help. At least sometimes, leadership is also lonely. How many old saws have we all heard to that effect, from the quotidian "It's lonely at the top" to the somehow sad "It ain't no popularity contest"? The network (not just the networking, but the network) formed in leadership development programs can help with that too. Both kinds of support are essential to being a successful leader and to enjoying oneself in the process.

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Notes

1. American Library Association (ALA), "Education and Continuous Learning," 2020, http://www.ala.org/aboutala/missionhistory/keyactionareas/educationaction/educationcontinuing.
2. Karen Venturella and Moddie V. Breland, "Supporting the Best: Professional Development in Academic Libraries," *Journal of New Librarianship* 4, 1 (2019): 283–92, https://doi.org/10.21173/newlibs/6/22.
3. "Eighth Class of CLR [Council on Library Resources] Fellows Selected," *College & Research Libraries News* 37, 6 (1976), https://crln.acrl.org/index.php/crlnews/article/view/19607/23123.
4. Under Deanna Marcum's leadership, the Council on Library Resources (CLR) merged with the Commission on Preservation and Access in 1997 to become the Council on Library and Information Resources (CLIR).
5. CLIR, "Postdoctoral Fellowship Program," https://www.clir.org/fellowships/postdoc/.

6. CLIR, "Postdoctoral Fellowship Program: Core Goals."

7. CLIR, "LCI [Leading Change Institute]: About the Institute," https://leadingchangeinstitute.org/about/.

8. Ibid.

9. Harvard Graduate School of Education, "Leadership Institute for Academic Librarians," 2020, https://www.gse.harvard.edu/ppe/program/leadership-institute-academic-librarians.

10. ALA, "ALA Emerging Leaders Program," 2020, http://www.ala.org/educationcareers/leadership/emergingleaders.

11. ALA, "ALA Leadership Institute: Leading to the Future," 2020, http://www.ala.org/educationcareers/leadership. Maureen Sullivan, a past president of both the Association of College and Research Libraries (ACRL) and ALA, was also one of the prime movers behind the Harvard Leadership Institute for Academic Librarians.

12. Association of Research Libraries (ARL), "ARL Leadership Fellows Program," https://www.arl.org/category/arl-academy/arl-leadership-fellows-program/.

13. Marianne Ryan, Kathleen DeLong, and Julie Garrison, "Leadership and Fellowship: The UCLA Senior Fellows Program," chap 9. in *Creating Leaders: An Examination of Academic and Research Library Leadership Institutes*, ed. Irene M. H. Herold (Chicago: Association of College and Research Libraries, 2015).

14. University of California, Los Angeles (UCLA), UCLA Library, "UCLA Library Senior Fellows," 2014–2017, https://seniorfellows.library.ucla.edu/.

15. ALA, "ALA Leadership Institute."