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Reframing the Academic Research Library in the U.S.: Perceptions of Change from Library Leaders

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Reframing the Academic Research Library in the U.S.:

Perceptions of Change from Library Leaders

by

Victoria L. Stuart

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
in Curriculum and Instruction, with an emphasis in Higher Education Administration
Department of Leadership, Counseling, Adult, Continuing, and Higher Education
College of Education
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Keywords: library administration, higher education, multiple case study, university
administration

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DEDICATION

This dissertation is dedicated to my mother, Joan C. Kaible Stuart – the first person in her family to ever attend college. She passed on to me her passion for learning and her buoyant and indefatigable curiosity about life. Her inspiration, encouragement, and support led me to—and through—this ultimate educational journey.

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ABSTRACT

During the past five years (2010-2015), U.S. universities experienced a simultaneous downturn in financial support along with rapid changes in technology and increased demand for accountability. Academic libraries, among the most central and visible units in the university system, were often at the forefront of financial cutbacks and increased pressure to demonstrate both unit effectiveness and closer alignment with the overall institutional mission. Little research existed to document academic libraries' changes during this volatile period in history, or how the role of the academic library as part of the university system evolved during this period. Through interviews with the library leaders at four public, doctoral, comprehensive research universities in Florida, and an examination of a variety of documents, artifacts, news sources, and electronic and other resources, this qualitative multiple case study explored how four academic libraries were reframed, using the analytic lens of Bolman and Deal's (2008) theory of reframing organizations. The evidence from this study revealed these four libraries demonstrated engagement in strategic changes across all four of the frames of Bolman and Deal's (2008) theory of reframing organizations to become innovative, agile, pro-active organizations closely involved in the academic enterprise of their parent universities, and with a reimagined sense of place and purpose as the symbolic heart of the campus. A clear understanding of the activities of these four libraries in reframing their organizations may better inform the future evolution of academic libraries in higher education.

CHAPTER ONE: INTRODUCTION

The academic library in higher education has traditionally been viewed as a repository for books and publications and a destination site for the retrieval of information. That role remained relatively unchanged for centuries, until the late 20th century advances in technologies of electronic communication and information retrieval forced academic libraries to embrace new pathways to deliver information to students and faculty (Brinley, 2012). In 2002, Wendy Lougee published a white paper calling for the need for radical transformation of the mission of academic libraries into “diffuse libraries,” moving from their passive role as storehouses of knowledge to more a more active role as strategic partners in the educational mission of the university. Several other researchers made similar predictions for the need for change (Attis, 2013; Dillon, 2008; Stoffle, 1995; Stoffle, Renaud, & Veldoff, 1996). Lougee (2009) and Franklin (2012) followed these reports with single cases studies of the ways in which two U.S. academic libraries enacted the type of strategic change identified in earlier predictions. More research is needed to discover if other academic libraries have made similar strategic changes, and what these changes may encompass. Frye (1997) documented the ongoing struggle this way:

Libraries today are in a very real sense struggling to be three different institutions concurrently: the library of the past, with all of its traditional expectations about building comprehensive collections and providing direct access to printed materials; the library of

the present, with the extraordinary added costs of inflation, automation, and preservation of decaying print; and the library of the future, with all the attendant costs of developing and implementing new concepts, prototypes, and technologies for publishing, acquiring, storing, and providing access to information. (pp. 12-13)

Rationale/Problem Statement

During the five years in which the major effects of the Great Recession were manifest (2008-2013), higher education in America experienced a significant drop in public funding and private giving (Lowry, 2010). Simultaneously, colleges and universities were compelled to respond to increased demand for accountability, and to demonstrate the value and effectiveness of higher education (Stoffle, Allen, Morden, & Maloney, 2003). The academic library, one of the most publicly visible units within the university organization, often found itself at the forefront of reactions to these simultaneous internal and external pressures (Montgomery & Miller, 2011). Academic libraries in colleges and universities had to find ways to adapt their organizations on many levels: a) to address severe financial cutbacks; b) to embrace new technologies; c) to reorganize the organizational structure and retrain staff; c) to find ways to demonstrate effectiveness to meet new external and internal metrics; d) to more closely align their mission to their respective university's overall institutional mission; e) to explore and meet rapidly changing user expectations; f) to redesign their physical facilities; and g) reassess and redesign their role within higher education (Association of College & Research Libraries [ACRL], 2010; Brinley, 2012; Lowry 2010). Little research exists to document the full extent of academic libraries' changes during this volatile period in academic history. More research is needed to discover how, or if, the role of the academic library, as part of the university system, has evolved. This multiple case study examined the changes to the academic libraries of four

public comprehensive research universities in one U.S. state during the past five years (2010-2015) to shed more light on how, or if, academic libraries have responded to multiple simultaneous challenges to their mission, purpose, funding, operations, organizational structure and operations, staffing levels, technological advances, and other areas. These case studies were analyzed through the filter of Bolman and Deal's (2008) theory of reframing organizations. Bolman and Deal (2008) revealed organizations are complex systems composed of four "frames—structural, human resource, political, and symbolic" (p. 6), and managers and leaders need to consider all these aspects to successfully and effectively engage in comprehensive change or "reframing" (p. 6) of their organization. This multiple case study described specific areas within the library organization where changes occurred, and whether these changes were patchwork responses to situational catalysts or part of a strategic and organization-wide reframing for long-term success. The results of this study will better inform the contemporary role of the academic library in higher education.

Conceptual Framework

This study began with a brief history of the role of libraries and progress to the evolution of the role of academic libraries in higher education. This overview then tightened its focus to the role of academic libraries in multi-campus comprehensive research universities, from their inception in the mid-20th century to the first decade of the 21st century. Within this summary, a review was conducted of the ways in which libraries historically demonstrated their effectiveness and alignment with their overall institutional mission, and the perceived changes to their goals and services. Current trends and issues in academic libraries were also reviewed.

To place the academic library's role in context, and define its relationship with the institution of the university, the literature review also included an overview of the history of the

evolution of academic research libraries. Birnbaum's (1988) systems theory, in particular, were utilized to situate the dynamics of institutional change within a complex organizational structure. Birnbaum (1988) noted the organization of universities is unique and distinct from any other type of organization. He (1988) defined a university "system" as "the dynamics through which the whole and the parts interact" (p. 1). An academic library is one of the largest and most prominent "parts" of the university "whole," and an overview of this relationship and how it has changed over time will provide a foundation for understanding the current challenges facing academic library directors.

Finally, a discussion of Bolman and Deal's (2008) theory of reframing organizations was critical to understanding both the organization of this study as well as its analysis. The data collection and interviews were categorized into themes under each of the four frames identified by Bolman and Deal (2008): (a) the structural frame, (b) the human resource frame, (c) the political frame, and (d) the symbolic frame. The analysis of the results of this study was also conducted using Bolman and Deal's (2008) theory of reframing organizations.

Purpose Statement

The purpose of this study was to describe ways in which the academic libraries of the four top-tier, Carnegie-classed, public research universities in Florida adapted or changed their role within the university during the past five years (2010-2015). This timeframe is further defined by academic fiscal years: July, 2010 through June 2015. This study examined the activities, services, and administration of the academic libraries of the four public universities in Florida identified by the Carnegie Classification of "RU/VH" with "very high research activity" (Carnegie Foundation, n.d.b, para. 5). Data was collected through semi-structured, open-ended interviews with the libraries' leaders (dean/director), researcher observation of the libraries'

facilities including notes and photographs, and analysis of the libraries' websites and documents (such as annual reports). A researcher's journal, written during the data collection and analysis phase of the study, provided additional data. Bolman and Deal's (2008) theory of reframing organizations provided the framework for analyzing the changes in these libraries during the timeframe of the study to discover evidence of strategic change.

Research Questions

The guiding question for this qualitative, phenomenological, multiple case study was: In what ways have the academic libraries of four public, doctoral, research universities in Florida identified by the Carnegie Classification of "RU/VH" adapted or changed their role within the university during the past five years, 2010-2015 (academic fiscal years), from the perspective of the leaders (dean/director) of the libraries? Other, more specific, questions arose during the course of the investigation. These additional questions added further depth to the discussion of the guiding question, and included:

1. As defined by each of Bolman and Deal's (2008) four frames—structural frame, human resource frame, political frame, and symbolic frame—in what ways have the academic libraries of these four universities exhibited evidence of reframing during the past five years: 2010-2015?
2. During the past five years, 2010-2015, what was the nature of the relationship between the libraries and their parent universities and how has this relationship evolved during this period?
3. How have the libraries' missions changed during the past five years (2010-2015), and what factors or environmental forces may have been influential catalysts?

4. How have the responsibilities and duties of the library leaders changed during the past five years (2010-2015)?
5. How have the ways in which the libraries assess and communicate their value to their constituencies changed during the past five years (2010-2015)?
6. In what ways have the libraries' interactions with students, faculty, and the community changed during the past five years (2010-2015)?
7. When changes occurred, were they library-led or university-directed? If they were library-led, in what ways did the libraries persuade their parent institutions (and/or other constituencies) to accept the change(s)?
8. In what ways has the evolution of the virtual library impacted and influenced changes in the libraries?
9. How have the libraries' role in the life of the university changed during the past five years (2010-2015)?

Significance of the Study

The academic library is one of the most public and integral elements of a university. Within the structure of the university organization, the academic library has traditionally been recognized as a stand-alone unit, perceived simultaneously as both essential and non-essential to the overall university mission. It is perceived as essential for research and scholarship, while it is viewed as non-essential due to a lack of direct student instruction and perceivable direct outcomes. Historically, the academic libraries' place within the university was relatively stable, due to its perceived role as central to the support of scholarship, teaching, and research. However, due to the 21st century's rapid changes in technology, combined with reduced funding following the economic downturn of the Great Recession, and a decline in public confidence, the

academic library's traditional role has been challenged (Baker, 2014; Lougee, 2009; Stoffle, Allen, Morden, & Maloney, 2003).

More than ten years have passed since the publication of Lougee's (2002) original report forecast a watershed change for academic libraries in higher education. Another six years have passed since Lougee's (2009) follow-up article and three years since Franklin's (2012) single case study of an academic library engaged in strategic organizational realignment with their parent university's overall institutional mission. Little research exists to document the ways in which other academic libraries may have changed during the past five years, and how, or if, their role within their parent institution has changed.

This study's analysis of four public academic research libraries in one U.S. state may serve as a bellwether for the future role of academic libraries in the new landscape of higher education in America. The results of this study may additionally provide information to future decision-makers involved in the implementation of strategic change in the structure, services, and administration of academic libraries. The results may also be of importance in the future development of relationships between academic libraries, their parent institution, and their diverse constituents.

Definition of Terms

- *Academic Library*—This study will use the understanding of the term academic library as defined by The National Center for Education Statistics of the U.S. Department of Education (2003):

. . . An entity in a postsecondary institution that provides all of the following: an organized collection of printed or other materials, or a combination thereof; a staff trained to provide and interpret such materials as required to meet the

informational, cultural, recreational, or educational needs of clientele; an established schedule in which services of the staff are available to clientele, and; the physical facilities necessary to support such a collection, staff, and schedule. (pp. 4-5)

- *Carnegie Classification*—In 1970, the Carnegie Commission on Higher Education of the Carnegie Foundation for the Advancement of Teaching developed a classification system to define and identify the many different types of higher education institutions in the U.S. (Carnegie Foundation, n.d.a). The classification category of RU/VH translates to “research university (very high research activity)” (Carnegie Foundation, n.d.b, para. 5) at doctorate-granting universities with at least 20 doctorates awarded during the year reviewed for the classification survey (Carnegie Foundation, n.d.b).
- *Diffuse Library*—Lougee (2009) described a diffuse library as one designed to focus on the needs of users, and prepared to reach out beyond the historic role and traditional physical boundaries of an academic library:

The concept of diffuse library recognizes that the information universe is now highly distributed and the library is no longer the center of that universe. In addition, the ‘open’ models that were nascent at the beginning of the century are now far more robust – everything from open access, to open source, to open knowledge networks, to open communities. In essence, open models are characterized by collaboration and mechanisms to share intellectual assets that are less restrictive and intentionally advance the creation of new knowledge. (p. 611)

- *Epoche*—This term conveys a suspension of personal judgment and presuppositions by the researcher to allow data to be perceived and understood in its own context (Patton,

2012). In other words, “everyday understandings, judgments, and knowings are set aside, and the phenomena are revisited, visually, naively, in a wide-open sense, from the vantage point of a pure or transcendental ego” (Moustakas, 1994, p. 33).

- *Great Recession*—On September 15, 2008, the U.S. investment firm of Lehman Brothers went into bankruptcy, and the global insurance company AIG followed suit shortly afterwards, precipitating the United States and the world into a financial downturn unprecedented since the Great Depression of the 1920s and 1930s (Temin, 2010). Additional impacts came with the nearly simultaneous collapse of the housing market, the stock market crash in the fall of 2008, a steep rise in the U.S. national debt, and a sharp increase in unemployment rates (Coy, 2012; Hurd & Rowhewder, 2010). While the National Bureau of Economic Research officially designated June 2009 as the end of the recession, the economic effects continued to be felt through 2013 (Coy, 2012; Hurd & Rowhewder, 2010).
- *Information Literacy*—This study will use the definition of information literacy published by the Association of College & Research Libraries (ACRL) (ACRL, 2014):

A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. . . . Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

(para. 1-2)
- *Reframing*—Bolman and Deal (2008) described reframing as “an ability to think about

situations in more than one way” (p. 6). Organizations are multidimensional and complex, and leaders need to consider all the dimensions of the organization when they attempt to adapt to change, from the people employed to the technology and tools utilized, from the politics necessary to enact change to the symbols and rituals designed to implement change (Bolman & Deal, 2008). Bolman and Deal (2008) indicated reframing involves a leader’s ability to consider the entire organization through four frames—structural, human resource, political, and symbolic—and to understand these frames’ connections and implications before “breaking frames” (p. 12) and implementing change. Bolman and Deal (2008) likened this view to the creation of a “mental map” (p. 12) or a physician’s ability to consider the entire patient before administering treatment for a specific problem.

- *Strategic Change*—This study used an understanding of the term strategic change as defined by Dempsey (2012). Dempsey described strategic change as “making choices that increase impact. It is about moving resources to where there is most benefit, and finding the right level at which things should be done” (p. 208).

Limitations and Delimitations of the Study

The cases selected for this study represented a purposeful sample and included the academic libraries of four public research universities in one U.S. state, identified by the Carnegie Classification of “RU/VH” with “very high research activity” (Carnegie Foundation, n.d.b, para. 5), during the past five years, 2010-2015. This approach was intended to reveal “information rich” (Patton, 2002, p. 563) cases to better understand the degrees of change in these four specific institutions, in their unique contexts, and to gain clarity on their “principles of practice” (Patton, 2002, p. 564) through comparative analysis. This study is not intended to be

generalizable or to imply similar findings at other institutions. Future research is needed to determine if these cases represent a trend or pattern.

This is a qualitative, phenomenological multiple case study. Data was collected from multiple sources, including interviews with the library leaders in each case, researcher observation, and document and Web site analysis. Each of these data sources has certain limitations. For example, documents can reveal only a partial history and may reflect subtle or obvious institutional perspectives (Patton, 2012). Observations are limited to the small window of time the researcher is in the field (Patton, 2012). Data from the participant interviews carry the possibility the participants' statements (because they are self-reported) may be influenced by the quality of the participants' memory of events or facts, the political implications of their role within the university administration, or their interaction with the researcher/interviewer (Patton, 2002). The inclusion of interview data, however, is important since the theoretical framework for this research is constructivist, which involves the "meaning-making" (Crotty, 1998, p. 58) of a phenomenological situation by individuals. Such research reveals how participants' perceptions shape their reactions (Crotty, 1998; Lincoln & Guba, 2013; Paul, 2005). These limitations will be controlled as much as possible through the method of data triangulation defined by Denzin and Lincoln (2008). In triangulation, multiple data sources are used to assure rigor and credibility of the research through cross-checking and confirmation across all the data sources (Patton, 2012). Additionally, this is a heuristic inquiry, in which the researcher is the data collection instrument and the researcher's personal perspective may have unintentional influence as the data collection and analysis are filtered through the researcher's own background, experience, and beliefs (Patton, 2012). Rigor in this heuristic inquiry will involve bracketing of the researcher's background, epoche, and continuous researcher self-dialogue and

reflection through a researcher's journal (Husserl, 1913; Johnson & Christensen, 2012; Patton, 2002).

Organization of the Study

The next chapter of this study (Chapter 2) presents a literature review closely paralleling the conceptual framework described above. This chapter looks at the historic role of academic libraries in higher education, evolutionary changes to that role, and contemporary issues affecting that role. A brief discussion of organizational theory, systems theory, and Bolman and Deal's (2008) theory of reframing organizations is covered. Chapter 3 describes the methodology used in this research inquiry, and includes a detailed explanation of the research design. This chapter also identifies the population sample and sampling procedures used in the study; descriptions and copies of the instruments used in the study; a discussion of the steps taken to ensure the validity and reliability of the study; and a description of the data collection procedures, timeline, and analysis methods. Chapter 4 relays the procedures undertaken and within-case results of the study. Chapter 5 offers the cross-case analysis, discussion of the findings, implications for practice, limitations of the study, and opportunities for further research.

CHAPTER TWO: LITERATURE REVIEW

Introduction

A study of the literature on the history of the development of the academic research library and its role in higher education in the United States reveals a story rich in challenges, ingenuity, stubbornness, entrenchment, and advancement as complex as the development of American research universities themselves. The parallels are many, from the founding of the first colleges and their struggle to infuse traditional Old World educational practices into the new world of Colonial America, to the early 20th century college libraries' efforts to adapt to an explosion of new media—such as film and sound recordings—and the need to implement information literacy programs; and from the burgeoning of the true academic research library in the post-World War II educational boom of the mid-20th century—which required simultaneous diversification, specialization, and expansion at an unprecedented pace—to the technological, financial, organizational, institutional, and accountability challenges academic research libraries face today (Atkins, 1991; Frye, 1997; Shores, 1966; Wilson & Tauber, 1956). Yet academic research libraries faced an additional, unique challenge imposed by their fluid role in the academy, alternatively situated within the organization of the parent institution, outside the parent institution, or as a hybrid of both (Atkins, 1991).

While the depth of literature on the history of academic libraries in research universities is slim, several scholars published seminal, comprehensive works written from a historical

perspective, including Atkins (1991), Lyle (1949), Harris (1995), Shores (1966), and Wilson and Tauber (1956). Other scholars, such as Thwing (1906) and Rudolph (1990)—noted for their published histories of American higher education as a whole—included brief synopses of portions of academic libraries' history encapsulated within their works. This chapter will present a review of the literature according to the main themes informing the guiding question for this research, as well as a review of the history of academic research libraries using the perspective of the four frame model of organizations developed by Bolman and Deal (2008).

In her seminal publication, *Diffuse Libraries: Emergent Roles for the Research Library in the Digital Age*, Lougee (2002) wrote “as is often the case in times of change, organizational structures and the language for describing an organization’s activities do not adequately reflect the transformation under way” (p. 5). This statement, by a leading scholar on the topic of the evolving role of academic libraries, was the inspiration for utilizing Bolman and Deal’s (2008) theory of reframing organizations as the principal theory for this research study. I believed Bolman and Deal’s (2008) theory provided the best framework to inform an understanding of the changes in academic research libraries during the past five years. The comprehensive nature of Bolman and Deal’s (2008) theory offered a scaffold by which the many aspects of a complex organization, such as an academic library in a top-tier research university, may be viewed as individual processes as well as interrelated parts of the whole.

The complete history of the academic research library in America is lengthy and complex. I could not attempt to summarize the entirety within the scope of the literature review for this study. However, the following section provides a focused perspective on issues and changes in academic libraries, pertinent to this inquiry, in order to establish both the context for the research and the structure for the data analysis.

The Evolution of the Role of the Academic Research Library in American Higher Education

The Colonial Era

The academic library in higher education in the United States originally began as a repository for books, but soon expanded its role to enhance classroom education through the practice of course reserves—setting apart a specialized collection from the academic library's broader collections, grouped around particular subjects or topics required for a particular course or academic program (Shores, 1966; Thwing, 1906). Shores (1966) attributed this change to a proposal made by Edward Wigglesworth, a professor of divinity at Harvard in 1784. By 1877, the practice became pervasive throughout the college's academic programs, thanks to the efforts of Justin Winsor, then-head librarian at Harvard (Lyle, 1949). However, the traditional view of the role of the academic library during this period may perhaps best be seen through this description of Harvard's library, reported by Bush (1891):

The alcoves of books retreating beyond the eye, surmounted by names of donors to the library; the busts of eminent men connected with the college; the great cabinet, containing the card catalogue (sic); the cases of rare books and manuscripts and literary curiosities; the silent tread of librarians and assistants; and the groined vaulted ceiling covering the whole and resting upon white pillars. (p. 105)

During those early centuries, books were rare, valuable, and extremely susceptible to damage or loss by human mishandling, fire, water, environmental conditions, and military conflict (Atkins, 1991). As a result, the role of the early academic librarians prioritized guardianship and preservation of these assets, to the extreme that students were rarely allowed access to the books (Atkins, 1991; Thwing, 1906).

The Early 20th Century

By the 1930s, the academic library had begun to take on the mantle of instructional partner with its parent university (Lyle, 1949; Wilson, 1931). The emergence of this new role became such a nationwide issue that the American Library Association launched a national discussion of the topic in 1937, and the Southern Association of Colleges and Secondary Schools followed suit with a series of conferences resulting in a report listing four key goals for successful transition to this new role (Lyle, 1949). Lyle (1949) identified two types of instructional functions common at that time: “direct and indirect” (p. 196). Lyle (1949) defined the indirect function as activities involved in “making accessible information which may improve the quality of instruction” (p. 196), and the direct function as one which “involves the act of teaching” (p. 196). Yet Wilson (1931) noted these activities were not fully aligned with the mission of the university, and he called for a more strategic alignment of library function with institutional objectives, to become an “integral element” (p. 443) of the university.

In 1932, the Carnegie Corporation Advisory Group on College Libraries confirmed Wilson’s (1931) call to action when it published a report based on a three-year survey of more than 200 four-year liberal arts institutions, which identified a list of proposed standards for what academic libraries “should be” (Carnegie Corporation, 1932, p. 7). These standards emphasized areas targeted for the improvement of the “quality both of books and of staff, and . . . the service of the college library to college teaching” (Carnegie Corporation, 1932, p. 8). The list addressed the library building itself, recommended the building should be “centrally located” (Carnegie Corporation, 1932, p. 9) on campus, and emphasized librarians should have input into the building’s construction and design (Carnegie Corporation, 1932). In addition, the report recommended the library provide areas for group and individual study by students, and

specialized subject collections to enhance teaching and research (Carnegie Corporation, 1932). Further, the report suggested the library director should be an administrative partner in the governance of the university, and staff should have appropriate backgrounds in “educational, administrative, and technical services” (Carnegie Corporation, 1932, p. 10). Wilson (1931) echoed this when he noted librarians need to be subject matter experts, with the skills to teach students how to use the library’s resources.

The Post-War Era

This brief background on the expansion of American research universities of this period is key to understanding the corresponding growth of the academic research library and its evolving role. Following the end of World War II, the organization of American universities began to be more complex, as universities opened “branch” campuses, greatly expanded their physical facilities, and devoted more resources to graduate and professional studies and research (Wilson & Tauber, 1956, p. 4). The forerunners of what would later be known as American research universities became more involved in conducting research—catalyzed by the financial support of government grants—and established university-based presses to publish scholarly articles (Wilson & Tauber, 1956). While Thwing (1906) noted the origins of the academic library’s expansion into the role of research library are found in the late 19th century’s fascination with scholarship and discovery, Wilson and Tauber (1956) indicated it was during the post-WWII era when academic libraries moved into a role of critical support for the academic, instructional, curricular, and research needs of universities. Wilson and Tauber (1956) revealed the acquisition of materials and the expansion of library facilities became prime goals during this period, as academic library collections grew “fourfold” to “tenfold” (p. 6). By 1953, 19 academic libraries in the U.S. boasted collections of more than one million items each; the

academic libraries of Harvard and Yale, two of the original nine Colonial universities, had amassed more than five million and four million volumes respectively by this time (Wilson & Tauber, 1956). Wilson and Tauber (1956) identified the expansion of academic research libraries during this period as “one of the most pronounced aspects of university development” (p. 6) in American history up to that point.

In the midst of this expansion, dynamic and rapid changes in new media and technologies forced a new and additional role upon academic research libraries (Wilson & Tauber, 1956). Academic research libraries needed to find a way to collect, store, and steward film, microforms, record albums, maps, photographs, newspapers, sound recordings, and more (Wilson & Tauber, 1956). Academic research libraries also began to engage in partnerships—usually termed “cooperatives” (Wilson & Tauber, 1956, p. 7)—with other academic libraries and external organizations to share acquisition expenses, as well as extend their collaboration with other academic research libraries, nationally and globally, to advance academic research opportunities for their parent institution as well as the library profession itself (Wilson & Tauber, 1956). Simultaneously, as academic libraries expanded their external connections, they began internal programs of specialization in distinct academic subject areas to better support their parent university’s curricular and research objectives (Wilson & Tauber, 1956). In fact, Wilson and Tauber (1956) disclosed the purposes of the research university and its academic library during this period were parallel: “a) conservation of knowledge and ideas, b) teaching, c) research, d) publication, e) extension and service, and f) interpretation” (defined as “the dissemination of new knowledge”) (pp. 15, 18). In other words, the overarching role of the academic library at this point was to both support and implement the university’s goals and mission (Wilson & Tauber, 1956). The teaching function of the library at this time primarily involved information literacy,

yet Wilson and Tauber (1956) revealed that as universities evolved more fully into the contemporary model of research universities, they sought more intercession from their academic libraries to fulfill new models of teaching and scholarship (Atkins, 1991).

The Mid- to Late-20th Century

During the mid-20th century, academic research libraries enjoyed a golden era, as described by Miller (2012):

We were truly essential to the academic enterprise in fundamental and unchanging ways, or so we thought at that time. Our values reflected the values of the academy and our budgets were considered solid investments in the academic reputation of the institution, and of course in its success. Presidents in those days liked to talk about the library as the “heart” of the university and to extol its central role in the academic life of the campus. Faculty depended on the library for their research and research libraries built huge collections of materials from around the world to serve their needs, and shared collections with one another to supplement local collections. ... We can now look back on the past 35 years with some nostalgia, because as we all now know, those were the “good ole days” that are never coming back! (p. 4)

By the 1990s, the development and growing use of the World Wide Web and low-cost desktop and Internet publishing, created—for the first time in history—significant competition for academic libraries’ historic role as the center of the information universe and a creeping perception “that libraries have become irrelevant” (Lougee, 2002, p. 3). Libraries struggled to adapt to and incorporate new technologies and new processes for cataloguing and disseminating electronic information, as their historic role of control of information was superseded by the global open access movement (Lougee, 2002). Within this landscape, academic libraries also

had to relinquish their role as sole providers as they became increasingly involved with a wide variety of new stakeholders and moved to a more collaborative model (Lougee, 2002). These stakeholders include students (not only university students but also K-12 students), faculty, researchers, academic administrators, librarians and other professional and non-professional library staff, elementary and secondary school teachers, the community at large, government leaders (at the local, regional, and state levels), and business/corporate and community college partners. In other words, during this era, “the role of the library moves from manager of scholarly products to that of participant in the scholarly process” (Lougee, 2002, p. 11).

The Contemporary Era (Early 21st Century)

The role of the academic research library in the second decade of the 21st century is unclear, under threat, and underprepared for change. Rogers (2009) explained:

We believe the old saw that the library is the heart of an educational institution, and we somehow intuit from that that no matter what we do or do not do, our futures are ensured. . . . Unfortunately, that is no longer true. . . . Our work and, in fact, our very identity are threatened by a pace of change that is awe inspiring and not a little daunting. (p. 548)

Despite the clarion calls of many scholars—including Lougee (2002, 2009); Rogers (2009); Stoffle, Leeder, & Sykes-Casavant (2008); and Wilson (2012); among others—for academic libraries to transform themselves, for the sake of their very survival, the reactions may have come too slowly, too sporadically or not at all. For example, Google cornered the market on digitizing academic materials, while Amazon and other for-profit e-retailers have successfully converted access to information into a retail commodity, while academic libraries remain well behind the pace (Dunn & Menchaca, 2009; Rogers, 2009). Yet scholars implied that it was not too late for libraries to re-envision their mission, reformat their structure, and reinvigorate their

relationship with their institutions (Lougee, 2009; Rogers, 2009; Stoffle, Leeder, & Sykes-Casavant, 2008; and Wilson (2012).

The years following the Great Recession seemed to be a watershed period for academic librarians as the pressures to adapt to technological change were exacerbated by extreme financial duress (Dunn & Menchaca, 2009). In a landscape of rapidly increasing operational costs, severe and sudden—and ongoing—reductions in financial support, increased demands for accountability, declining use of the library’s physical facilities and resources, and increased pressure from students and faculty to access materials instantly and electronically, the struggle for survival transitioned from an intellectual concern to a literal need (Lougee, 2009; Tenopir, 2010; Wilson, 2012).

The publication of *No Brief Candle*, by the Council on Library and Information Resources (CLIR) in 2008, shortly before the worldwide economic collapse, was initially produced as a collective call to action among librarians for dramatic and strategic change in their academic libraries (Henry, 2008). However, the publication acquired almost the characteristics of a manifesto and provided a solid foundation for rethinking the role of the academic library during the volatile years of economic recovery after the Great Recession. Essays in the document, which were intended to be provocative and predictive about the urgency for the need for institutional change, came to be seen as visionary and directive in providing an outline for the future to help academic librarians identify and manage both change and risk (Henry, 2008). One of the key themes throughout the document is the importance of the academic library’s integral connection to its university—especially the university’s research function, and the library’s ability to adjust its processes with agility as higher education itself adapted to ongoing changes in mission, structure, services, and perceived social compact (CLIR, 2008). The document also

postulated academic libraries of the 21st century “will be more of an abstraction than a traditional presence” (CLIR, 2008, p. 8), and Florida Polytechnic University’s new library—completely digital and without a single book in its collection—is a case in point (Riley, 2014).

Views of the Evolution of the Academic Research Library in Higher Education in America through Bolman and Deal’s (2008) Four Frames

Views of the Evolution of the Academic Research Library in Higher Education in America through the Structural Frame

Bolman and Deal (2008) described the structural frame as the systems, rules, policies, and organizational architecture (such as organizational charts) around which an organization is built. In the structural frame, an organization relies on formal and well-defined goals and objectives, and sets out the procedures, technology, and personnel to meet those goals in the most efficient and productive manner possible (Bolman & Deal, 2008). An academic library, as part of a large public university, is most often a bureaucratic institution with a formal hierarchy (Birnbaum, 1988). In this type of organization, “rational” decision-making dominates: cause is linked to effect, means are linked to ends, and resources are linked to objectives (Birnbaum, 1988; Bolman & Deal, 2008). The organizational processes are typically “tightly controlled, with centralized authority, and a clear chain of command” (Bolman & Deal, 2008, p. 50). These characteristics of American academic libraries developed along with the evolution of the libraries themselves and their mission of support for higher education (Harris, 1995).

As far back as colonial America, the academic library was central to the success of the United States’ first colleges and universities (Shores, 1966). In fact, Shores (1966), in his seminal history of the Colonial colleges and their libraries, stated “American higher education began with a library” (p. 11). Lyle (1949) indicated academic libraries were integral to the

founding and growth of eight of the nine original Colonial colleges. Specific examples of the critical role of the academic library in postsecondary institutions' development is revealed in the following examples.

Harvard was founded in 1636 as the first American college, yet it did not assume the aspect of a true university until the Rev. John Harvard donated more than 300 books to establish Harvard's academic library in 1638 (Bush, 1891; Shores, 1966). While this original collection was later destroyed by fire, Harvard rebuilt both its library facilities and its collection to become the third largest academic library in America by the late 1800s (Bush, 1891; Shores, 1966). Subsequently, the founders of William and Mary—the nation's second college—purposefully devoted a section of the institution's 1693 charter to the imperative of establishing an academic library (Shores, 1966). In 1701, Yale was established through a donation of 40 “folio volumes” (Shores, 1966, p. 227) which accompanied a proclamation by the institution's founding committee of 11 ministers (Shores, 1966). Princeton was chartered in 1746, however, Shores (1966) indicated that, like Harvard, Princeton did not fully function as a college until the establishment of its library in 1757, when Massachusetts' then-Governor Jonathan Belcher bequeathed a gift of 400 books to the young institution. Kings College (later named Columbia University), founded in 1754, was fortunate to receive several bequest gifts of books during its first half-decade, and additionally engaged its academic library in one of the earliest collaboratives with the libraries of the New York Society and Trinity Church (Shores, 1966). Pennsylvania and Dartmouth Universities both received donations of book collections several years prior to their official founding dates of 1755 and 1769, respectively (Shores, 1966). Brown University, founded in 1764 and chartered in 1765, was not as fortunate as its predecessors in receiving library bequests, so its then-president James Manning not only personally donated the

first book to his university's library, but also set out to strategically acquire books for the university's library, which he believed was the foundation for "the college's chances for success" (Shores, 1966, p. 228; Brown University Library, n.d.). Rutgers' rocky start left few records indicating precisely when the college's library began, but the earliest remaining record shows a donation by Peter Leydt in 1792 (Shores, 1966).

Today, the academic research library's place in the structure of the university is no longer guaranteed (Rogers, 2009). Particularly perilous is the institutional adoption of "responsibility-centered budget management" (Rogers, 2009, p. 550), which creates financial silos of each unit within the university and causes the academic library—which traditionally brings in little revenue of its own—to be viewed by both internal and external stakeholders as both expensive and extraneous (Rogers, 2009). While some academic libraries have moved to better align themselves within the organizational structure of their parent universities, these attempts have been piecemeal efforts at "playing catch-up" (Rogers, 2009, p. 5). The University of Pennsylvania libraries' assumption of the overall management of the university's learning management system is a case in point (Rogers, 2009). Yet, while some strategic planning is taking place, the biggest stumbling block facing academic research libraries in this process is the accurate identification of who their users are, what different users need, and the best ways to meet those needs (Rogers, 2009, p. 6). Academic research libraries are under increased pressure to reassess their operations and their services and to communicate their return on investment to their stakeholders (Rogers, 2009; Taylor & Heath, 2012; Tenopir, 2012). In Florida, where state universities receive annual financial allocations based on a performance based funding model of ten metrics tied to institutional strategic plan goals, academic research libraries need to find ways

to not only better align themselves with institutional priorities, but also to communicate their initiatives in support of those priorities (State University System Board of Governors, 2014).

Views of the Evolution of the Academic Research Library in Higher Education in America through the Symbolic Frame

Bolman and Deal (2008) described the symbolic frame as the organizational culture and beliefs that cement the organization. This includes the ways in which employees interact with each other, communal events and their meanings for both the employees and the organization as a whole, and the symbols the organization uses to communicate various meanings (Bolman & Deal, 2008). The symbolic frame also includes organizational myths and legends, as well as the institutional vision (Bolman & Deal, 2008). In the symbolic frame, solutions emerge from the organization's use of symbols (such as a strategic plan) to create a shared basis for understanding and to help employees resolve confusion and find direction (Bolman & Deal, 2008). The organization also can create transition rituals and ceremonies to help employees mourn the past and celebrate the future (Bolman & Deal, 2008, pp. 266-267).

For academic libraries, the symbolic frame has been one of the most challenging areas to engage in change in response to contemporary changes in user needs and expectations. Since the founding of the earliest U.S. universities during the Colonial Era, the predominant symbols of the library were books and buildings, the culture focused around collection of information rather than distribution, and events (such as instructional activities) involved how to use the library rather than how to use information. The predominant myth portrayed the academic library as the heart of the university, while the prevailing legend depicted the academic library itself as a symbol of the quality of its parent university.

Shores (1966) indicated the early Colonial academic library served not only as a

repository for books and a center for research, but also as a “symbol of academic life” (p. 212) itself. The early Colonial library buildings held a significant pride of place on campus, and served as the site for the college’s academic, administrative, and social events, as well as a place where students could meet, study, and engage in discussions (Shores, 1966). Shores (1966) even cited occasions when the academic library was used as a courtroom and the site for a flogging.

In the post-WWII era of rapid university expansion, the symbolic role of the academic research library continued to expand. The library building remained a physical representation of its host university’s prominence, and many universities built new library buildings designed especially to serve this purpose (Wilson & Tauber, 1956). In the 1960s and 1970s, the academic library building also gained increased importance as a site for students to gather for non-instructional purposes, such as student organization meetings and study groups (Wilson & Tauber, 1956). The library also became a preferred site on campus for visiting lecturers’ presentations and other special academic events (Wilson & Tauber, 1956).

Today, most academic libraries still maintain a main library building, centrally located on campus, even if they offer services at multiple locations throughout the university and branch campuses (CLIR, 2008). This “traditional position . . . reflects its function as a crossroads for intellectual activity” (CLIR, 2008, p. 5), even if students and faculty rarely visit the physical facility. If patrons do come to the physical library, they come for much different reasons than they did in the past: with the ease of accessibility of digital, online, information, students and faculty come “for programs, a quiet place to work, group study spaces, or to use the computers” (Shumaker, 2012, p. 3).

Views of the Evolution of the Academic Research Library in Higher Education in America through the Political Frame

Bolman and Deal (2008) described the political frame as the process of making decisions and allocating scarce resources through “ongoing contests of individual and group interests” (p. 194). In the political frame, an organization is viewed by the coalitions, groups, and individuals who have the power to implement their decisions, and those decisions emerge through bargaining and negotiation among the coalitions (Bolman & Deal, 2008). In an academic library, while there is often a defined hierarchy, the power structure is often an “underbounded system” (Bolman & Deal, 2008, p. 205), in which power is diffuse and loosely controlled, with many players: library staff and administration, university administration, student users, governing boards, and community groups such as a fundraising task force. Each group has their own, sometimes competing, agenda, and these differences become more prominent during times of adversity (Bolman & Deal, 2008).

During the Colonial era, administrative and leadership support from the college president helped ensure the central role of academic libraries in the overall institution (Shores, 1966; Thwing, 1906). Shores (1966) showed at least one president from each of the nine original American colleges helped advance their academic libraries by personally directing their administrative leadership, funding, and staffing. In the case of Harvard, the president served on the council responsible for governance and administration of the academic library, while at Princeton the president served as the chief librarian (Bush, 1891; Lyle, 1949). More than 200 years later, Harvard’s library was still ranked among the top items in the president’s annual report (Bush, 1891). In the case of Columbia, its first president, Samuel Johnson, was the former head librarian at Yale (Shores, 1966). In the case of Brown, its first president, James Manning,

exercised his influence to solicit gifts of books and funds from donors and to use university resources to purchase books and materials for the university's academic library (Brown University Library, n.d.; Shores, 1966). In the case of Yale, its early president, Thomas Clapp, not only launched the construction of new library buildings and oversaw the expansion of the library's collection to include subjects such as science and English literature, but he also altered his college's administrative policies to require active support and use of the library by students and faculty (Shores, 1966). In the case of Princeton, its president, Samuel Davies, was the catalyst for the creation of the college's first library catalog (Shores, 1966). However, by the 1930s, things had changed dramatically. Wilson (1931) described college administration of that time as having limited contact and "but slight acquaintance with librarians" (p. 441) and library functions. The academic library's relationship with the university president and upper administration is significant because it implies the library's connection to the power center of the university. In a complex organization such as a university, political maneuvering centers on the allocation of scarce resources (Bolman and Deal, 2008). The closer the library is aligned with the power base of the administration, the more likely it will have participation in key planning and decision-making processes involving its future (Bolman and Deal, 2008).

Views of the Evolution of the Academic Research Library in Higher Education in America through the Human Resource Frame

Bolman and Deal (2008) described the human resource frame as "what organizations and people do to and for one another" (p. 117). In other words, this frame is analogous to the idea of families (Bolman & Deal, 2008). The human resource frame is characterized by an organization's ability to make people feel good about the job they do as well as about themselves (Bolman & Deal, 2008). In the human resource frame, solutions to problems or techniques to

address change emerge from the organization's ability to provide employees with training and opportunities for participation and involvement (Bolman & Deal, 2008).

In the contemporary academic library, globalization and rapid changes in technology are stressors requiring employees to adapt quickly, often before the library can mobilize sufficient training programs. Institutional loyalty, longevity, and professional librarians with Master's degrees in library and information science are becoming displaced by the conflicting needs for academic libraries to simultaneously downsize legacy staff and hire additional personnel with the specific technical skills to meet new organizational goals and mission. The literature examining the role and professional status of academic librarians over the past two centuries is too vast to summarize succinctly in this paper (Atkins, 1991). However, several milestones in that evolutionary process will be covered in this chapter to provide a greater understanding of the background for this research.

For most of the 18th and 19th centuries, the staff of academic libraries consisted of only a part-time head librarian, yet this position was often held by the president of the university or other individual with significant university or community influence and prestige (Rudolph, 1990; Shores, 1966). By the 1930s, the importance of the role of head librarian from the university administration's perspective had disintegrated to the point where Wilson (1931) indicated:

Frequently a librarian is secured fresh from library school and without experience in or special gift for integrating the library in the instructional program of the college. The salary paid is low, and the librarian, if called elsewhere at a larger salary, is replaced by a new recruit. (p. 441)

By the mid-20th century, professional academic librarians took on a new role as instructors in the new area of information literacy, and the contemporary idea of "dedicated, instructional

librarian” (Zai, 2014, p. 2) came into being (Zai, 2014). In the early 21st century, the ACRL cemented the librarian’s teaching role when it included information literacy in its *Competency Standards* (ACRL, 2014).

In 2008, the landmark publication *No Brief Candle: Reconceiving Research Libraries for the 21st Century* predicted the retirement of half of the academic librarians currently practicing in the U.S. during the following decade (CLIR, 2008). The report identified this situation as both a challenge and an opportunity for academic libraries to re-engineer their staffing policies and to incorporate a variety of professionals from diverse fields, including technology, assessment, business/management, and specialized academic areas (CLIR, 2008). In fact, Stewart (2004) showed hiring of non-professional staff is already outpacing the number of library professionals who hold the Master’s degree in Library and Information Science (MLIS). At the same time, salaries for professional librarians are perceived as too low to provide incentive for new MLIS graduates to enter the field (Stoffle, Allen, Morden, & Maloney, 2003).

While the focus of academic librarians shifts outward toward subject specialization, technological facility, and embedded librarianship to meet changing institutional goals, many of the historically traditional duties of these librarians—staffing the reference desk, for example—have shifted to support staff (Stewart, 2004). This constitutes nothing less than a change of identity among academic librarians, who must develop new skill sets in order to assume a variety of new roles: (a) visionaries for the institution; (b) strategists for developing methods to achieve institutional priorities in research; (c) consultants and collaborators with faculty on curriculum and research; (d) specialists in technological advances; and (e) innovators in information literacy (Johnston & Webber, 2004, p. 17). Academic librarians also find themselves at the center of the

transition from print to electronic resources, with technological skills now listed as requirements in most job postings for academic librarians (Goetsch, 2008).

Factors Influencing Change in Academic Libraries

Academic libraries today are under pressure from internal needs, external demands, rapid technological change, transitions in leadership and leadership styles, financial cutbacks, and a changed perception among their stakeholders of the role of the academic library in the university. Any one of these factors alone would provide enough cause for change in the library organization (Bolman & Deal, 2008). In fact, in the past, libraries have successfully demonstrated their ability to change with the times, as evidenced by the advance in technologies from the printing press to the 20th century development of multimedia formats, described in the sections above. Today, however, academic libraries are experiencing the impact of many forces simultaneously, which may cause them to change in unforeseeable ways. This section includes a brief survey of a variety of dominant trends pertinent to this study.

Biennially, the Association of College and Research Libraries (ACRL) publishes a list of the top ten trends influencing academic libraries. The ACRL also publishes a biennial environmental scan of the issues impacting academic libraries. A survey of the past three reports (published in 2010, 2012, and 2014) is provided in Appendix A. This survey reveals some enduring trends as well as singularities. For example, budget cutbacks featured prominently in the 2010 report only, while the growth in mobile technologies cut across all three reports in various dimensions. Academic libraries need to not only get ahead of technological advances such as mobile and tablet computing, but also to enable effective access to information on mobile devices, or “the university of the future will have no library because students will carry it in their pockets” (Augustine, 2013, p.373).

The importance of assessing and communication the library's value, meeting demands for accountability and assessment, and adapting to the changing landscape of higher education also are prominent in all three reports. Other noteworthy trends include the library's focus on patron needs as the driver for change, including repurposing the physical space of the library, establishing embedded librarians throughout the university, actively supporting faculty's and students' research needs, and managing the tracking and impact of scholarly publications. In the most recent report, open access and open educational resources—such as MOOCs (massive, online, open courses)—are prominent.

Economic Impact

While the economic downturn following the Great Recession may have been both catalyst and driver of recent changes in academic libraries, technological advancement provided the fuel for the libraries' forward progress (Smith, 2008; Wilson, 2012). “Scarcity has benefits” (Wilson, 2012, p. 79), and one of those benefits may be the propulsion from complacency to action through the implied sanction to jettison what isn't functioning well and reimagine new ways of working (Wilson, 2012; Rogers, 2009). However, the impact of the Great Recession only intensified a trend in declining state support for higher education begun early in the 21st century (ACRL Research Planning and Review Committee, 2010).

Increased Demand for Accountability

Another important factor influencing change in academic libraries' is the increased demand for accountability coming from all stakeholders (Taylor & Heath, 2012; Tenopir, 2012). Tenopir (2010) identified this as the “value gap” (p. 40) which occurs as perceptions of libraries' value declines even as the libraries' costs increase and funding decreases. Both the 2010 and 2012 editions of *Top Trends in Academic Libraries*, published biannually by the Association of

College and Research Libraries, listed accountability among the most important collective issues facing academic libraries (ACRL Research Planning and Review Committee, 2010, 2012).

One of the biggest challenges in this area concerns how to identify and measure the concept of value. Libraries have a history of successfully counting quantifiable measures, such as collection size, number of user visits, expenditures on technology, and so on, so it seems a natural evolution for academic libraries to adopt the use of the method of return on investment (ROI) (Courant, 2008; Tenopir, 2010). The common expression of ROI is in the form of a ratio or a percentage. For example, the ROI for public libraries in the U.S. has been assessed at 4:1 and 5:1, meaning that for every dollar invested in the library, it brings a return of four dollars or five dollars (Kelly, Hamasu, & Jones, 2012). Public libraries have been collecting data about their return on investment (ROI) since the early 1970s, and the trend gained momentum during the mid-1990s, yet by 2002 less than 2% of academic libraries were analyzing or reporting their ROI (Kelly, Hamasu, & Jones, 2012).

Going forward, the emphasis on accountability for academic libraries will continue to remain high. For example, the 2011 *ACRL Standards for Libraries in Higher Education* includes metrics for alignment with the parent institution's mission, support of the parent institution's institutional effectiveness goals, and collection development to support research and teaching goals (ACRL, 2011, p. 9). Current accreditation criteria for the academic library also look at its support for institutional effectiveness and institutional mission (Southern Association of Colleges & Schools [SACS], 2012). These metrics can additionally include mandated performance-based funding goals from the state government as well as the institutional ranking metrics used by ranking organizations such as *U.S. News & World Report*.

While these traditional metrics count data such as graduation/retention rates and other institutional criteria, a new ranking model, Webometrics, instead looks at the quantity and quality of an institution's Web presence and research output for its ranking criteria (Webometrics, n.d.). Webometrics analyzes overall institutional visibility on the Internet, and measures research output by counting the number of published papers and citations for faculty research (Webometrics, n.d.). Shulenberger (2010) noted the academic research library has a new opportunity to become integral to its parent institution's achievement of these new metrics through the publication and management of digital scholarly resources.

These metrics also have the capability to impact public perception of the public good of both the library and its parent institution (Bailey-Hainer & Forsman, 2005). This perception swung widely during the history of higher education in America between the two poles of individual benefit and societal benefit (Rudolph, 1990). The current perception leans more toward individual benefit than public good following the impact of the Great Recession and the increase in higher education costs (Bailey-Hainer & Forsman, 2005). Academic libraries' ability to demonstrate its parent institution's research output may go a long way to improving public perception of the value of public investment in higher education (Shulenberger, 2010).

The Need to Demonstrate Value

Academic libraries' value also resides in providing quality, for example, by "correlating library services with student success, retention, and faculty research and teaching" (Kelly, Hamasu, & Jones, 2012, p. 660). Academic libraries, therefore, utilize the LibQual+ survey created in 1999 by the Association of Research Libraries (ARL), Statistics and Assessment Program, to capture both quantitative metrics as well as qualitative data gathered directly from library users (ARL, n.d.). The survey measures users' opinions in three main areas: information

access, quality of service provided by library staff, and the quality and accessibility of the physical library itself (Cook & Maciel, 2010). Courant (2008) suggested academic libraries' contribution to the public good, as well as their efficiency, should additionally be considered in any evaluation of value. Academic libraries must also be able to adequately and appropriately communicate their value to a variety of stakeholders, from the Provost's Office to Board of Governors, from students to faculty, from corporate partners to donors, as a few examples.

Technological Trends

The *Horizon Report 2013: Higher Education Edition* (Johnson, Adams Becker, Cummins, Estrada, Freeman, & Ludgate, 2013) predicted MOOCs and mobile computing to become the top two technological innovations to impact higher education within the next year or two (New Media Consortium, 2013). More than 500 MOOCs are already in place at universities around the nation, including Stanford University and MIT, offered through collaborative arrangements on a single Web site via independent organizations such as EdX (New Media Consortium, 2013). Up to now, however, academic libraries have had little to no involvement in the development and implementation of MOOCs, and the libraries' role in supporting students and faculty in MOOCs is yet to be discovered (Barnes, 2013; Massis, 2013). The emphasis on the universality of mobile computing requires libraries to make all their information accessible through a variety of screen sizes and multiple platforms (ACRL, 2013; New Media Consortium, 2013).

Cloud computing has emerged as an opportunity for academic libraries to establish a niche both with their users, as the central gateway to the global world of information, and with their institution as the central authority on complex issues of "intellectual property control, data protection and privacy laws" (Mavodza, 2013, p. 136), especially as the globalization of higher

education continues to expand (Mavodza, 2013). Libraries began migrating their collections to the cloud in 2010 (ACRL, 2013). Following this transition, libraries realized the potential to join regional, nationwide, and often globally networked consortia to offer their patrons resources from around the world through single portal (ACRL, 2013). The growing popularity of personal cloud computing may offer academic libraries new challenges (ACRL, 2013).

The digital migration of academic libraries' print collection to electronic resources is a massive undertaking referred to as the equivalent of the transition following the invention of the printing press (Lewis, 2007). Digitization of legacy collections, and the acquisition of access to broad digital gateways of information are changing the academic library's role from that of collection manager to content manager, while the focus of the organization transitions from an inward perspective to an outward view toward users' needs (Lewis, 2007). This is an example of what library and information science scholars term "disruptive technology"—following the phrase initially created by Clayton M. Christensen, a Harvard University professor, in 1997:

The theory explains the phenomenon by which an innovation transforms an existing market or sector by introducing simplicity, convenience, accessibility and affordability where complication and high cost are the status quo. Initially, a disruptive innovation is formed in a niche market that may appear unattractive or inconsequential to industry incumbents, but eventually the new product or idea completely redefines the industry. (Clayton Christensen Institute for Disruptive Innovation, 2012, para. 2)

The open access movement is another example of disruptive technology (ACRL, 2013). Open access provides academic libraries with dual opportunities: (a) to become involved in publishing content through digital university presses; and (b) to become collaborators with faculty in managing content of scholarly communications and digital academic journals (ACRL,

2013). Open access is traditionally understood to mean content available free of charge, which carries implications for the academic library's budget and business model as well as for the perceptions of faculty regarding the professional credibility and peer-review process of open access scholarly journals (ACRL, 2013).

Academic Library Support for Faculty

Driven not only by technological advances but also by the fluctuating current landscape of higher education, academic librarians' support for faculty also has an opportunity to evolve. Librarians can assist faculty in a variety of new ways. Activities such as creating course reserves and providing information literacy instruction for students are traditional instructional support activities taken to new levels with technology and the advent of the embedded librarian or blended librarian. Shank and Bell (2011) indicated "the principal that librarians can and should be integral, educational partners as well as a catalyst for students' knowledge enrichment and intellectual inquiry guides blended librarianship. This aligns perfectly with the educational mission of colleges and universities" (p. 106). In Shank and Bell's (2011) view, blended librarians combine subject expertise with technological proficiency and can bring both to bear to assist faculty with diverse instructional needs and to serve as catalysts for the creation of effective collaborative groups.

The concept of embedded librarians is different from that of blended librarians, yet, while the term is currently in nearly universal use in academic libraries, there is not a common universal definition (Bezot, 2013; Shumaker, 2012). Shumaker (2012), in his comprehensive survey of the development of embedded librarianship, identifies the origin of the term as an adaptation of the concept of an embedded element from the science of geology (Shumaker, 2012, p. 4). The general understanding of the term involves varying degrees of librarian interactions

with students and faculty outside both the traditional confines of the library as well as outside the traditional confines of the library's legacy collections (Shumaker, 2012). It is the evolution of the historic role of reference librarian from passive assistant to integral partner providing personalized, customized information, technology, and instructional services wherever users are, whether in the classroom, the information commons, or online in formal courses or Internet chats (Bezot, 2013; Shumaker, 2012).

One area which dominates this conversation is the librarian's role in teaching. Lougee (2002) emphasized the need for academic libraries to move beyond traditional concepts of information literacy of "identifying, finding, and evaluating" (p. 18) to a more inquiry-based approach involving problem-solving and a sophisticated understanding of "issues of intellectual property, authenticity, and provenance" (p. 18). Nichols (2008) added academic libraries need to actively engage in "bringing the library into the classroom" (p. 28) and emphasized the relationship between teaching and research.

One of the newest trends is research data service (RDS) (ACRL, 2013). With the growing emphasis on research in higher education, academic librarians are in a position to build relationships with faculty to support their research needs across multiple platforms in a global environment, and to help in the management of the large amount of data increasingly required by funding agencies (ACRL, 2013). This service places academic libraries and librarians in the center of the university's mission, as Tenopir, Birch, and Allard (2012) revealed:

The convergence of data-intensive science, technological advances, and library information expertise provides academic libraries with the opportunity to create a new profile on campus as a partner in knowledge creation, helping it expand beyond

traditional roles of libraries. This new environment allows libraries to take a more active and visible role in the knowledge creation process. (p. 41)

This process is reflected not only in the sciences, but increasingly in the humanities with the advent of digital humanities—one of the top current trends in academic libraries identified by the ACRL (ACRL Research Planning and Review Committee, 2014). In a comprehensive study of the phenomenon, Burdick, Drucker, Lunenfeld, Presner, and Schnapp (2013) described digital humanities as:

. . . A reinterpretation of the humanities as a generative enterprise: one in which students and faculty alike are making things as they study and perform research, generating not just texts (in the form of analysis, commentary, narration, critique) but also images, interactions, cross-media corpora, software, and platforms. (p. 10)

The implications in this emerging field for the library and librarians are many-faceted and can involve librarians as partners in teaching rhetoric as well as technology. The implications for the role of the library within the university are also significant. For example, Yale University Library recently received a \$3 million grant to fund a new digital humanities laboratory, including the addition of three new dedicated digital humanities librarians (Buckingham & Rogers, 2015).

Library as Social Space/Library as Place

With the transition of the academic library's collection from print to digital, academic libraries are moving their legacy print collections from places of central prominence in the library building to storage/warehouse sites, sometimes offsite, and opening up new opportunities for the library's use of the newly cleared space to design areas for "social interaction around learning and research" (Dempsey, 2012, p. 209) (Dempsey, 2012; Dempsey & Varnum, 2014).

Gayton (2008) defined social space in the academic library as a place where “students and faculty collaborate and communicate with each other in the creation of new knowledge” (p.60). Matthews and Walton (2014) in their survey of the history of library space in the 20th and 21st centuries, revealed libraries have taken a strategic direction to evaluate and plan their space to accommodate developments in mobile technologies, social spaces for collaboration and learning, new ways of teaching, and student expectations for instantaneous access to information. These “social spaces” include not only include cafes, meeting rooms, collaborative study/research spaces equipped with state-of-the-art digital collaboration technologies, and a learning commons, but also support areas for student success such as writing centers, multimedia centers, and technology rental and support (Dempsey, 2012; Dempsey & Varnum, 2014; Gayton, 2008; Lewis, 2007; Matthews & Walton, 2014).

Globalization and International Connections

One of the ways in which academic libraries can better align themselves with their parent institution’s goals is in the area of globalization. University campuses today are multicultural environments, and university strategic plans often include goals for global outreach. Academic libraries can contribute through targeted collections development to support both the parent institution’s global initiatives as well as the diverse populations coming to campus either in person or virtually through online courses and collaborative research projects (Downey, 2013).

Joint-Use Facilities and Florida Statewide Shared Resources

The idea of joint-use facilities has been around since the Colonial Era in America, both in public and academic libraries, because of the economic advantages as well as the ability to reach more library users (Rudolph, 1990; Harris, 1995). In Florida, the University of Central Florida opened its libraries to area community college students as early as the 1960s (Stahley, 2004). In

1999, a report from the former Florida Postsecondary Education Planning Commission (PEPC) emphasized “the expansion of joint-use facilities as a priority strategy to address postsecondary access” (PEPC, 1999, p. i). In 2001, the state’s new long-range master plan for education by the Florida Department of Education, Council for Education Policy, Research, and Improvement (CEPRI), also encouraged partnerships between universities, community colleges, and colleges to share resources (CEPRI, 2003).

More recently, the Florida Board of Governors created opportunities for a variety of shared and centralized digital resources for academic libraries, such as the Florida Virtual Campus, which includes the Florida Center for Library Automation (FCLA) to provide “automation services that assist the libraries of Florida’s publicly-funded universities in meeting their teaching and research objectives for students and faculty” (FLVC, 2012, para. 3). A similar network, the College Center for Library Automation (CCLA) offers shared services for the state’s public colleges and community colleges (Task Force on the Future of Academic Libraries in Florida, 2011). Additionally, the Florida Distance Learning Consortium (FDLC) supports the state’s postsecondary institutions’ online learning needs (Task Force on the Future of Academic Libraries in Florida, 2011). Collaborations and partnerships between academic research libraries and public libraries and schools are also encouraged (Task Force on the Future of Academic Libraries in Florida, 2011).

Other Trends

Smith (2008) identified six additional environmental trends influencing change which are distinct to academic research libraries. These factors all relate to the academic research library’s core mission to support scholarship and research. Smith (2008) noted that while researchers will

always need access to information, the following factors, shown in Table 1, influence the ways in which academic research libraries adapt to changing demands in providing that access.

Table 1

Trends Influencing Change in Academic Research Libraries' Support of Scholarship

Trend	Description of Impact
The ascendance of physical and life sciences	<ul style="list-style-type: none"> Politically dominant in a growing quantitative environment Expanded footprint on campus Revenue centers as well as cost centers Magnets for philanthropic donations Need for specialized data collection and management of the scientific cyberinfrastructure
Proliferation of new types of digital data in the humanities	<ul style="list-style-type: none"> Data-driven humanities will require domain-specific information specialists Qualitative data in the form of blogs, social media, etc.
The rise in digital forms of scholarly communication	<ul style="list-style-type: none"> Digital journals supplant print publication process of scholarly articles
The rise in mobile communication	<ul style="list-style-type: none"> Move toward the entire library accessible through a handheld device
The data deluge	<ul style="list-style-type: none"> Information is everywhere, but how much needs to be classified for the needs of scholarship?
Rising costs and changing funding models for higher education	<ul style="list-style-type: none"> The library must continuously demonstrate its value; Libraries must also bring in money or lower costs or both

Note: Adapted from “The research library in the 21st century: Collecting, preserving, and making accessible resources for scholarship,” by A. Smith, 2008, in *No brief candle: Reconceiving research libraries for the 21st century*, pp. 13-20. Washington, DC: Council on Library and Information Resources.

Visions of the Future for Academic Libraries

Wendy Lougee, University Librarian and McKnight Presidential Professor at the University of Minnesota-Twin Cities, and a participant in developing the watershed 2008 CLIR report, *No Brief Candle*, described above, envisioned the urgent need for academic libraries to reinvent themselves more than a decade ago. Lougee is identified as a national pioneer in the

digital transformation of academic libraries as well as one of the strongest proponents for academic libraries' closer alignment with their parent universities' overall goals (Marcum, 2008). In 2002, Lougee published a paper on a concept she termed “diffuse libraries” (Lougee, 2002, p. 1). In this publication, Lougee (2002) called for academic libraries to change on a fundamental level:

The past two decades have been a time of tremendous social, economic, and institutional change for all sectors of higher education, including the research library community.

While responding to the unprecedented development of technology, colleges and universities have also addressed issues of social relevance, accountability, diversity, and globalization. Although academic institutions are notoriously slow to change, they have experienced considerable ferment, prompting shifts in priorities and constituencies and within disciplines. . . . The changes under way reflect an evolutionary path in which, as distributed and collaborative models emerge, libraries are taking on far more *diffuse* roles within the campus community and beyond. That is, libraries are becoming more deeply engaged in the creation and dissemination of knowledge and are becoming essential collaborators with the other stakeholders in these activities. (p. 1)

Lougee (2002) described her vision as the transition from the academic library's historic role of repository to one of service, from that of information collector to information disseminator—across multiple media and pathways, and from a siloed culture to an integral interdisciplinary collaborator with the university as a whole. She defined her use of the word “diffuse” as similar to its understanding in the science of physics, as “the spreading out of elements, an intermingling (though not combining) . . . [wherein] the library becomes a collaborator within the academy, yet retains its distinct identity” (Lougee, 2002, p. 4).

In 2009, when Lougee published a follow-up to her original document, she revealed that while some academic libraries had responded to the challenges facing them, they were doing so primarily on a case-by-case basis as each situation warranted, rather than fully engaging in the comprehensive paradigm shift she had espoused. Some of the obstacles include a tendency for libraries to follow the glacial pace of change in higher education overall, an aversion to risk-taking practices, lack of adequate funding, the limitations of digital copyrights, and a reluctance to partner with for-profit organizations (CLIR, 2008).

Despite these challenges, there are indications academic libraries are changing. For example, the University of Wisconsin Libraries used their funding shortfall as a springboard to strategically design a new and sustainable business model “internally integrated and aligned with university priorities” (Wilson, 2012, p. 82). The University of Tennessee Libraries made a concerted effort to reach out to students and faculty, both within the library and throughout campus, by using a strategy involving opportunities to “connect, create, collaborate, [and] communicate” (Dewey, 2009, p. 533). The University of Tennessee Libraries boldly adopted strategies “using the most resourceful means possible [and] flinging away tried, true, and treasured methodologies” (Dewey, 2009, 5. 534). Cornell University’s Library followed the university’s development of a new strategic plan by reformatting their own goals to match and support the new institutional goals (Kenney, 2009). Taylor and Heath (2012) published a case study of how the University of Texas at Austin Libraries engaged in an evolving strategic planning process to undergird all the libraries’ activities, goals, institutional alignment, and accountability. Franklin (2012) showed the University of Connecticut Libraries took this approach one step further by developing specific metrics to demonstrate alignment with the overall institutional mission and strategic plan goals.

Visions of the Future for Academic Research Libraries in Florida

In 2010, the State University System Board of Governors convened a task force to create a roadmap to ensure the future viability and sustainability of Florida's academic libraries (Task Force on the Future of Academic Libraries in Florida, 2010). The result was the development of the *Strategic Plan for the Future of Academic Libraries in Florida* (Task Force on the Future of Academic Libraries in Florida, 2011), which called for greater collaboration, innovative development and use of technologies to provide information access to users, and emphasized the importance of academic libraries' role in creating "a 21st century knowledge-based economy" (p. 14). One notable difference in the Florida plan compared to other states' academic libraries included the projected hiring and retention of additional library staff (Task Force on the Future of Academic Libraries in Florida, 2011). This indicated anticipated growth in the key areas of e-resources and technological development, as well as the institutional support to provide a working environment to support professional development and retraining of existing staff (ACRL Research Planning and Review Committee, 2012).

Summary

Much has been written in the past decade about the anticipated future of academic libraries, yet no single vision has emerged to dominate the profession with a clearly identifiable new trajectory (Baker, 2014). Instead, scholars and academic librarians called for academic libraries to move in new and unanticipated directions, to become innovators and entrepreneurs, to become co-creators in the process of knowledge discovery and research, and to become dynamic and integral partners with their parent institution, and collaborators with their community (Baker, 2014; Dempsey, 2012; Law, 2014; Massis, 2014; Walter & Neal, 2014). In other words, the traditional path of adapting to changes incrementally is no longer a viable option

for academic libraries' survival, as revealed in John Seely Brown's (2012) remarks to the fall 2012 meeting of the Association of Research Libraries:

The challenges we face are both fundamental and substantial. We have moved from an era of equilibrium to a new normal, an era of constant disequilibrium. Our ways of work, ways of creating value, and ways of innovating must be reframed. (p. 8)

Lewis (2007) reiterated libraries should "manage this change purposefully and that we not drift through it" (p. 2). Academic libraries' innovation strategies also need to be holistic—taking into account external and internal environmental factors as well as user expectations and parent institution priorities—and strategically designed (Baker, 2014; Massis, 2014). The Association of Research Libraries also included the importance of strategic design in their recent workshops designed to create a vision for the future of research libraries by 2033 (Groves, 2014).

Miller (2012) confirmed that boldness in reframing academic library administration, rather than retrenchment, is key to the future of academic research libraries. Yet Rogers (2009) pointed out there isn't enough data to determine if examples like those libraries described above are the exception or the leading edge of a trend. Many academic libraries are still encountering change in a "reactive mode without a purposeful vision of where these changes should lead" (Stoffle, Leeder, & Sykes-Casavant, 2008, p. 5). Shumaker (2012) described the librarian profession as "disconnected and stovepiped" (p. xv), and recommended libraries "need to travel, together, in the same direction" (p. xv). Further, Shumaker (2012) indicated:

The way society handles recorded information is undergoing the greatest change in centuries (since Gutenberg, in Western society), and we're likely to continue to experience accelerating change for the foreseeable future. The mutually reinforcing

revolutions in our tools and our social structures have fundamental implications for the profession of librarianship that we are in the midst of working through. (p. xv)

Bolman and Deal (2008) cautioned organizations in the midst of change to view their institution multi-dimensionally, through four frames—structural, political, symbolic, and human resource—to facilitate a multi-dimensional response. Organizational leaders need to consider the impact of change across all frames to engage in successful and effective change (Bolman & Deal, 2008). Bolman and Deal (2008) explained “changes rationally conceived at the top [of the organizational hierarchy] often fail” (p. 377) while “more versatile approaches have a better chance” (p. 377).

Recent research offered brief glimpses into the many changes in which libraries are currently engaged. Studies revealed changes through the lens of leadership attributes, individual case studies, or surveys of changes within a specific department or area. See Appendix B for a summary of recent dissertations. This study informed a gap in the literature by providing a broader lens to discover patterns of change among academic libraries in one U.S. state and described their movement toward reframing their organization. Future research of similar organizations in other U.S. states may reveal trends in the changing role of academic libraries in higher education.

CHAPTER 3:

METHODOLOGY

Research Design

Throughout most of the history of libraries and academic libraries, the indicators used to measure performance were primarily quantitative. Academic libraries were perceived to be successful based on the size of their collection, the amount of materials checked out, the numbers of students and patrons entering their doors, the number of staff members employed, the amount of budget expenditure for new materials, the diversity of technologies employed, and other similar criteria. These data are reported annually in publications such as the Association of Research Libraries' *Statistics*, and university and library annual reports. However, as described in Chapter 2, a survey of the recent literature shows a call for academic libraries to re-think this traditional view of assessment. Especially since the advent of the Great Recession and its aftermath, when academic libraries' quantifiable resources shrank considerably and are not expected to return to pre-recession levels, academic libraries are being tasked to show alternative methods for the assessment of their value to their institution, and to redefine their role within higher education (Miller, 2012; Regazzi, 2013).

This study employed the qualitative research paradigm. Qualitative inquiry is the most appropriate method to employ in studying this phenomenon, for several reasons to be discussed here. Patton (2002) explained "qualitative methods permit inquiry into selected issues in great depth with careful attention to detail, context, and nuance" (p. 227). This depth arises from the collection of data in several formats: interviews with participants who experienced or observed a

specific phenomenon or situation, observations of the study site, analysis of relevant documents, and the researcher's journal or field notes (Johnson & Christensen, 2012; Locke, Spirduso & Silverman, 2014; Patton, 2002). Qualitative research is also helpful in exploratory situations or to understand the human experience of a phenomenon (Johnson & Christensen, 2012, p. 33). Qualitative research seeks to discover "patterns and relationships" (Hatch, 2002, p. 10), rather than setting out to prove or disprove a certain idea. Guba (1967) added it provides a "rich and detailed supply of information about a particular happening in a particular context" (p. 60). This detail is often provided by multiple individual perspectives of a phenomenon (Schwandt, 1998). The selection of qualitative inquiry as the paradigm for this study also corresponded to the three characteristics of qualitative research identified by Hatch (2002): (a) it captured the "lived experiences of real people in real settings" (Hatch, 2002, p. 6); (b) it showed how the participants in the study derived meaning from their experiences; and (c) the researcher served as the "primary data collection instrument" (Hatch, 2002, pp. 6-7).

Theoretical Framework

The theoretical research framework for this study is social constructivist, since it involves the "meaning-making" (Crotty, 1998, p. 58; Paul, 2005, p. 60) of a phenomenological situation by individuals (Crotty, 1998; Denzin & Lincoln, 1998). Research conducted in this paradigm sets out to reveal how the participants' perceptions shaped their reactions (Crotty, 1998; Lincoln & Guba, 2013; Paul, 2005, Schwandt, 1998). The constructivist paradigm also presents "pluralistic, interpretive, open-ended, and contextualized (e.g., sensitive to place and situation) perspectives" (Creswell & Miller, 2000, p. 125).

Bolman and Deal's (2008) theory of reframing organizations undergirded the data collection and analysis of this study. Large public universities are complex organizations, with

shared governance among faculty, administration, and boards of trustees/governors. Historically, management and performance have not been closely linked (Birnbaum, 1988). However, in the current climate for higher education and academic libraries in the U.S., as described in Chapter 2, performance and accountability are increasingly important to the university's and academic library's stakeholders. Institutional leaders must find ways to make traditionally loosely coupled systems more sensitive and responsive to environmental stimuli to meet these new demands (Birnbaum, 1988). Bolman and Deal (2008) revealed leaders who are aware of all the multifaceted aspects of their organizations make better decisions about how and where an organization needs to change. These scholars' (Bolman & Deal, 2008) theory of reframing organizations identified four specific aspects, or "frames" of an organization for leaders to consider: (a) the structural frame, (b) the human resources frame, (c) the political frame, and (d) the symbolic frame. A multidimensional perspective—and often a multidimensional solution—leads to successful and effective change within an organization (Birnbaum, 1988; Bolman & Deal, 2008). Organizations engage in reframing when their environment shifts, when technology changes, when the organization grows, and/or when there is a transition in leadership (Bolman & Deal, 2008). Academic libraries are experiencing all these impacts simultaneously. The use of Bolman and Deal's (2008) theory of reframing organizations provided a practical and systematic framework for the data collection and analysis in this study.

Research Method

The research design for this study was a multiple case study. Case studies are appropriate when the research question involves "developing an in-depth understanding about how different cases provide insight into an issue" (Creswell, Hanson, Clark Plano, & Morales, 2007, p. 239). I used a multiple case design to enable cross-case analysis, with the results of each case presented

individually followed by a synthesis of the results across the cases to identify and describe potential emergent patterns (Stake, 2006; Yin, 2009; Yin, 2014). Stake (2006) also identified this type of research design as collective case study.

Johnson and Christensen (2012) defined a case “as a bounded system” (p. 395). In this study, a case was represented by an academic research library within a doctoral research university in one state in the United States designated by the Carnegie Classification of RU/VH, during the past five years: 2010-2015, inclusively. The years were defined as academic fiscal years, beginning in July, 2010, and ending in June 2015. Four cases were examined in this study. Johnson and Christensen (2012) determined the inclusion of multiple cases yields greater breadth of information, and allows comparisons and contrasts between the cases. Yin (2009) confirmed the use of multiple cases also provides a higher confidence level in the research findings.

Multiple Case Study Research

Multiple case studies examine each of the cases in the study individually, in their own context, as well as the entire group of cases as a collective entity (Stake, 2006). Stake (2006) explained this is especially important in research studies of complex organizations (pp. ix-x). Multiple case study research design “builds on” (Stake, 2006, p. x) the research design of single case studies, and is considered to fall within the same methodological framework as single case study designs (Stake, 2006; Yin, 2014, p. 56). However, in a multiple case design, the research question focuses on the understanding of the phenomenon under study from the collective experience rather than that of the individual cases (Stake, 2006, p. 6). Yin (2014) noted the “evidence from multiple cases is often considered more compelling, and the overall study is therefore regarded as being more robust” (p. 57).

Research Questions

The guiding question for this qualitative, phenomenological, multiple case study was: In what ways have the academic libraries of four public, doctoral, research universities in Florida, identified by the Carnegie Classification of “RU/VH,” adapted or changed their role within the university during the past five years, 2010-2014, from the perspective of the leaders (dean/director) of the libraries? Other, more specific, questions arose during the course of the investigation. These additional questions added further depth to the discussion of the guiding question, and included:

1. As defined by each of Bolman and Deal’s (2008) four frames—structural frame, human resource frame, political frame, and symbolic frame—in what ways have the academic libraries of these four universities exhibited evidence of reframing during the past five years: 2010-2015?
2. During the past five years, 2010-2015, what was the nature of the relationship between the libraries and their parent universities and how has this relationship evolved during this period?
3. How have the libraries’ missions changed during the past five years (2010-2015), and what factors or environmental forces may have been influential catalysts?
4. How have the responsibilities and duties of the library dean changed during the past five years (2010-2015)?
5. How have the ways in which the library assesses and communicates its value to its constituencies changed during the past five years (2010-2015)?
6. In what ways have the library’s interactions with students, faculty, and the community changed during the past five years (2010-2015)?

7. When changes occurred, were they library-led or university-directed? If they were library-led, in what ways did the library persuade its parent institution (and/or other constituencies) to accept the change(s)?
8. In what ways has the evolution of the virtual library impacted and influenced changes in the library?
9. How has the library's role in the life of the university changed during the past five years (2010-2015)?

Role of the Researcher

Reflexivity and Voice. In qualitative research “the researcher is the data collection instrument” (Patton, 2002, p. 64) and both an observer and participant in the study (Denzin & Lincoln, 2000). The issue of the researcher's voice in presenting qualitative data and findings was a topic under debate by scholars for many years (Wolcott, 2009). However, the use of the first-person, active voice in qualitative inquiry is currently considered critical to the authenticity and trustworthiness of qualitative research (Patton, 2002). Patton (2002) demonstrated “the perspective that the researcher brings to a qualitative inquiry is part of the context for the findings” (p. 64). Honest acknowledgment of the researcher's self-awareness, and accurate and appropriate documentation and bracketing of it in the research, can strengthen the research method, as shown in Figure 3.1 (Patton, 2002).

Epoche. As the researcher for this study, I took the stance Patton (2002) described as “empathic neutrality” (p. 569), to both acknowledge my personal perspectives and set them aside to conduct an impartial evaluation as defined by House (1980), where “the evaluator must be seen as that of an actor in events, one who is responsive to the appropriate arguments but in whom the contending forces are balanced” (p. 93). According to Schwandt (1998):

The act of inquiry begins with issues and/or concerns of participants and unfolds through a ‘dialectic’ of iteration, analysis, critique, reiteration, reanalysis, and so on that leads eventually to a joint (among inquirer and respondents) construction of a case (i.e., findings or outcomes). (p. 243)

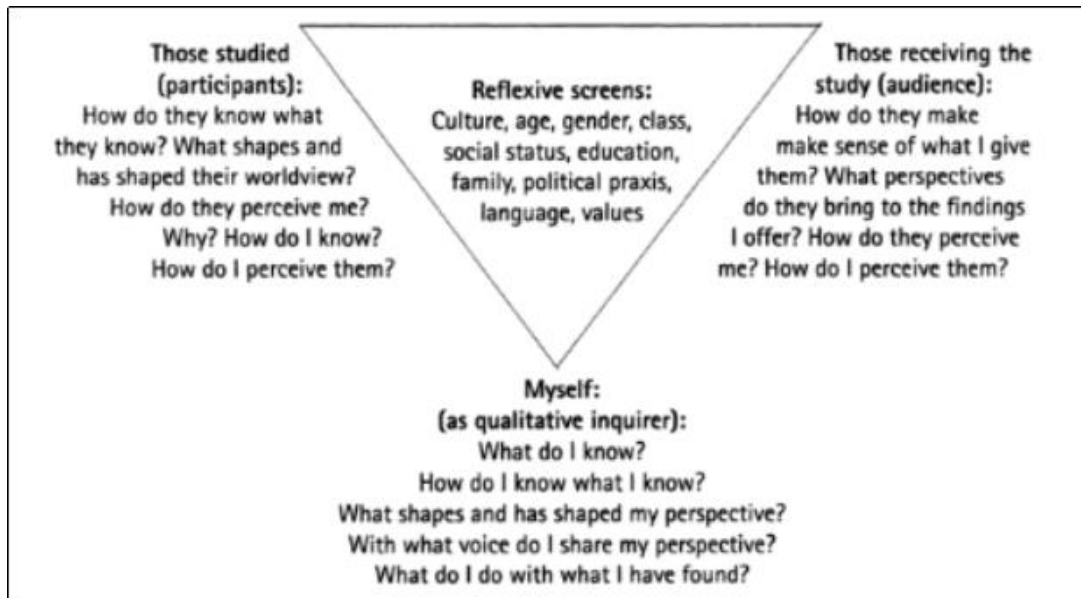


Figure 3.1. Patton’s Chart of Reflexivity for Triangulated Inquiry. The nature of and relationships among the perceptions of the researcher, the study participants, and the audience receiving the study are illustrated in this visual representation.

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Wolcott (2009) added the reader of qualitative research must remain aware of the researcher, and the researcher’s perspectives and potential bias (even if unintentional), to balance the subjectivity of human interpretation in the presentation of findings. Patton (2002) called this the “perspective of epoche” (p. 485). Husserl (1913) identified this technique as bracketing. A formal definition of epoche is provided in Chapter 1 (page 8) of this proposal, however the common understanding of the term involves an honest self-assessment by the researcher, presented in clear terms in the

proposal—in advance of the data collection process—to identify any and all areas in the researcher’s background, beliefs, or experiences which might influence the researcher’s collection and analysis of the data (Patton, 2002).

I am an employee of the University of South Florida (USF) as well as a graduate student and doctoral candidate. I began as a part-time clerical assistant in the USF College of Business during 2002. In 2003, I was promoted to a full-time administrative assistant for the USF Foundation (the university’s direct support organization), assigned to the constituent area of the College of Business. In 2007, I began a Master’s degree in Library and Information Science in the USF College of Arts & Sciences. After completing this degree in 2009, I was formally admitted to the doctoral program in curriculum and instruction, with an emphasis in higher education administration, in the USF College of Education in 2011. My doctoral dissertation timeline is shown in Table 3. As my professional career advanced, in 2008 I transferred to the USF College of The Arts (sic), and in 2013 I was promoted to Administrative Specialist in the college’s division of External Relations, responsible for marketing and promotion of the college’s events and achievements. In early 2015, I was hired by the office of the Senior Vice President for Research, Innovation, and Economic Development as a research services administrator in the area of faculty awards and honors.

During my professional experiences at USF, I was fortunate to work closely with the dean’s office in both the College of Business and the College of The Arts (sic), and now with the Vice President’s office. This provided me with a firsthand view of many of the administrative challenges discussed in my doctoral courses. As a student, I also witnessed many changes occur in the USF library during the period of time encompassed by this study. The idea for this research study ultimately grew from my personal observations of these changes. However, my

experience with these changes was entirely from a student perspective, as my position with the university included no administrative interaction with the library.

Throughout my career, I also worked as a professional journalist and freelance writer for newspapers and magazines, and have solid experience in interviewing and listening skills. However, I acknowledge a significant difference in the style and approach of qualitative research interviews compared with journalistic interviews. In my experience, a journalist conducting an interview assumes the stance of an objective observer, and stands apart from the events (context) about which the interviewee is being questioned. The interview questions are probing, directed toward a predetermined path, and often aggressive in challenging the interviewee's experience or interpretation of events.

Qualitative interviews, on the other hand, are more "responsive" (Rubin & Rubin, 2012, p. 36), with "give-and-take" (p. 36) between the researcher and the interviewee. The researcher also sets out to build "a relationship of trust" (Rubin & Rubin, 2012, p. 36), empathy and friendliness with the interviewee (Rubin & Rubin, 2012). The interview questions are open-ended and, while some of the questions are prepared in advance, as shown in Appendix C, the researcher is open to following new trajectories as the conversation evolves (Rubin & Rubin, 2012). I used the qualitative interview style for this research. Finally, as the researcher for this study, I served in the capacity of what Denzin and Lincoln (1998) described as a "bricoleur" (p. 4), one who participates interactively with study respondents, to tell the story of the subject of this study through a "complex, dense, reflexive, collagelike creation" (p. 4).

Site and Sample Selections

The cases selected for this research were chosen to fulfill, as much as possible, Stake's (2000) definition for a multiple case study:

...A researcher may jointly study a number of cases to investigate a phenomenon, population, or general condition. ...It is instrumental study extended to several cases. Individual cases in the collection may or may not be known in advance to manifest some common characteristic. They may be similar or dissimilar, redundancy and variety each important. They are chosen because it is believed that understanding them will lead to better understanding, perhaps better theorizing, about a still larger collection of cases.” (p. 437)

Yin (2014) added the individual cases selected for a multiple case study should be chosen for their potential ability to illustrate a phenomenon or portray contradictory results. The cases selected for this multiple case study consisted of the academic libraries of four public doctoral research universities in one U.S. state, identified by the Carnegie Classification of “RU/VH” with “very high research activity” (Carnegie Foundation, n.d.b, para. 5) during the past five years: 2010-2015. This was a “purposeful sample” (Patton, 2002, p. 46) of individual cases.

The use of purposeful samples, as defined by Creswell (2007), is to “inform an understanding of the research problem and central phenomenon in the study” (p. 125). Further, the selected cases are criterion-based, meaning that all the selected cases experienced the phenomenon under study (the criterion) in some way (Creswell, 2007, p. 128). This sampling technique is recognized as increasing the quality of the study (Creswell, 2007).

To select this purposeful sample, I employed the strategy of “maximum variation (heterogeneity) sampling” (Creswell, 2013, p. 156; Patton, 2002, pp. 234-235). In other words, this represents the selection of several cases where the outcome is unknown in advance, in order to present a potential variety of situations and experiences (Patton, 2002, p. 235; Creswell, 2007, p. 127). Patton (2002) indicated this approach strengthens the research design, because:

The data collection and analysis will yield two kinds of findings: (1) high-quality detailed descriptions of each case, which are useful for documenting uniquenesses (sic), and (2) important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity. (p. 235)

Stake (2000) alternatively explained, “the phenomenon of interest observable in the case represents the phenomenon writ large” (p. 446). Academic libraries at large, top-tier, doctoral universities are at the crucible of change due to their significant and integral role within their university and therefore provided “information rich” (Patton, 2002, p. 563) and illustrative experiences for this study. These libraries also are perceived as the “drivers” (Regazzi, 2013, p. 220) of trends among academic libraries nationwide (Regazzi, 2013).

This study examined the top four academic research libraries in one state as the individual cases for this study in order to gain a perspective of the landscape of change in academic research libraries across a defined geographical region. For a multiple case study, Stake (2006) advised researchers not to analyze selected cases too much prior to the study in order to prevent potential bias in choosing only cases which either support or differ from the research question. While the optimum number of cases for a multiple case study varies among scholars, Stake (2006) recommended a minimum of four, while Creswell (2007) also proposed the number of individual cases in a multiple case study should not exceed five cases.

I selected the leader (dean/director) of the library as the most appropriate representative to interview, because of the library leader’s unique, overarching perspective of the entire academic library organization as well as the ways in which the library integrates into its parent university. The individuals holding these positions were shown to have held their role as library leader of the selected cases for a minimum of three years in order to provide a longitudinal

perspective of the changes in their libraries. The Dean of Libraries at the University of South Florida, offered his voluntary assistance to introduce me to the library leaders of the selected cases. The dean meets regularly with academic library directors at the meetings of professional library organizations. Rubin and Rubin (2012) suggested employing a technique such as this to help gain access to high-level individuals and bypass “gatekeepers” (p. 80).

I applied for approval with the Institutional Review Board (IRB) of the University of South Florida (USF), and contacted the IRBs of the universities of the study cases. The IRBs of the universities in the other study cases indicated USF’s IRB approval was sufficient and did not require additional submission. When IRB approval was granted, the data collection phase of this study began. I asked the dean to send an e-mail introducing me to the library leaders of the selected cases. Once a response was received from the deans, I sent the library leaders of the selected cases a personal e-mail to further introduce myself, described this study, and requested their participation. A copy of this e-mail is shown in Appendix D. Once they agreed, I sent them an e-mail request for their informed consent to participate in the study, as shown in Appendix E.

Data Collection

The data for this study included multiple formats, from multiple sources, to provide triangulation and strengthen the research validity or “trustworthiness” (Johnson & Christensen, 2012, p. 264, 398). I examined the Web sites of the selected cases for common themes applicable to this research study. I also reviewed documents—such as annual reports, strategic plans, administrative memos, and other publications—from the selected cases. I conducted on-site observations of the selected cases through a personal visit and tour of each participating library. Finally, I conducted in-depth, semi-structured, open-ended interviews with the leaders of

the libraries in the selected cases. I also wrote a researcher’s journal to document my experience conducting the research, to strengthen the self-reflexivity inherent in the research. A summary of these data collection methods and a timeline for the data collection process is shown in Table 2.

I asked respondents for their preference for anonymity in the study, and abided by their wishes, however Yin (2014) suggested the identification of participants in a case study can yield “important background information” (p. 197) necessary to understand the case as well as the cross-case analysis. Even though the participants in this study were provided anonymity, all the selected cases are public institutions, with open public records, therefore some readers of the research report may be able to infer the identity of the cases and the individuals interviewed. This situation was made clear to each of the participating institutions and library directors, and their informed consent was obtained, with this understanding.

Table 2

Data Collection Methods Summary and Timeline

Data Collection Method	Type	Strategy	Timeframe
Initial interviews with each of the library leaders	Semi-structured Open-ended Responsive—See Appendices C and G for detailed interview protocol and analysis plans	Provide detailed perceptions of the case during the timeframe of the study	1-4 hours In person/on site May 2015
Member check of transcript of initial interviews	Word document sent via e-mail	Validity and reliability	June-September, 2015
Follow-up interviews with each of the Deans of the Libraries (if needed)	Semi-structured Open-ended	Provide clarity and further detail	1 hour June-July, 2015
Researcher’s reflective journal	Personal journal	Provide additional documentation and self-reflexivity awareness	March-October, 2015 (the entire data collection and analysis period)

<i>Data Collection Methods Summary and Timeline (continued)</i>			
Data Collection Method	Type	Strategy	Timeframe
Document analysis	See Appendix H for detailed plan	Corroboration of interview statements, Additional detail Data triangulation	March-September, 2015
Web site analysis	See Appendix J for detailed plan	Corroboration of interview statements, Additional detail Data triangulation	March-September, 2015
Observations	Field observations In person On site of each case 2 hour duration See Appendix I for detailed plan	Provide detailed context for each selected case Visually confirm other collected data Data triangulation	May 2015 (immediately following the Deans interviews)
Photographs	Taken during field observations	Provide additional context, visual confirmation	May 2015 (during the field observations)

Interviews. I met personally with each library leader in the selected cases and conducted a one-to-one interview, in person, at the library leader’s office for approximately one hour. I had planned a follow-up interview by phone, for approximately one hour, after the participant reviewed the transcription from the first interview. However, in two of the cases, the second interview proved not to be necessary, since the library leaders allowed me to complete the full interview in one session. More about this is described in Chapter 4.

During these interviews, I employed the feminist-based interviewing ethic, which “transforms interviewer and respondent into coequals who are carrying on a conversation” (Denzin & Lincoln, 2000, p. 634; Fontana & Frey, 2000). The interview format followed Fontana and Frey’s (2000) definition of a “field formal” (p. 653) interview, in which the setting is pre-determined but takes place in the field, the role of the interviewer is somewhat directive, the question format is semi-structured, and the purpose is phenomenological (p. 653). The interview itself, however, was the type defined by Fontana and Frey (2000) as “unstructured:

...to understand the complex behavior of members of society without imposing an a priori categorization that may limit the field of inquiry” (p. 653). The overall interview style, as indicated above, followed Rubin and Rubin’s (2012) model of “responsive interviewing” (p. 36).

A list of open-ended questions, based on this study’s guiding question and research questions, was e-mailed to the library leaders of the selected cases at least two weeks in advance of the interview appointments. These questions are shown in Appendix C. Since the timeframe of this research study stretches back over five years in the past, I believed it important to allow the respondents time to reflect and remember past events more clearly, as well as to assemble supporting documents.

These interviews were audio-recorded using a portable digital voice recorder in order to accurately acquire the “verbatim responses” (Patton, 2002, p. 380) of the participants. I had the audio recordings transcribed by a professional transcription service, to help strengthen accuracy and trustworthiness. I also listened to the recordings of the interviews several times. These procedures helped address issues of reflexivity and provided greater depth of understanding of the respondent’s subtle emphases or other verbal cues to meanings which may have been missed during the interview process itself (Yin, 2014).

I took both descriptive and reflexive notes during the interviews, following Creswell’s (2013) protocol, as shown in Appendix F, to make observations as they occurred and to identify and clarify key points of the conversation. Patton (2002) indicated this process helps the interview follow its planned course or identify new and important directions for additional questions. Patton (2002) called this “the emergent nature of qualitative inquiry” (p. 383).

Immediately following each interview, I wrote a “post-interview review” (Patton, 2002, p. 384). This review, composed while the memory of the interview experience was fresh,

included additional notes about observations and reflections during the interview, descriptions of the interview setting, identification of any areas where self-reflexivity may have had an impact, reflections about the attitude and reactions of the respondent, and perceptions about the overall success of the interview (Patton, 2002, p. 384). Patton (2002) explained this post-interview process is critical to ensuring quality and rigor in qualitative inquiry, and also to ensure the data captured are “reliable and authentic” (p. 384).

Finally, I sent the transcriptions, and copies of my notes taken during the interviews, to each respective library leader for member-checking of the content. Stake (2006) described member-checking as asking the respondent to read the researcher’s rough draft of the report “for accuracy and possible misrepresentation” (p. 37). Stake (2000) emphasized it is a vital ethical consideration of case study research “for targeted persons to receive drafts revealing how they are presented, quoted, and interpreted and for the researcher to listen well for signs of concern” (p. 448).

Interview Questions. According to Stake (2006), the interview questions for each case in a qualitative, multiple case study should include some of the same questions for all the cases, with additional, unique questions for each particular case (p. vi). Yin (2014) recommended using “how” rather than “why” (p. 110) questions when asking respondents about past experiences in order to preserve an open and trustful relationship during the interview. The specific questions developed for the interview portion of this study utilized three of the five levels of research questions identified by Yin (2014) as appropriate for multiple case study research: (a) Level 1: questions for the specific individuals in the case; (b) Level 2: questions about the individual case; and (c) Level 3: questions about “patterns of findings” (pp. 90-91). Yin (2014) advised researchers most interview questions will fall within Level 2. Qualitative

researchers have also identified several additional types of interview questions. Yin (2014) recognized “conversational” (110) questions to establish rapport and trust with the respondents. Rubin and Rubin (2012) distinguished “tour questions” (p. 116) to gather contextual and situational detail, and “probes” (p. 118) to gather greater detail or clarification of a previous response. See Appendix A for the list of initial interview questions, and Appendix G for a description of the ways in which each interview question aligned with the guiding question and research questions for this study, and the levels and types of questions they represented.

Documents. In addition to the interviews, I collected and analyzed a wide variety of documents and publications from each of the academic libraries in the selected cases. A detailed list is provided in Appendix H. Other documents and/or artifacts, which may be provided at the time of, or following, the interview itself, were also collected and analyzed. Hodder (2000) explained including these types of items in a research study is important “because the information provided may differ from and may not be available in spoken form, and because texts endure and thus give historical insight” (p. 704). Stake (2006) and Patton (2002), among other scholars, confirmed the review of documents as essential to qualitative research. The documents reviewed for this study were produced or published during the timeframe of this study (academic fiscal years 2010-2015). The review of documents produced by a variety of organizations and individuals—such as newspaper articles, university reports, and library publications—was intended to increase the trustworthiness of this study. These documents were analyzed for content pertinent to the scope of this study as well as confirmatory data. More detail about the document analysis process is provided in Chapter 4.

Observations. I scheduled one site visit to each library. This visit lasted several hours and included time for my initial interview with the library leader. Following the interview, I

toured the library at that site for approximately two to three hours to observe the site, and take notes and photographs to enable data comparison with the details of the interviews during the data analysis process of this research study. See Appendix I for a detailed plan of the systematic observation data collection. These observations provided detailed context for each selected case and visually confirmed other collected data to aid in triangulation and the trustworthiness of the research findings (Patton, 2002).

Web Site Data Collection. An analysis of each of the libraries' Web sites as part of the document and artifact analysis supported triangulation of the data. Web sites, however, are highly mutable and subject to change frequently. To mitigate this characteristic, a PDF of each the Web pages viewed was created. I planned to view all the libraries' Web sites during the month in which the interviews with the library deans occurred, however this process took longer than I anticipated, and stretched out for several months. The Web site analysis was also longitudinal, through equivalent snapshots of each library's Web site as it appeared during 2010 or the closest date available, through the Internet Archive's Wayback Machine Web site (<http://www.archive.org/web.php>). This process was intended to reveal any changes to the Web sites over the time period of this study (2010-2015). For example, current trends in academic library Web sites emphasize the use of "full library discovery" (Dempsey & Varnum, 2014, p. 24) tools to enable users to find information in one cloud-based, easy-to-use portal in which information about collections, staff, services, and other library features are displayed in the same frame (Dempsey & Varnum, 2014).

Academic library Web sites, however, rarely have uniformity, and there are few universal or professional standards for their organization and design (Little, 2012). This study used a detailed Web analysis protocol developed from several sources, as shown in Appendix J. The

Web coding list developed by Tolppanen, Miller, Wooden, and Tolppanen (2008) was the primary source for the protocol developed for this study. Tolppanen et al. (2008) surveyed 133 academic library Web sites in the United States in 2000 and 2003 to determine common content. While the results of these studies revealed 42 core components across more than 50% of all universities in the studies, most of their entire research list—organized according to various subject areas—relevant to this study were included in the Web analysis protocol. Several additional categories identified by Detlor and Lewis (2006) as characteristics of “robust library Web sites” (p. 251) were also be included. The resulting protocol enabled robust and thorough examination and documentation of any areas of change corresponding to the four frames of Bolman and Deal (2008). Coding responses will be either “yes” (the criterion is present in the Web site) or “no” the criterion is not present in the Web site. If other coding categories emerge during the Web site analysis of the specific libraries in this study, they will be added.

Research Credibility and Rigor

Johnson and Christensen (2012) defined qualitative research validity as “research that is plausible, credible, trustworthy” (p. 264). Validity in this research study was approached in several ways. Descriptive validity or “factual accuracy” (Johnson & Christensen, 2012, p. 265) was applied through the triangulation of my researcher’s journal with observations, analysis of documents and artifacts, and member-checking of the transcription of the library directors’ interviews. Thick description of the cases also strengthened the research validity (Creswell & Miller, 2000, p. 124; Patton, 2002). Yin (2014) added the researcher of a case study should have some knowledge and expertise of the subject under study as well as the techniques specific to case study research, such as interview and listening skills. I described my background as a

professional journalist and graduate of a Master's degree program in Library and Information Science in the epoche section of Chapter 1.

Interpretive validity was applied through participant feedback on my interpretation and findings, as well as the use of direct or “verbatim” (Johnson & Christensen, 2012, p. 267) quotations. Construct validity appropriate for a case study design was established by defining the type of change this study looked for, as identified in the research questions, and setting out pre-determined methods to examine the data for that change (Yin, 2014). Internal validity of the research was applied through data triangulation and methods triangulation. Additionally, rigor was enhanced by exploring potential “rival explanations” (Patton, 2002, p. 553; Yin, 2014, p. 47) for the behavior/actions of the selected cases. The reliability of this study was established through all the procedures outlined in this chapter, to provide a clear road map for future researchers who may wish to follow these methods in other similar situations in other locations (Yin, 2014).

Data Analysis

The selected cases are presented individually, in Chapter 4, with thick, rich description of the context for each case and the library leader's perspectives of the changes within their specific library, along with an analysis of patterns and themes within each specific case. This is followed by an integrative, interpretive section highlighting common or divergent themes and patterns across all the cases in Chapter 5 (Flick, 2007; Patton, 2002; Roberts, 2010; Yin, 2014). These patterns and themes were identified through “content analysis” (Patton, 2002, p. 453) of the interview transcripts, using qualitative coding procedures (Patton, 2002). More detail about this process is provided in Chapter 4.

Saldaña (2009) defined a code as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3). Rubin and Rubin (2012) identified several common types of codes, including events; “topical markers” such as places, dates, legislation, or people; and examples, concepts, and ideas (pp. 193-194). The specific codes, categories, and themes used in this study emerged through multiple reviews of the interview transcripts (Patton, 2002; Saldaña, 2009). Saldaña (2009) suggested a minimum of two cycles of review of the data to allow “deep reflection on the emergent patterns and meanings” (p. 10). Creswell (2013) recommended researchers consider a maximum of 25-30 categories subsumed in just half a dozen themes for the final analysis (pp. 184-185).

Since the data was gathered and organized according to Bolman and Deal’s (2008) four frames, following the guiding question and research questions, a hermeneutic perspective was also necessary in the interpretation in “relating parts to wholes, and wholes to parts” (Patton, 2002, p. 497). Patton (2002) described hermeneutics as a common technique in interpreting qualitative interviews (p. 497). I used the matrices created by Stake (2006) as the inspiration for developing the cross-case analysis. However, this study was not a comparative study of the individual cases—and Stake (2006) confirmed multiple case studies should not be approached in that manner. Instead, this analysis identified common or divergent themes and patterns which led to greater understanding of the guiding question for this research study.

Timetable for Completion of Doctoral Dissertation

Since this research is part of my progress toward my doctoral degree, it was important to outline the anticipated timeline in which this research will occur. The timetable may also assist future researchers who attempt to reproduce this study. Therefore, a schedule of major deadlines

in this dissertation process and this study's progress is shown in Table 3. However, while these dates were determined following careful planning and consideration of the tasks involved, the act of inquiry is a fluid process, and unforeseen or unexpected circumstances affected this timeline.

Table 3

Doctoral Dissertation Timeline

Action	Date
Take the qualifying exam.	October 2014
Submit first draft of Proposal to Major Professor	Early November 2014
Pre-Proposal Defense meeting	Early December 2014
Proposal Defense	Early March 2015
IRB Application	Early March 2015
Data Collection	March-September 2015
Data Analysis	May-September 2015
Submit first draft of Dissertation to Major Professor	Early July 2015
Pre-Dissertation Defense meeting	October 2015
Dissertation Defense	November 2015

CHAPTER 4

PROCEDURES AND FINDINGS

Introduction

This chapter presents the results of the data collection and analysis for this research study to inform the guiding question: In what ways have the academic libraries of four public, doctoral, research universities in Florida identified by the Carnegie Classification of “RU/VH” adapted or changed their role within the university during the past five years, 2010-2015, from the perspective of the Deans of the Libraries? As described in Chapter 3, the data collected included interviews with four library directors, documents, observations, archival records, artifacts, photographs, the four libraries’ Web sites circa 2010 and 2015, and a researcher’s journal. Additionally, several audio/visual media were collected. More detail on these data types, and how and when they were collected, is presented in the sections below. Qualitative scholars advised collecting data from multiple sources to strengthen a qualitative research study’s quality and validity (Creswell, 2013; Miles, Huberman, & Saldaña, 2014; Patton, 2002; & Yin, 2014). This chapter also includes the rationale for decisions made during the process of the data collection and analysis, so the reader of the report will be able to understand how the findings were obtained and the analyses were determined. Yin (2014) recommended this type of procedure to provide a clear “chain of evidence” (p. 127) and to strengthen the reliability of the case study.

Organization of This Chapter

This chapter is organized into two main sections. The first section follows the convention for qualitative dissertations, and includes information about the data collection, procedures, methods, and analysis (Roberts, 2010). Stake (2006) identified the importance of including a description of these methods early in the report. The second section presents the “within-case analyses”—the results of the data collection and analysis for each of the four cases in the study. In this section, each case is introduced with a description of its unique context and background. Within each case, the results are organized according to the order of this study’s nine research questions (shown in Chapter 1), following Yin’s (2014) plan for presenting data for embedded multiple case studies. Each research question is further subdivided into four sections: one section for each of the four frames identified by Bolman and Deal (2013), which provides the theoretical foundation for this study. Figure 4.1 provides a visualization of the organizational model for the second section of this chapter.

Data Collection Process, Organization, and Management

Data collection timeframe and duration. The University of South Florida Institutional Review Board (IRB) granted approval of this study on March 25, 2015. A copy of this document appears in Appendix E. The data for this study were collected over the next six months (March – August) of 2015. Most of the documentary evidence, archival materials, and artifacts were collected prior to the interviews with the library directors, although some of these materials were collected in the weeks following the interviews. The observation data collections occurred on the same days as the interviews, immediately before or after the interviews – except in one case. The director of Library B included a guided tour of her library during the interview.

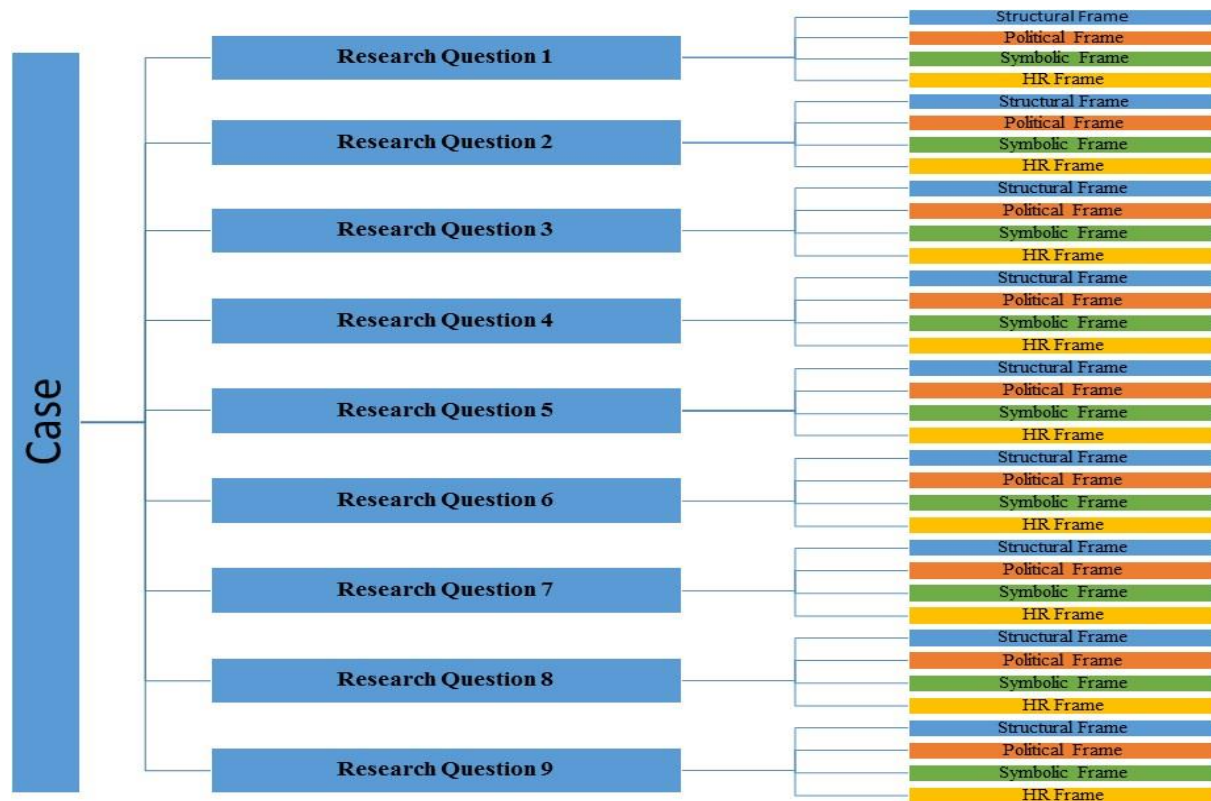


Figure 4.1. Visualization Model of the Organization of Results within Cases.

This illustration depicts the hierarchical organizational structure of the presentation of results of each case in the second major section of this chapter. (Original figure by Victoria Stuart, 2015.)

Photographs of each library were taken during the observation process—except in the case of Library B, when the photographs were taken following the tour with the director. The researcher’s journal was an ongoing project throughout this research study, from the day IRB approval was granted to the day the final report of this research study was submitted to the doctoral committee. An overview of this process is shown in Table 4. Yin (2014) explained data collection often continues during the analysis and reporting phase as missing pieces are identified or more detail or explanation is needed.

Table 4

Data Collection and Analysis Timeframe

Data Source	March 2015	April 2015	May 2015	June 2015	July 2015	August 2015	Sept. 2015
Documents	[Shaded]						
Archival Records	[Shaded]						
Artifacts	[Shaded]						
Interviews		[Shaded]					
Follow-up Interviews				[Shaded]			
Observations		[Shaded]					
Photographs		[Shaded]					
Researcher's Journal	[Shaded]						
Data Analysis and Reporting				[Shaded]			

Participants in the study. This study examined four cases: the academic libraries of four public doctoral research universities in the United States, in one state (Florida), identified by the Carnegie Classification of “RU/VH” with “very high research activity” (Carnegie Foundation, n.d.b, para. 5). The time frame for this study spanned the past five years: 2010-2015. The selection of these cases demonstrated the collection of a “purposeful sample” (Patton, 2002, p. 46) of individual cases, chosen for their ability to potentially reveal information about the research question(s) for the study (Creswell, 2013; Yin, 2014). As explained in Chapter 3, the director/dean of each library was identified as the best representative of the library for the interview data collection. Each of the directors/deans had served in their respective libraries for

a minimum of three years. While the demographics of the individuals interviewed were not a part of this study, Table 5 provides a brief summary as part of the context for this study.

Table 5

Demographic Summary of the Library Directors/Deans

Library	Male/Female	Number of Years with This Library	Title	Highest Academic Degree
Library A	Male	8	Dean of University Libraries	Ph.D.
Library B	Female	8	Dean of University Libraries	Ph.D.
Library C	Female	9	Dean of University Libraries	Ph.D.
Library D	Male	18	Director of Libraries	MLIS

Assignment of pseudonyms. Pseudonyms were assigned to each case in the study, as reported in the IRB application and described in Chapter 3. The assignment of the pseudonyms was determined by an alphabetical scheme (e.g., Library A, Library B), because a numerical scheme (e.g., Library 1, Library 2) might inadvertently imply a hierarchical order of the importance of the libraries to readers of this study. The use of descriptive pseudonyms (e.g., “Big State Library,” or “Urban University Library”) was rejected for similar reasons, in that any adjectives used might inadvertently imply a characteristic of the libraries to the readers of this study and affect readers’ perceptions of the report. The use of adjectives might also have had an effect on the researcher’s perception of the cases and subsequently might have inadvertently impacted the data analysis and final presentation of the report. The alphabetical pseudonyms

were assigned randomly, based on the order in which the interviews with the library directors occurred. Approaching the order of the interviews in this manner also helped minimize any inadvertent hierarchical assumptions on the researcher's part, because the appointments were determined by the availability of the library directors. This decision-making process was documented thoroughly in the researcher's journal as part of the researcher's ongoing self-reflexivity in conducting this research.

Data Collection Completeness. Patton (2002) suggested several steps for assessing the completeness of the data collection phase of a research study. He recommended researchers start with “an inventory” (p. 440) of all the data, then review it all for accuracy, and finally ensure the data collection is complete—that all the proposed data collection methods have been fulfilled and all the information proposed to be collected was, in fact, collected. I followed these three steps, using the protocols discussed in Chapter 3 and presented in the Appendices, and discovered two “holes” in the information I had collected during the library director interviews, which necessitated my contacting two of the library directors for a follow-up interview. More detail about these follow-up interviews is provided below in the “interviews” section.

Rubin and Rubin (2012) explained a research study's data collection process may be considered complete when the researcher reaches the point when “no new information is forthcoming” (p. 63). Stake (2006) provided a template for a spreadsheet checklist to ensure the data collection for a research study is complete. However, the volume and type of the data collected for this study did not fit naturally into Stake's (2006) template. This study collected data in nine categories (data sources) for four libraries (cases), to answer nine research questions (plus a guiding question)—each in relation to the four frames described by Bolman and Deal (2013). More detail about each data source is discussed in the related sections below.

Data collection summary. Yin (2014) advocated the collection of a minimum of “six sources of evidence” (pp. 105-106) for a case study to strengthen the research’s validity and reliability. This study collected nine types of data. The totals and types of data and materials collected for this research study are represented in Table 6. The data collection for this study also included news reports, as described in Chapter 3. Yin (2014) indicated news reports “are excellent sources” (p. 107) for providing details and corroborative evidence, and confirmed “a good case study will therefore want to rely on as many sources as possible” (p. 105). The relative contribution of each data source to the study is displayed in Figure 4.2.

Table 6

Summary of Total Data Collected, Grouped by Type of Source

Data Source	Library A	Library B	Library C	Library D	Total
Interview Transcripts (pages)	31	37	35	27	130
Interview Notes (pages)	3	4	2	3	12
Documents	23	20	42	12	97
Web Sites	2	2	2	2	2
News Articles	15	37	22	7	81
Observations	32	32	32	32	96
Photographs	70	54	76	78	278
Videos		1	1		2
Audio Recordings			3		3

Note. Written documents were counted by the number of pages in the documents. Web sites were counted as one complete entity, one each from 2010 (2012 in one case) and 2015, although 97 unique items were located for each of the 2010 (2012 in one case) and 2015 Web sites, as shown in Appendix J. Audiovisual materials were counted per representation (e.g., 1 photo, 1 video).

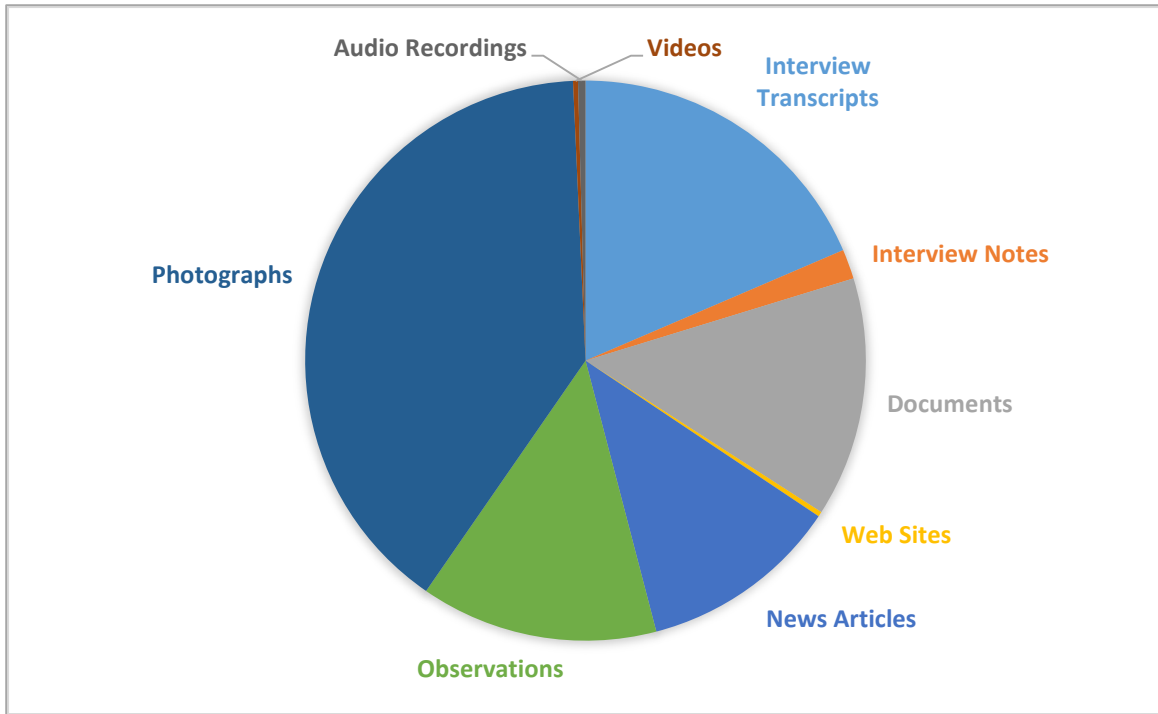


Figure 4.2. Relative Contribution of Each Data Source to the Study

Data collection organization and management. Patton (2002) acknowledged one of the main challenges of conducting qualitative research is handling and managing a large volume of data (p. 432). The following excerpt from the researcher’s journal illustrates the way in which this aspect of data collection was realized by the researcher:

While I had read, and intellectually understood, qualitative research involves “massive amounts of data” (Patton, 2002, p. 432), and had read Patton’s (2002) warning that novice researchers are often unprepared for “the sheer mass of information they will find themselves confronted with,” (p. 440), I nevertheless fulfilled Patton’s (2002) prediction of being “overwhelmed” (p. 440) by the amount of my data. So, I looked to scholars for guidance, then tried several recommended approaches, until I realized the design of my study would require the invention of a hybrid technique based on a combination of recommended methods.

Creswell (2013) indicated there is no one formula for data organization and management. He explained scholars have developed guidelines to help researchers, but each qualitative study is

handled in a unique way by the researcher leading the study (Creswell, 2013). The following excerpt from the researcher's journal describes the process followed in developing a data organization and management scheme:

I am proficient in the use of data management software such as Microsoft Excel and Access, so I initially organized my collected data in spreadsheets, following the data organization tables described in Chapter 3 and presented in Appendices F to J. I saved all the data in files and folders on my personal computer in a password-protected drive, as well as in a portable thumb drive. I also saved and organized all the hard copy data in matching folders and files in a locked file cabinet in my home office. Creswell (2013), Patton (2002), and Stake (2006) recommended saving research data in hard copy as well as electronically. Creswell (2013) confirmed saving data in several formats to ensure the data will be preserved if one of the formats fails or is accidentally destroyed.

However, once I had all the data categorized, classified, and organized and filed by cases, I encountered my second difficulty: how to condense and analyze the data to explore complex connections to the data across multiple files, folders, and data types. Many scholars suggested the use of computer-assisted qualitative data analysis software (CAQDAS) to organize and manage data in qualitative research studies (Creswell, 2013; Miles, Huberman, & Saldaña, 2014; Patton, 2002; Roberts, 2010; Rubin & Rubin, 2012; Stake, 2006; and Yin, 2014). I explored the types of CAQDAS software currently available, read reviews and blogs of personal experiences with several of the software packages, talked with fellow students, and tested the free trial versions of three of the CAQDAS packages mentioned by the scholars noted above—AtlasTi, MAXQDA, and NVivo. Ultimately, I decided to use Microsoft Excel. I designed my own spreadsheet template, and used the multiple data analysis features of Excel to explore the data, discover the results, and prepare illustrative charts and graphs. An example of this spreadsheet is shown in Appendix N.

Data collection process: Interviews. Once IRB approval had been granted, this researcher sent an e-mail to the Dean of Libraries at USF who had indicated he would be willing to introduce me, via e-mail, to the library directors identified as potential participants in this study. The e-mail requested a brief personal meeting, in order to reacquaint him with the purpose of the study and reaffirm his voluntary commitment to introduce this researcher to the

other library directors. This meeting was a critical element in the data collection process, as shown in this excerpt from the researcher's journal:

The purpose of this meeting was to personally ask the dean if he was still willing to contact the other library directors I planned to interview for this study. After all, his offer had come more than a year ago, and he might not remember or still be willing to provide a connection for me. I e-mailed him with a request to meet and explain my study, now that it was finalized and approved by the IRB, and also to ask him if he was still willing to provide an introduction for me to the other library directors. He responded affirmatively and asked me to also plan to explain my protocol and process at this meeting. He did not say so in words, but I had the impression he wanted to confirm my protocol was appropriate, and not intrusive of the other library directors' time, before he would make a commitment to support me to the others. I provided him with a copy of my approved proposal by e-mail approximately two weeks before the date of our appointment. I also provided him with the list of interview questions I planned to ask the library directors, as well as a Letter of Informed Consent for his review and signature, if he agreed to participate in my study.

Today, we met in his office, and I briefly outlined my data collection plan, following the summary I presented during my Proposal Defense. He listened intently, and did not say very much until I was finished. He nodded occasionally during my presentation. After about 15 minutes, I ended my data collection summary and process description. He nodded and reached for his Letter of Informed Consent, which he had in front of him on his desk. I had brought a copy with me, but he had it printed out in advance in preparation of our meeting. He signed it in my presence at that time. Then he asked me to confirm the names of the library directors I planned to contact for interviews. I told him, and he jotted their names on a Post-It Note. He said he would send them an e-mail to introduce me, and would include my e-mail address in the CC line so that I would have a copy of what he sent, and also be included in any responses from the other directors. I thanked him, and told him that his introduction meant a great deal to me, as I did not think that, on my own, I would have been able to navigate very well through the other library directors' gatekeepers to gain an interview with the directors. I also thanked him again for his time in meeting with me today, and said I was excited about conducting our interview the following week. (The dean's assistant helped plan and set these appointments for me, and was extremely cordial and helpful throughout the process.)

This meeting lasted about half an hour. I left his office to walk back to my office, and by the time I got back to my desk and logged back on to my computer, the dean's promised e-mail to the other directors had not only been sent, but I had already received positive replies from all of the library directors, letting me know they were interested in

participating in my research project. They also provided the names of their administrative assistants for me to contact to set up the appointments.

Rubin and Rubin (2012) explained “having someone vouch for you is another important way to build trust” (p. 79).

The following day, each of the library directors was contacted individually, by e-mail, and sent the formal letter of introduction and request for them to complete the Letter of Informed Consent approved by the IRB (Appendix E). This purposeful, brief waiting period allowed this researcher time to assemble the letters and attachments and make sure everything was accurate and correct. Any mistake made by rushing through the process would have made a poor first impression and might potentially have impacted the quality of the interview. The library directors’ assistants were the main points of contact in determining an appointment date and time. Following the confirmation of each interview appointment, the list of interview questions and Letter of Informed Consent were e-mailed to the library directors and their assistants, so they would have them at least two weeks prior to the interview, as indicated in the research Proposal and IRB application. Janesick (2015) advised this practice to help “jog their memory” (p. 59) about events and activities in the past. These e-mail communications also made it clear that this researcher was willing to meet the library directors in their office or other location of their choice. Several of the libraries in the study were located hundreds of miles away from this researcher’s hometown, but I indicated I would come to meet them at their campus. I believed meeting in person, in a location in which the library directors were comfortable, would help build a level of trust and confidence. Rubin and Rubin (2012) described this approach as key to their “responsive interviewing model” (p. 23), which was followed as the basis for this research study’s approach to the interviews with the library directors. All of the library directors chose to meet with me in their office. I believed this was the optimal location, because the familiar

surroundings for the library director would serve as an additional memory aid to events that occurred years in the past, and also allow the directors to access documents or artifacts to share with me if the occasion arose. Janesick (2015) cautioned researchers to avoid situations where either the interviewer or the interviewee assumed a role of dominance, and instead attempt to establish a “mutually agreeable balance” (p. 63). While all the interviews with the library directors occurred in their offices—which might potentially have been perceived as intimidating to a novice researcher—three of the library directors came out from behind their desks to sit with me at the more casual seating group of sofa/chairs and tables in their office. The other library director, even though he sat behind his desk, maintained what this researcher perceived as a cordial, welcoming, and friendly attitude that met the requirements for a balanced interview.

The appointments were arranged based on the availability of the library directors. The library directors each offered several appointment times, but the final appointments were selected to provide several days or more between each interview. This excerpt from the researcher’s journal explains why:

As a novice researcher, I believed I would need a sufficient period of time in between each interview to digest the results of the interview and to complete recording my notes of the experience. Also, as a novice researcher, I believed a buffer of time and space would enable my memory of each experience to remain distinct and not overlay aspects from the other interviews. Rubin and Rubin (2012) also cautioned in-depth interviewing can be “exhausting,” which supported my decision to allow a few days in between each interview.

The initial in-person interviews with each library director occurred during the last week of April and the first three weeks of May, 2015, with one interview per week.

The responsive interviewing model. As stated above, the interviews were planned and executed by closely following Rubin and Rubin’s (2012) “responsive interviewing model” (p. 23). After establishing trust and confidence, this researcher endeavored to “show respect”

(Rubin & Rubin, 2012, p. 85) by arriving to the appointments at least 15 minutes early, being prepared, and presenting a professional and friendly demeanor. Rubin and Rubin (2012) explained timeliness and politeness in keeping appointments indicate the researcher values the interviewees' time and participation. Rubin and Rubin (2012) also recommended coming to the interview prepared, by having completed enough research in advance, in order to show respect to the interviewee by not wasting their time addressing obvious questions whose answers could be found elsewhere. As described above, this preparation was completed by engaging in the document collection and Web site review for each library in the study in the weeks between receiving IRB approval and the dates of the interviews.

As I met each library director, I shook their hand, smiled, and looked them in the eyes as I greeted them and thanked them for meeting with me and participating in my research project. Then, I took my next conversational lead from their reply to talk about something informal and unrelated to my study. Rubin and Rubin (2012) encouraged this type of brief "casual chat" (p. 107) as the first stage of a responsive interview. Once the library director and I were seated in their office (all four library directors chose their office for the location of the interview), I engaged in the second stage of Rubin and Rubin's (2012) responsive interviewing model. This part involved introducing myself, briefly describing my research purpose and method, explaining the IRB Letter of Informed Consent, and emphasizing the library director's opportunities to review both the transcript of the interview and the draft of the final report to correct or edit their remarks. Rubin and Rubin (2012) emphasized candidness in informing interviewees they are being recorded, and recommended telling interviewees at the start of the interview that the interview will be recorded. Rubin and Rubin (2012) also suggested reminding interviewees about the recording occasionally during the rest of the interview. This researcher followed those

guidelines and began each interview by showing the library director the digital recorder, explaining that the interview will be recorded, and, for politeness and a continued effort to build trust, asking the library director again for permission to be recorded before initiating the recording. The digital recorder used in this case was an Olympus, model WS-822, hand-held digital recorder purchased specifically for these interviews. This model had a large digital display showing the time elapsed during the recording, which proved helpful in staying on track in keeping the appointment time to the hour promised to the library director in the e-mail requesting the interview. Rubin and Rubin (2012) emphasized researchers need to keep their promises to interviewees. The digital format also helped more easily manage the transcriptions of the recordings, as digital MP3 files carry date/time stamps and can be easily transcribed using a computer. Rubin and Rubin (2012) also recommended the “recording should be as smooth and unobtrusive as possible so that it does not distract” (p. 100), and the Olympus WS-822 was both silent and small. However, while recording the interview provided a verbatim record of the interview, many scholars also recommended the researcher take notes during the interview (Creswell, 2013; Patton, 2002; Rubin & Rubin, 2012). As indicated in Chapter 3, this researcher utilized Creswell’s observational protocol format (See Appendix F) to record descriptive and reflexive notes during the interviews with the library directors. An example of a portion of this completed protocol for Library A is shown in Table 7.

In the next stage of responsive interviewing, Rubin and Rubin (2012) recommended starting with “some easy questions, showing empathy” (p. 108) to help make interviewees feel comfortable and at ease. As indicated in the Interview Protocol in Appendix C, the semi-structured interview process began with a question about the library director’s background.

Table 7

Excerpt from Completed Observational Protocol Form for Library A

Duration: 9:30 AM – 10:45 AM	
Descriptive Notes	Reflexive Notes
<p>The dean arrived at this library in 2008. He grew up trilingual in his home. His primary background is in technical services.</p> <p>First impressions:</p> <ul style="list-style-type: none"> • Impact of the recession forced the library to look at every single thing we were doing. And so, on some levels, it put us on the cutting edge. • It meant that the organization became one that is used to rapid change and risk-taking, because we had to be, and we became quite nimble. <p>Fighting the battle of changing perception of the campus about the library – demonstrating the ROI.</p> <p>The first renovation changed the look of the library as well as began integrating the library with the academic mission of the university.</p> <p>Shifting the service culture.</p> <p>Changing on multidimensional layers simultaneously.</p> <p>Negotiations – with all internal stakeholders.</p> <p>The provost put him on the lead group for the university’s Student Success initiative, and the goals of the university became a priority.</p> <p>He found a niche in digital media literacy and information literacy.</p> <p>Technology rentals at the library are highly used.</p>	<p>The dean met me in his office, and greeted me cordially. He immediately set me at ease with a handshake, and made a joke about the heavy rain. He asked if the other library directors had connected with me yet.</p> <p>He was prepared for the interview, with the set of questions on his desk as well as a copy of the IRB and a bottle of water. Other than that, his desk was clear of work (I considered this to imply his only focus would be on the interview).</p> <p>He talked about his feelings and emotions as well as facts.</p> <p>His screensaver showed a variety of scenes of libraries, implying his passion for his career. His passion and energy are clearly expressed through his direct eye contact, enthusiastic tone of voice, active body language – using his hands for emphasis, leaning forward in his chair when he talked about things.</p> <p>Follow-up question: Ask him how he demonstrated student success to the provost?</p> <p>Follow-up question: Ask him about the research emphasis of the university.</p> <p>He expressed sensitivity to staff feelings and perceptions and demonstrated exceptional people skills.</p> <p>We went a little off the planned order of the questions, but it made sense to follow his train of thought rather than impose mine. I kept on track with the questions by making notes of what we had covered and what still remained.</p>

<i>Excerpt from Completed Observational Protocol Form for Library A (continued)</i>	
Descriptive Notes	Reflexive Notes
<p>He addressed how scholarly communication began changing the library as early as 2009. C-Image.</p> <p>Four new renovation projects coming to the library this summer.</p>	<p>Follow-up question: Ask him about his relationship with the provost.</p> <p>Follow-up question: Ask him his perceptions of the concept of diffuse libraries.</p> <p>Follow-up question: Ask about upcoming renovations to the library this summer.</p> <p>His relationship with the other deans and the provost made the library more integral to the university instead of extraneous.</p>

This proved to be a helpful ice-breaker, and each library director demonstrated engagement with this question, as this excerpt from my interview with the director of Library C shows:

Researcher: Okay, great. Thank you so much, and may I start by just [asking] what led you to be in this particular library at this particular time, and just a little bit about your background, and then what...

Library Director: <laughs>

Researcher: ...your initial perceptions were when you arrived here? I like it because everybody has a different story.

Library Director: I've got a good one. I actually started my library career . . . in this library.

Rubin and Rubin (2012) recommended ordering the rest of the questions in the semi-structured responsive interviewing model to gradually build up to the point where the interviewer can begin to ask sensitive or provocative questions. Rubin and Rubin (2012) explained “at this stage of an interview . . . the interviewees already know which side you are on; they have learned that you will pay attention and that you understand their perspective” (p. 111). The Interview Protocol in Appendix C was built on this model, and lists all the questions, in the order in which they were asked. However, this researcher remained flexible in following this plan, as Rubin and Rubin (2012) advised, to adapt the interview to match the personality and style of each interviewee.

The following excerpt from the interview with the director of Library A provides an illustration:

Library Director: At least initially the library did not receive direct dollar cuts. Our cuts came in the form of when positions became vacant we couldn't fill them and we lost them. So I know this is going to jump ahead into some of your questions . . .

Researcher: Doesn't matter.

Library Director: Okay.

Researcher: This is not a script.

Library Director: No, no, understood.

In the final stages of the responsive interview model, Rubin and Rubin (2012) directed interview questions “wind down” to a close, and the interviewer should reverse roles with the interviewee and encourage the interviewee to ask questions. As shown in the Interview Protocol, each interview closed with a question designed to give the library director an opportunity to reflect on the future of their library and the impact of their achievements during the past five years. The Interview Protocol also included a question asking each library director to express anything of relevance which may not have been discussed during the interview, as recommended by Rubin and Rubin (2012). Finally, each interview closed with this researcher’s expression of thanks and appreciation for the library director’s participation, as advocated by Rubin and Rubin (2012). I also re-confirmed that I would send the library directors the transcripts of the interview for their review in a few weeks, and asked if they would be open to my contacting them at some point for a follow-up interview by phone. Rubin and Rubin (2012) suggested this procedure to “keep the door open” (p. 112) for future conversations. Immediately following the interview, I found a quiet place to write down my thoughts, reactions, and observations during the interview. Patton (2002) indicated this “post-interview ritual” (p. 384) is critical to “the rigor of qualitative inquiry” (p. 384), and ensures “that the data obtained will be useful, reliable, and authentic” (p. 384).

Researcher’s role in the interview process. Rubin and Rubin (2012) referred to the importance of the researcher’s awareness and acknowledgement of “how their own attitudes

might influence the questions they ask as well as how they react to the answers. . . . [and] be sensitive to their own emotions as well as those of their interviewees” (p. 72). In the epoque section in Chapter 1, I indicated my background as a professional journalist and how this experience would, I believed, be helpful in planning and conducting the interviews for this research study. However, I also indicated I needed to remain vigilant to the ways in which the style, approach, and goal of qualitative research interviewing differ from journalistic interviewing. That being said, I should also explain that my journalistic background involved writing feature stories primarily, which developed my skills in listening and showing empathy toward interviewees. Good listening skills on the part of the researcher are key to a successful qualitative interview (Creswell, 2013; Rubin & Rubin, 2012). Rubin and Rubin (2012) emphasized that responsive interviews should be “gentler” (p. 37) than other interviewing styles and “are not interrogations” (p. 37). The goal of a responsive interview is to let the interviewee become a “partner” (Rubin & Rubin, 2012, p. 37) in the interview process, to allow both interviewer and respondent to explore the answers to the interview questions together (Rubin & Rubin, 2012). Rubin and Rubin (2012) also encouraged the researcher to adopt “a friendly and supportive tone” (p. 37), and refrain from interjecting their own opinions, comments, or emotions. In the responsive interviewing model, the researcher is also concerned with maintaining a relationship of trust and respect (Rubin & Rubin, 2012). I kept these guidelines firmly in mind as I engaged in the interviews with the library directors in this study, and tried to convey these concepts in my actions and attitude. At the end of each interview, each of the library directors expressed appreciation for being included in this research study.

Following the completion of the interview data collection process, this researcher experienced an effect which required in-depth self-reflection, as indicated by this excerpt from the researcher's journal:

I became aware of a personal attitude which surprised me as I was reading the transcript of the initial interview with the director of the university where I am a student, alumna, and employee. When I wrote my researcher's journal entry on that experience, I discovered that I was inadvertently "rooting" for this university's library, and found myself strongly hoping for positive outcomes. Miles, Huberman, and Saldaña (2014) noted this as "the effects of the site on the researcher" (p. 298). Stake (2006) explained this experience is common among case study researchers, because "we care about the case . . . [and] sometimes we are studying a part of our own organization" (p. 86). Once I recognized this potential influence on my analysis and data collection for this case, I bracketed it out by writing about it in my researcher's journal, as recommended by Stake (2006), and tamping down any personal enthusiasm for my alma mater in evaluating the research data. I also kept a strong mental focus on my research questions and method, as recommended by Miles, Huberman, and Saldaña (2014) to mitigate the effect.

Rubin and Rubin (2012) advised the researcher adopt a specific "research role" (p. 73) for their qualitative interviews. In this study, the role of "student researcher" (Rubin & Rubin, 2012, p. 74) was the obvious choice. This researcher's past experience and Master's degree in library science also enabled the cultivation of a partial role as what Rubin and Rubin (2012) termed an "insider" (p. 76). Rubin and Rubin (2012) explained interviewees feel more confident and more willing to confide in someone who has at least some knowledge of their profession and would be able to understand their responses and discipline-specific terminology. This was found to be the case, as this excerpt from the interview with the director of Library C illustrates:

Library Director: We were kind of dependent on FCLA. You remember FCLA? It was our statewide university library consortium.

Researcher: Oh, yes.

Library Director: Which has morphed into FLVC.

Researcher: Exactly.

Rubin and Rubin (2012) confirmed a single role or a combination of roles may be appropriate, depending on the research situation, as long as the researcher makes a commitment to that role in advance and maintains it throughout the research project.

Interview transcription process. The digital interview recording MP3 files were uploaded to Production Transcripts, Inc. for professional transcription. Rubin and Rubin (2012) and Janesick (2015) indicated hiring a professional transcription service is an acceptable practice in qualitative research. This researcher had used this transcription service previously, for a class project involving an interview with a library director and similar set of questions to the Interview Protocol for this study. In that instance, the library director interviewed complimented the accuracy of the transcription in her member check and made no changes. That experience, coupled with recommendations from scholars, as well as faculty and students who had also used this service, gave this researcher the confidence to use it for this research study. The transcripts were prepared in “verbatim” format, and included indications of non-verbal audible responses such as laughter or pauses. Rubin and Rubin (2012) explained including non-verbal reactions can assist the researcher in interpreting an interviewee’s verbal response.

Member check of the interview transcripts and final report. The interview transcripts were e-mailed to the library directors for member checking on the dates shown in Table 8. Only one library director requested a change resulting from one typographical error. The follow-up interview with the dean of Library B was not used as part of this study, since it repeated most of the information already collected in the initial interview.

Data collection: documents. The document collection for this study followed the protocol described in Chapter 3. During the months of March, April, May, June, July, and August 2015, as many documents as possible were collected from those listed in the document

collection protocol shown in Appendix H, as well as some additional documents which emerged during the data collection process.

Table 8

Dates of Interviews and Transcript Distribution for Member-Checking

Item	Dates			
	Library A	Library B	Library C	Library D
Initial Interviews	4/28/15	5/8/15	5/14/15	5/21/15
Initial Interview Transcripts	5/22/15	5/29/15	5/29/15	5/29/15
Follow-up Interviews	6/8/15	6/24/15		
Follow-up Interview Transcripts	9/10/15			
Draft of Final Report	9/30/15	9/30/15	9/30/15	9/30/15

Note: The second interview with the dean of Library B was not used in the data analysis, as review of the transcript revealed a saturation point had been reached, and no new information had been collected.

Patton (2002) explained the analysis of institutional documents such as those collected for this study provide corroborative evidence for the other sources of data collected in a study (p. 499). The majority of the documents were collected from the universities' and libraries' websites. Other documents were collected during this researcher's personal visits to each campus to conduct the interviews. News publications, as recommended by Yin (2014), and other records, were also examined and collected using the databases available through the University of South Florida's library. When the documents needed weren't publicly available, they were requested from the library directors in this study. In a very few instances, however, the documents either did not exist or were not able to be obtained.

Collecting and analyzing the complete universe of news articles about each of the four libraries over the five-year timeframe of this study was beyond the scope of this research study. Therefore, a decision needed to be made about which news articles would be collected. As indicated in Chapter 3, this study aimed to collect only “relevant” news articles. For this research study, “relevance” was defined by whether or not the news articles provided affirmative or negative confirmatory data for the interviews and observations, or to “identify important issues” (Patton, 2002, p. 171) which may not have arisen during the interviews or observation, as indicated by Patton (2002). Yin (2014) confirmed “the most important use of documents is to corroborate and augment evidence from other sources” (p. 107). For example, this study did not collect news articles about every event held in the libraries as a normal part of their operations, such as book readings, instructional sessions, or exhibition openings. However, articles indicating special events, or events directly illustrating one of the aspects of the four frames of Bolman and Deal (2013), were collected as corroborative data. In one example, Library B hosted a day-long information session about new GIS (Geographic Information System) technologies, which brought more than 150 students from around the university into the library (Wagner, 2010).

The news articles about Library C raised a different challenge. In November 2014, Library C was the site of a mass shooting. The number of news articles about this event far exceeded the scope and capacity of this study. However, two “relevant” articles were chosen because they illustrated specific aspects of Bolman and Deal’s (2013) four frames in relation to the tragic incident. One article described a ceremony honoring one librarian who was wounded while saving student lives. The other article described a ceremony of healing in which the library dean and the university president co-led the re-opening of the library.

Data collection: Web sites. The Web site data collection for this study followed the protocol described in Chapter 3. Information about the Web sites of each of the four cases, from 2010 and from 2015, were collected according to the Web site data collection protocol shown in Appendix J. For the purposes of this research study, the libraries' historic Web sites were considered archival records – one of the six sources of evidence Yin (2014) cited as crucial to a research study's "construct validity and reliability" (p. 105). This study regarded the historic web pages as archival records because these pages are snapshots, frozen in time, and maintained by a third party (The Internet Archive). The libraries' contemporary Web sites were considered physical artifacts, since they are tangible products of the libraries which can be seen and touched—albeit electronically. Physical artifacts are also among Yin's (2014) recommended six sources of evidence.

The research proposal for this study indicated the historic Web pages would be retrieved from The Internet Archive. However, when data collection began, the Web address for the archive had changed from the address listed in the proposal to: <https://archive.org/web/>. Another unexpected problem was the unavailability of some of the libraries' Web pages from 2010. Here is an excerpt from the researcher's journal describing how this issue was resolved, and the decision-making process in determining alternative Web pages to collect:

I began my search with Library A. I saw what looked like pages archived for 2011, but none of them were available to be viewed. I checked every entry for that year individually, and each one resulted in a message showing that the Internet Archive's web crawler had received an HTTP 302 error on that occasion, so none of the archived pages for that year were available. I also tried accessing each of those pages three different ways: a) from the calendar page, b) from the home page, and c) from the timeline. None of these attempts worked. The closest date I was able to access, of the dates available, was February 7, 2012.

I then decided to try looking farther back in time, and checked 2010. All of the Internet Archive's web crawls for 2010 also resulted in HTTP 302 errors. I also tried accessing

each of those pages the same three different ways as I had done with the images from 2011. The closest date to my research time frame the Internet Archive captured was December 14, 2009.

Since the timeframe of my research is 2010-2015 by Fiscal Year: July 2010-June 2011 through July 2014-June 2015, the December 14, 2009 date is approximately six and one-half months earlier than the start of my timeframe, while the February 7, 2012 date is approximately 19 months past the start of my timeframe. I find I am faced with a difficult decision on which web page to choose for the web site analysis for this study. The design of the 2009 site is drastically different from the 2012 site, and I am very tempted to select that page for the Web site longitudinal comparison. Six and one-half months is also a shorter period of time than 19 months. This site might also reveal a larger change than if the 2012 site were used for the comparison because just one glance at the page shows a very different design from the contemporary Library A Web site. However, the 2012 site, although it is later, falls within the timeframe for this study, while the 2009 site does not. My ultimate choice was made by referring to the methods chapter in my final proposal, which indicated “the Web site analysis will also be longitudinal, through equivalent snapshots of each library’s Web site as it appeared during 2010 *or the closest date available*” (p. 66), and “to reveal any changes to the Web sites *over the time period of this study*” (p. 66). The key phrases are “closest date” and “the time period of this study.” Therefore, I will use the 2012 site for the Web site comparison. I will, however, check the Internet Archive site again to see if the 2010 or 2011 pages become available before the end of this research study.

Miles, Huberman, and Saldaña (2014) indicated slight changes in data collection plans sometimes occur in qualitative research and are acceptable if documented carefully. Another methodological choice made during the Web site data collection included developing more precise definitions of the terms listed in the Web site data collection protocol. Here is another excerpt from the researcher’s journal indicating the decision-making process involved in refining these terms:

Tonight, I began searching the current Library A Web site for the Web data collection. I noticed that the term “Friends of the Library,” from the template I adapted from Tolppanen, Miller, Wooden, and Tolppanen (2008), and Detlor and Lewis (2006), does not seem to be used by Library A, although the library does have a similar organization, named the Library Advancement Board. Going forward, I will consider the term

“Friends of the Library” a generic term for a library fundraising group, regardless of the name each library may have assigned to this organization. I used that decision-making process to define other terms more generically (e.g., “quick facts,” and “FAQ”). I also added two additional categories—Social Media/Tools and Cell/Mobile Applications—which were not included in my original plan. However, during my analysis of the libraries’ Web pages, social media and cell/mobile applications were prominent in the libraries’ 2015 Web sites, so they seemed a natural and important type of information to collect.



Data collection: Observation and photos. The observation undertaken for this study involved observing the physical settings and activities of each library in this study. Patton (2002) explained observations of this type should “describe the setting that was observed, the activities that took place in that setting, the people who participated in those activities” (p. 262), and that these descriptions should be “factual, accurate, and thorough” (p. 262). For this study, this researcher’s role was as a “nonparticipant/observer” (Creswell, 2013, p. 167). The observation data was collected following the Observation Protocol described in Chapter 3 and shown in Appendix I. The observation periods were scheduled immediately following the interviews with the library directors. It was anticipated that this researcher would need three to four hours in each library collecting observation data, however two to three hours proved to be sufficient to fulfill the Observation Protocol. Miles, Huberman, and Saldaña (2014) explained this type of systematic data collection and use of a common instrument is important in multiple case studies “so that findings can be laid side by side” (p. 39) in the eventual cross-case analysis.




The researcher’s observation notes were supplemented with photographs taken by the researcher during the observation activities. Permission to take the photos was requested in advance from the library directors, even though state university library buildings are understood to be public places and photos are allowed, according to Florida Statute 876.11 (Florida Senate, 2015), as long as the photos do not identify specific individuals. This researcher used a small,

personally-owned, portable Pentax camera, which was purchased prior to engaging in this study. The quality of this camera was deemed sufficient for the research purpose of this study. The photographs added additional descriptive detail, through the use of an image, to the textual observation descriptions, and increased the reliability of this study (Yin, 2014). These photographs were inserted into the observational protocol, which resulted in a detailed spreadsheet. An example of the observation data collection results is shown below in Table 9. Patton (2002) indicated the use of photographs in qualitative research is a growing practice.

Table 9

Sample of Observation Protocol Data Collection Spreadsheet with Photos

Observation Area	Location (floor, area)	Photo	Description
Building Architecture/ Size/ Exterior	Center quadrangle of campus		<p>This six-story building has a classic red brick and white stone façade.</p> <ul style="list-style-type: none"> • The street-facing side is elegant, with two large bay windows with peaked roofs, a solid wall of windows running along the center of this side, and both of the rest of this side of the building. Three stories are visible. • Campus-facing side features rows of windows on each story for nearly 2/3 of the length of the building, shaded by a permanent screen of slender brick and stone columns. The front walkway is shaded by a cement/stone awning in graduated heights, stretching the length of the building, and also creating a breezeway connection to the satellite building, known as Library East.
Building / Landscaping	Ground level		<p>The landscaping is formal, with box hedges, stately rows of palm and oak trees, park-like green lawns, and vintage-style street lamps with black metal poles and white globe lights on top on the street-facing side.</p>

<i>Sample of Observation Protocol Data Collection Spreadsheet with Photos (continued)</i>			
Observation Area	Location (floor, area)	Photo	Description
Surrounding Areas			<ul style="list-style-type: none"> On the street side, a very large (approx. 20-25') sign (brick and stone, with silver lettering) along the sidewalk states: "University of _____ George A. Smathers Libraries." The sign includes a container garden and lighting for the lettering. <p>On the campus side, there are large container gardens, and vast stretches of lawn on the university's central quadrangle, with several sidewalks radiating outward and around in a giant web. There is also a formal side garden along the exterior of Library East, with black metal benches for seating.</p>
Main Entrance	1 st Floor		<p>The main entrance is shadowed by the cement awning, but clearly identifiable by the building architecture, as it is in the center of the building, under the largest of the awnings. Glass doors allow entrance to the building, and walls of floor-to-ceiling windows stretch to both the right and the left. Brick container gardens filled with greenery offer pleasant seating areas. Sign boards for student activities/events/messages are posted along the walkway.</p>
Learning Commons	2 nd Floor		<p>Called "InfoCommons." Features a variety of contemporary seating, including upholstered club chairs in solid colors of the university's trademark blue and orange.</p>

Note: Photos shown taken by the researcher.

Data collection: Researcher's Journal. Janesick (2015) described the researcher's journal as an important data set in the research study, because it is "a record of all that is occurring in the study, the processes of the study, and most importantly, the meaning of the study" (p. 127). The researcher's journal for this study began the day IRB approval was received, and continued until the final dissertation defense. The researcher's journal also offered

another reflexive opportunity for this researcher to consider her role in the study (Janesick, 2015). The following excerpt from the researcher's journal revealed this researcher's approach:

In my proposal, I explained that multiple methods of data collection would be used to strengthen the validity and trustworthiness of the research through the technique of triangulation. Keeping a researcher's reflexive journal is a key component of that process. This is a qualitative research study, and therefore heuristic in nature, since the researcher (me) is the data collection instrument (Patton, 2002). All the information will be filtered through my own awareness and understandings.

The intent of the researcher's journal is not only to assure that the researcher's background and beliefs are clearly transparent, but also to help ensure rigor in the study by confirming that those beliefs and perceptions (whether intentional or unintentional) do not influence the data collection or outcome of the data analysis (Patton, 2002). By showing where I'm coming from (literally and philosophically), how I intend to go about this study, and setting out in plain sight everything in my experience or considerations that could have an effect on the data collection and analysis, it should strengthen the rigor of the study as well as increase the transferability of the research methods. Most importantly, it will increase the readers' understanding of the final report and the "lived experience" (Janesick, 1998, p. 4) of the participants.

In beginning the journaling process, however, I was unsure where to begin and what, exactly, to write about. How would I determine which thoughts would be important to document—adding to the rich and thick description characteristic of qualitative inquiry, and which might be extraneous? How should I organize the journal? Should I write something every day or only when something significant occurred or a milestone was reached? How much should I write? Should I write about the process or only about my interactions with the study participants and the data?

So, as usually happens when I have questions like these, I looked to the scholars and relied on their experience to guide me. Janesick (1998, 1999, 2000, 2011, 2015) has written extensively on the topic of reflexive journaling, both about its importance to authentic qualitative research as well as how to approach writing the journal. Janesick (1998) explained "the clarity of writing down one's thoughts will allow for stepping into one's inner mind and reaching further into interpretations of the behaviors, beliefs, and words we write" (p. 11). Slotnick and Janesick (2011) also provided an in-depth look at the method.

For the past few days I've been mulling over what I discovered about reflexive journaling. That said, I must also be honest and admit that this particular part of the research process seems overwhelming to me at the moment. How can I possibly write about everything I'm thinking and doing for my dissertation research? It's something

which occupies nearly every free moment of my life right now. I need to find a way to frame the journaling so it makes sense to me and for my research study.

I found an article published in *The Qualitative Report* which offered a constructivist perspective on the importance of the researcher's journal as a way of clarifying and justifying the methods of the study, described by Ortlipp (2008):

It was through written reflections in my journal that I clarified my research aims and approach where I asked, explored, and answered ontological, epistemological, and methodological questions about what I could know, my relationship to what could be known, and how I might come to know it. I wrote in order to learn and to understand issues around methodology so that I could settle on a way of conducting my research and justify my decisions. I began to see the relevance and suitability of this reflective writing process for the way I was conceptualizing (sic) my study and enacting my research as an individual with particular personal experiences, desires, and ways of looking at the world. (pp. 699-700)

This approach resonated with me, because it seemed to provide some acceptable and appropriate boundaries to the journaling, it advocated illuminating the research process itself, and it was drawn from the constructivist perspective, as is my own research study.

Analysis strategy. The analysis strategy for this complex multiple case study followed Yin's (2014) recommendations. Yin (2014) suggested several steps, shown in Table 10. This analysis strategy was used as the basis for developing coding procedures and a coding scheme for this study, described in the following sections, as well as to engage in the qualitative cross-case analysis, which is presented in Chapter 5.

Coding procedures. Noted qualitative researchers and scholars, such as Saldaña (2009) and Patton (2002) indicated the coding procedures for each qualitative study will be unique, and designed specifically to study the data collected for that study in light of the study's research questions. Rubin and Rubin (2012) and Saldaña (2009), however, offered substantial guidance and a road map for qualitative researchers—especially novice qualitative researchers—to follow in designing their coding procedures. Therefore, the coding procedures for this research study were guided by Rubin and Rubin's (2012) and Saldaña's (2009) methods of coding and analysis.

Table 10

Yin's (2014, p. 174) Suggested Steps for Multiple Case Study Analysis

Step	Procedure	Goal
1	Explore the data to identify “a set of common variables” (Yin, 2014, p. 174)	“Preserves the integrity of each case and its potentially unique combination of variables” (Yin, 2014, p. 174)
2	Establish a tracking scheme, and use replication analysis within the cases	“Within case patterns . . . tracked across the set of cases” (Yin, 2014, p. 174)
3	Use replication analysis to explore cross-case findings	“Each case’s combination of variables can be tallied, creating a quantitative cross-case analysis” (Yin, 2014, p. 174)
4	Provide qualitative analysis	The qualitative analysis “will complement any quantitative tallies . . . and build support for the appropriate theoretical proposition” (Yin, 2014, p. 174)

Note. Adapted from Yin (2014), p. 174.

Saldaña (2009) recommended a careful review of the data collected for a research study prior to determining coding methods for the study in order to select the most appropriate coding methods for the study. This study’s research questions involved four a priori themes: the four frames of Bolman and Deal (2013). However, the research questions also allowed for exploration of emergent themes and patterns through inductive analysis. Saldaña (2009) confirmed a blend of coding for both a priori and emergent themes is an appropriate approach, and inductive analysis is especially appropriate for case study research (p. 144).

First cycle coding. This researcher followed Saldaña’s (2009) recommendation to analyze the data through first and second cycle coding processes. The first cycle coding for this study involved a holistic review of the data, followed by an additional review of the data using descriptive coding (Saldaña, 2009). Saldaña (2009) defined holistic coding as “grand tour” (p. 48) of the data and descriptive coding as “a detailed inventory of their contents” (p. 48). He

(2009) recommended descriptive coding as an effective “first step in data analysis” (p. 66), especially for novice qualitative researchers and when multiple sources and types of data are being analyzed. In descriptive coding, Saldaña (2009) explained a “word or short phrase” (p. 70) is used to define “the basic topic of a passage of qualitative data” (p. 70). This research study’s approach to this review of the data was also heuristic, as defined by Miles, Huberman, and Saldaña (2014), and involved “careful reading and reflection on its core content or meaning” (p. 73).

The data were then reviewed again for sub-codes, and then again for categories, as recommended by Saldaña (2009). Saldaña (2009) explained sub-codes and categories provide further detail for the main codes determined through the descriptive coding process, and assist in the organization of the analysis. Rubin and Rubin (2012) indicated this part of the coding process is important “to recognize and identify concepts, themes, events, and examples” (p. 192) related to the study’s research questions. Rubin and Rubin (2012) suggested these concepts and themes can emerge from multiple perspectives, including: a) the interview questions; b) statements emphasized or repeated by the interviewees; c) differences and similarities between different interviewees’ responses on the same topic; d) figures of speech of the interviewees; e) combinations of emergent concepts into broader categories; and f) concepts emergent from the researcher’s knowledge of the topic.

For this research study, the first cycle coding process included a minimum of four reviews of the data. Additional (but uncounted) passes through the data were made during this cycle when intuitive analysis required more in-depth consideration of the data in order to identify an appropriate code, as well as to become immersed in the data as recommended by Janesick (2015). For example, this excerpt from the researcher’s journal reveals the decision-making

process involved in identifying an appropriate code for “budget” by engaging in multiple passes over the interview transcripts:

Today, I am continuing my struggle to determine if “budget” is a code or a category, or perhaps even a theme. There are justifications in the data for all these approaches. I also wonder if merely the word “budget” is the most effective descriptor I could use, or if I should expand it to “budget decisions” or “budget impact” or “budget planning.” All of the library directors talked about their budgets, in many different iterations. They spoke of the budget cutbacks imposed on them by the Great Recession as well as through state legislative and university decisions. They spoke of their own budget planning processes. They spoke of frustrations in coping with budget cutbacks and managing their rising expenses in a “flat budget” environment throughout the timeframe of this study. Even in the libraries where the impact of budget cuts from the Great Recession were relatively minor, the dichotomy of coping with a flat budget environment while simultaneously acceding to increasing university needs was expressed in frustrating terms by all the library directors. As I kept going over and over the interview transcripts, searching for understanding of how to express this, I finally came to realize that the budget was one of the most dominant concepts, following Rubin and Rubin’s (2012) advice. I think it deserves to be a Theme (with a capital T). So, I made several more passes through the data to reclassify budget as a code, and then identify new categories and sub-codes for things like “impact of the Great Recession” or “external forces.” In hindsight, I probably should have counted the number of passes I made through the data during this process, but at the time I was engrossed in the understanding the data. This is an example of my own individual cognitive approach, which might not be necessary for another researcher in a similar situation.

To analyze this study’s interview transcripts, the transcripts were exported from their original Microsoft Word format provided by the transcription service into a Microsoft Excel spreadsheet. The data were initially delimited to place entire paragraphs into single cells in the spreadsheet, arranged in a vertical array. However, during the initial (holistic) coding review of the data, it became necessary, for clarity, to further subdivide these large segments into single sentences or several sentences depending on the topic under discussion. Saldaña (2009) indicated the length of the segment selected for coding can vary, depending upon its ability to represent the code assigned to it (p. 3). Once the data were split into cells, each cell was

numbered sequentially to provide a reference back to the original order of the statements. Then, significant comments were identified, and assigned a sequential number in the order they appeared in the transcript. Once all the cells were coded, each cell was assigned a third sequential number, in order to later be able to break out the total number of coded comments/cells from the total number of comments/cells. To display the codes, categories and sub-categories, I added many columns to the spreadsheet so that each “data chunk” (Miles et al., p. 72) had its own row, following Saldaña’s (2009) model. The first cycle coding resulted in a large number of codes, categories and sub-categories.

Second cycle coding. A second cycle coding process followed the first cycle coding, as described by Saldaña (2009):

Your data may have to be recoded because more accurate words or phrases were discovered for the original codes; some codes will be merged together because they are conceptually similar; infrequent codes will be assessed for their utility in the overall coding scheme; and some codes that seemed like good ideas during first cycle coding may be dropped altogether because they are later deemed “marginal” or “redundant.” (p. 149)

I followed the steps described above, distilling and refining original perceptions into more focused and descriptive codes and categories through several more passes through the data. Saldaña (2009) explained the overall goal of second cycle coding is to “develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of first cycle codes” (p. 149) and to distill the large number of first cycle codes into a smaller list of themes and concepts. Second cycle coding may utilize the same “data chunks” (Miles et al., 2014, p. 72) as first cycle coding (Saldaña, 2009).

Saldaña (2009), as well as Miles, Huberman, and Saldaña (2014) recommended pattern coding as an appropriate method to accomplish second cycle coding. Pattern coding is a method to extract emergent themes from the initially coded data (Miles et al., 2014; Saldaña, 2009). In pattern coding, similar codes are pulled together and their meaning is defined and clarified, and documented through the creation of a code book (Saldaña, 2009). Miles, Huberman, and Saldaña (2014) recommended researchers create a matrix to display the collection of codes and their meanings, rules of use, limits, and illustrative excerpts. This code book was created using the capabilities of Microsoft Excel, and is shown in Appendix M. In this second cycle coding process, a minimum of three additional passes were made through the interview transcripts.

The final stage of the coding process for this study engaged what Saldaña (2009) described as “theoretical coding” (p. 163) which “functions like an umbrella, that covers and accounts for all other codes and categories” (p. 163). In the case of this research study, the theoretical coding looked to align the emergent themes, codes, and categories from the first and second cycle coding with the four a priori themes of this research study: the four frames of Bolman and Deal (2013). Additionally, each coded comment’s relevance to the research questions were noted, up to three levels (primary, secondary, tertiary). These levels were determined by the obvious meanings of these words, as shown in this excerpt from the researcher’s journal:

June 28 2015: Primary Alignment indicated the most important or most prominent aspect of the coded phrase aligned with the research question. Secondary Alignment indicated an aspect of the coded phrase aligned with a research question, but not to as significant a degree as it did with the Primary research question. Tertiary Alignment indicated an aspect of the coded phrase aligned somewhat with a research question, but to a lesser extent than the other two research questions.

Some coded phrases only aligned with one research question, some coded phrases only aligned with two research questions, and some coded phrases aligned with three research questions. Each coded phrase was analyzed separately and independently to determine its research question alignment, after the full coding process was completed.

The data analysis spreadsheet created for this study also included a column for analytic memos, as recommended by Saldaña (2009) and Miles, Huberman, and Saldaña (2014). Saldaña (2009) described analytic memos as “open-ended” (p. 34) reflections from the researcher concerning “anything about the researched and the researcher” (p. 33). These analytic memos were used primarily to help place the coded data into context within the four frames of Bolman and Deal (2013) and to note this researcher’s thoughts about the coded data’s relationship to Bolman and Deal’s (2013) theory of reframing organizations as well as the research questions for this study. Rubin and Rubin (2012) also recommended researchers keep track of “notable quotes” (p. 195) from their interviewees. These quotes were identified through bolding and underlining of the selected text in the Excel spreadsheet. Significant comments were underlined and bolded in a separate color text, while comments pertaining to the potential cross-case analysis were highlighted in yellow. An illustration of the final spreadsheet is shown in Appendix N.

In the final stage of the coding process, a minimum of seven additional passes were made through the transcripts: one pass for each of the four frames, plus one pass for each of the three levels of relevance to this study’s research questions. The complete process of this data analysis is summarized in Table 11. Once the interviews were analyzed and transcribed, the same process was conducted with all the documents collected for this study, and the findings of all

these data merged. The analysis and coding of the documents confirmed the codes and themes discovered during the analysis of the interviews, and no new themes or codes emerged.

Table 11

Summary of Data Analysis and Coding Process

Procedure	Scholar Recommended	Steps	Purpose	Minimum Number of Passes for Each Transcript*
First Cycle Coding	Saldaña (2009)	Initial Coding (holistic review)	“Grand Tour” (Saldaña, 2009) of the data	1
		Descriptive Coding	Identifies significant word or short phrase; Identify categories (if needed); Identifies sub-categories (if needed)	3
Second Cycle Coding	Saldaña (2009); Miles et al. (2014)	Pattern Coding	Distills the large number of first cycle codes into a smaller list of themes	3
Theoretical Coding	Saldaña (2009)	Determine relevance to a priori themes and research questions	An “umbrella” for all other codes and categories	7
Research Question Alignment		Primary, Secondary, & Tertiary Alignment	Provides evidence for alignment with research questions	3

*Note: Conducted by this researcher.

Findings within Individual Cases

This section of the report presents the findings of the study within each of the four cases, according to the research questions and the four frames of Bolman and Deal (2013). The organization of this report follows the question-and-answer format recommended by Yin (2012, 2014). In this format, each case is presented individually, as a whole, beginning with the context

for each case. Stake (2006) explained the inclusion of context in a multiple case study is important, since the context may have an impact on what occurred in the case during the period under study or how different situations were perceived by the individuals interviewed. The following sections of this report describe the context for each of the cases in this study. Each context section begins with a brief description of the parent university of the library under study. This description includes basic facts, information, and history pertinent to understanding the situation of each library during the timeframe for this study. This brief description is not intended to be a capsule history of the university, but rather a foundation for understanding the experience of the library and the library director within the scope of this study. The description of the university is followed by a detailed description of the library in the case, including its holdings, physical facilities, organization, leadership, and location in the university. Finally, the setting for the interview with the library director is depicted.

The findings for each research question within the case are then presented in numerical order. Stake (2006) also emphasized these findings must be evidence-based, and confirmed with a minimum of three methods of triangulation. Therefore, evidence related to each finding is also presented. Finally, the emergent themes of each case are presented. The definition of “theme” provided by Stake (2006) was used to identify the themes in this study. Stake (2006) explained a theme “is a central idea having importance related to its situation” (p. 64).

Library A

Context: Library A

Library A is situated in a state university system in a metropolitan hub that includes three separately accredited universities on three campuses in three cities across a single major region in the state. The university is relatively young—it was founded in 1956—but has grown to serve

a total of more than 48,000 students and offer 243 degrees (USF, 2015a; USF Office of Decision Support, 2015). The university system employs 17,732 people, and its campuses span 1,642 acres and 297 buildings (USF Office of Decision Support, 2015). The university system's annual economic impact exceeds \$4.4 billion (USF, 2015b).

Library A includes five libraries (USF Office of Decision Support, 2015). The main library is located on the campus of the "main doctoral research institution" (USF, 2015, para. 1), which also includes the College of Medicine and health disciplines. The six-story library building is adjacent to the main entrance street into the campus, close to the physical center of the university. The main library is surrounded by the main university road on one side, a parking lot and another main university road on the second side, another parking lot on the third side, and other campus buildings on the fourth side. The building has a "Library" sign on the exterior, but without the specific name of a donor or honoree attached. The exterior façade is composed of tan brick with dark brown trim, and features a large mural of stampeding bulls (the university's mascot) along the side of the building adjacent to the main university entrance road. The front of the building includes a nicely landscaped lawn, shade trees, seating areas, and a covered portico. The back of the library features a large park with fountains, formal tropical landscaping, hammock swings, tables, chairs, benches, and sail-shade awnings.

The library's collection exceeds more than 2.4 million volumes, "1.3 million books, 52,000 e-journals, 443,000 e-books, and more than 800 databases" (USF Libraries, 2015, para. 2). The library's mission, vision, and strategic goals are listed on the library's Web site. The director of the library holds the position of academic dean, and reports directly to the university provost. This excerpt from the library's Web site provides additional descriptive information about the library (USF Libraries, 2015):

The Library is a comfortable and inviting place for students and faculty to meet, study, conduct research, and complete group assignments. Library facilities provide computer access and individual and group seating areas. The Learning Commons (LC) on the first and second floors has extensive seating, wireless access and electrical connections for laptops, and over 140 computer workstations, as well as the state-of-the-art SMART Lab, with over 300 computer workstations. (para. 3)

Context: Interview with the dean of Library A. The first interview with the dean of Library A was conducted on Tuesday, April 28, 2015, from 9:30 to 10:45 AM. This was the first interview of the data collection phase of this research study. Here is a brief excerpt from the researcher's journal describing a portion of the meeting:

When I began the interview, for some reason I suddenly became nervous. My hands started to shake a little, and I suddenly blanked on how to set the digital recorder! In my nervousness, I thought I might look incompetent and unprepared, and I rapidly tried to think of a way to fix the situation. I decided honesty was the best policy, and I told Dean A that I suddenly and inexplicably was a little nervous, and that my hands were shaking. I told him how much I had been looking forward to our conversation, and didn't know why I was suddenly nervous. We both laughed and he said it might be because I was starting the first phase of the data collection process for my dissertation. Well, that worked, and my nervousness disappeared. I started the digital recorder, and our interview began.

I had been excited about this opportunity to finally begin collecting my data, and looking forward to having an extended conversation with Dean A. On the two previous occasions I have met him—both of them for this research project—he has been cordial and friendly, and not intimidating at all for someone in his position in the administration. (He reports directly to the Provost.) He had also offered nothing but encouragement and enthusiasm for my project. When I entered his office, he came out from behind his desk, shook my hand and welcomed me in, and made a joke about the rain. I laughed and told him I had to come in by row boat. As he indicated a chair for me to sit in, he asked if the other library directors had connected with me yet to set appointments. I told him that yes, they all had, and I thanked him again for volunteering to be my conduit to them. I told him

that I recognized that they would not have responded so quickly or so enthusiastically to my project if he had not provided an introduction for me. He nodded. I took the opportunity to thank him again for his time, especially his voluntary offer to meet at 9:30 AM instead of our planned 10 AM, so that we could have a full hour to talk before he had to leave for his next appointment at 11 AM. Understanding his busy schedule and many responsibilities, I expressed again my appreciation for giving me his time for my project. We had set up the meeting to take place in his office. While some scholars recommend a neutral location for qualitative research interviews, I did not believe that was necessary for this interview. After all, I was going to talk to him about five years of his experiences in his library, from his recollection, so I wanted to the location to be his choice, one which would set him most at ease. Also, I thought a benefit of holding the interview in his office is that his surroundings might offer him memory cues for events and experiences he would relate to me. Holding the interview in his office also helped to demonstrate, I hoped, my concern for, and appreciation of, his time, and continued to build the sense of rapport and trust between us that is so fundamental to quality interview experiences in qualitative research.

Findings: Library A

Two interviews with the dean of Library A resulted in a total of 171 significant comments, and 128 coded comments. Additionally, 23 documents, 15 news articles, 70 photos, and 32 observations, were collected. My researcher's journal and analysis of historic and contemporary web pages from the library provided further sources of evidence. The total data collected for Library A are shown in Table 12. The relative contribution of each data source to the findings for Library A is displayed in Figure 4.3.

Table 12

Total Data Collected for Library A

Interviews		Relevant Documents			Photos	A/V Media	Observations
Significant Comments	Coded Comments	Institutional Documents	News Articles	Coded Document References			
171	128	23	15	111	70	0	32

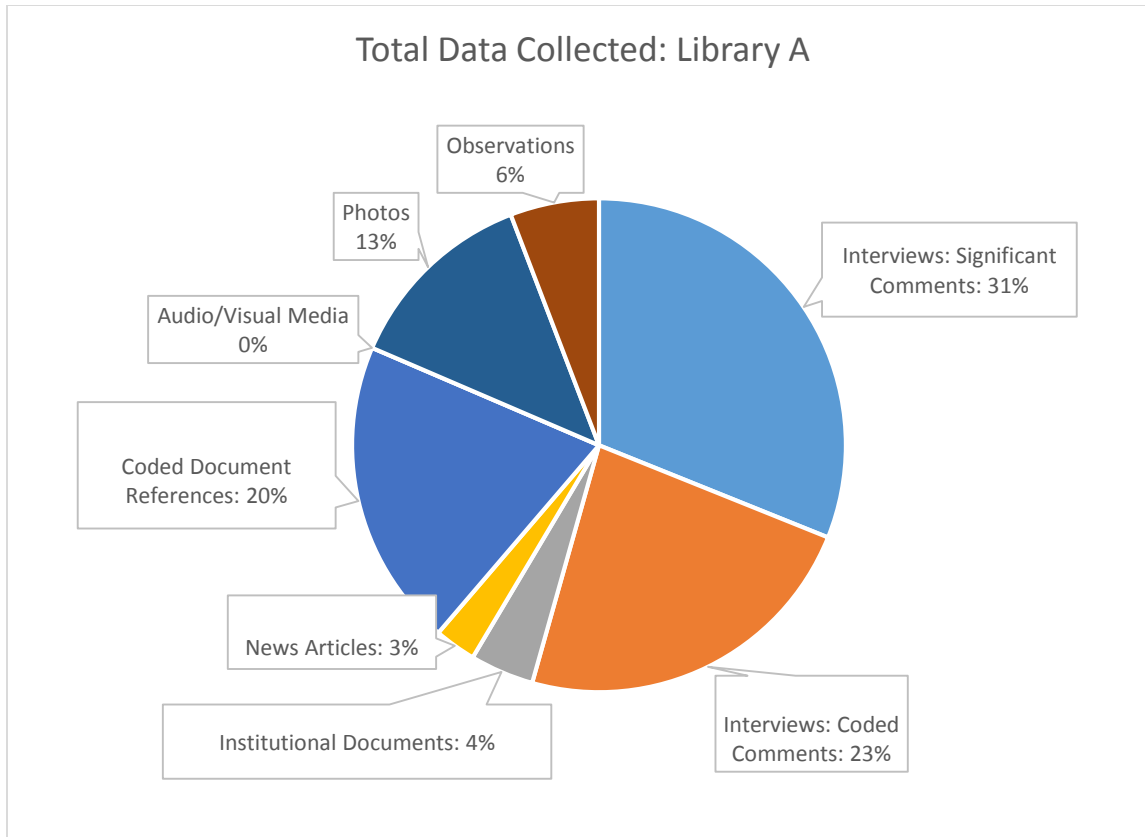


Figure 4.3. Relative Contribution of Each Data Source: Library A

Research Question 1

As defined by each of Bolman and Deal's (2008) four frames—structural frame, political frame, symbolic frame, and human resource frame—in what ways have the academic libraries of these four universities exhibited evidence of reframing during the past five years: 2010-2015?

Library A exhibited evidence of reframing across all four frames during the past five years, as indicated in Figure 4.4, with the majority of the evidence falling in the Structural Frame.

Structural Frame

In the structural frame, the budget proved to be a key issue, as it remained at relatively the same level over the timeframe of this study, and was the source of reframing organizational structure and operations, as the dean explained:

Our budget for purchasing materials has been flat for seven years or reduced slightly, and our costs keep going up.

So we're less than half doing more, so how do we do that, okay? So that's just one example of where we had to look at efficiencies, and we had to implement things that others didn't, so we became this sort of lean operation there because we had to.

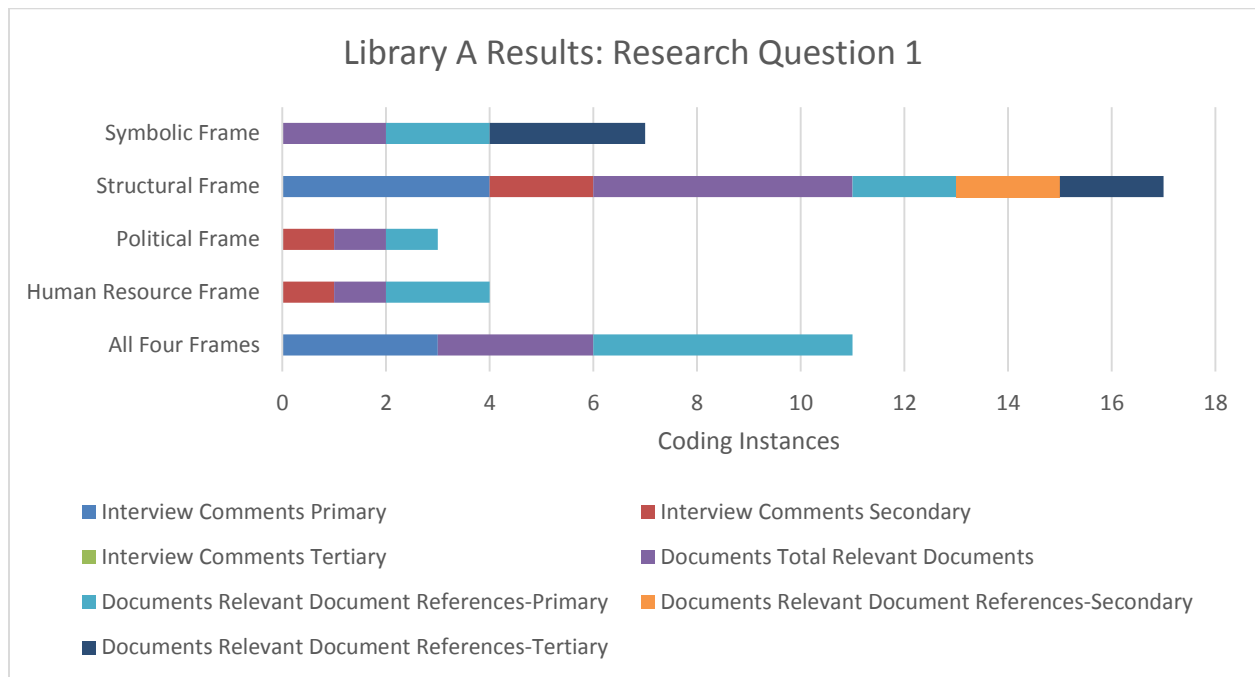


Figure 4.4. Library A: RQ1

The dean indicated the catalyst was the impact of the Great Recession, as he described:

It forced us to really look at every single thing we were doing from top to bottom. Do we need to do this? Are we doing this in the most efficient and effective way? How are we going to continue to move forward? How are we going to just make it work so that we're doing things as efficiently and effectively as we can?

So, we had to think of new and creative ways.

Political Frame

In the political frame, the dean worked to build relationships with the university's administrative and faculty leaders in order to negotiate for scarce resources the library needed while also providing value to the institution.

My ears are always open for what's happening, whether it's in Student Affairs or, you know, where can we fit in, where can we help, where can we partner, . . . without replicating the services that are offered elsewhere.

Human Resource Frame

In the human resource frame, the library lost 35 positions from 2008 – 2011. When opportunities arose to eventually fill the empty positions, the dean strategically created new positions to match the library's new direction, and enabled existing staff to take "authorship" (Bolman & Deal, 2013, p. 399) of the organization through participation in planning and decision-making, illustrated by these comments:

No, I was not refilling the same positions.

I also encouraged my directors to think not like I think, but don't get mired in the detail.

You know, let's think big. Let's think big.

I gave my team instructions, and I said, "OK, give me a business plan."

Symbolic Frame

In the symbolic frame, the most recognizable change involved extensive renovations to the library's physical facilities. When the dean arrived, he found a library that he termed merely "a book warehouse," as he described in these comments:

It was dark, it was dingy, it was unfriendly, it just felt cold and not welcoming, not service-oriented, not helpful. The signage was bad. It was dirty-looking, and I thought, "This is not a place anybody would want to come."

Students themselves recognized this, according to a quote from a student in the university's student newspaper, "Some rooms are kind of ratty and have a mildew smell to them. If they are going to spend money, I think the library is something they need to spend money on"

(Rodriguez, 2010, para. 10).

The dean began initial renovations to the library in 2010, leading one student to remark in the university's student newspaper, "This floor is a lot newer and more open and so much

cleaner. It makes the study environment nicer and just easier to be a part of.” The provost of the university indicated commitment of the funds for the renovation were due to the university’s goal of “enhancing the learning environment” (Oxner, 2010, para. 8). Additional renovations followed. In 2012, the second floor was completely remodeled, at a cost of more than \$3 million, to install a SMART lab to accommodate primarily STEM-related instruction and to provide a contemporary space designed for group study, install the Job Shop and Career Corner, and landscape an unused area behind the library to become an inviting park with fountains, seating, and walkways (Abramova, 2012). In 2014, the university invested more than \$2 million in a complete remodel of the first floor and lobby to create a contemporary Learning Commons, including the expansion of the Digital Learning Studio, installation of new computer stations and high-end group study areas to accommodate student use which had reached 125 percent capacity prior to the remodel (Rosenthal, 2014). The dean indicated he perceived these renovations helped transform the perception of the library from an obsolete “book warehouse” to a central hub for student success on campus, as indicated in these comments:

We created a space there for tutoring and learning to come in. So they were our first tenant, if you will. As we did that, we then also brought the Writing Center in, which is now called the Writing Studio, so that was our first "Here we're going to create a place where students can come." It's bringing this facility into the 21st century to meet the needs of the 21st century students.

Research Question 2

During the past five years, 2010-2015, what was the nature of the relationship between the libraries and their parent universities and how has this relationship evolved during this period?

Library A exhibited evidence of reframing across all four frames during the past five years, as indicated in Figure 4.5, with the majority of the evidence falling in the Structural, Symbolic, and Political Frames.

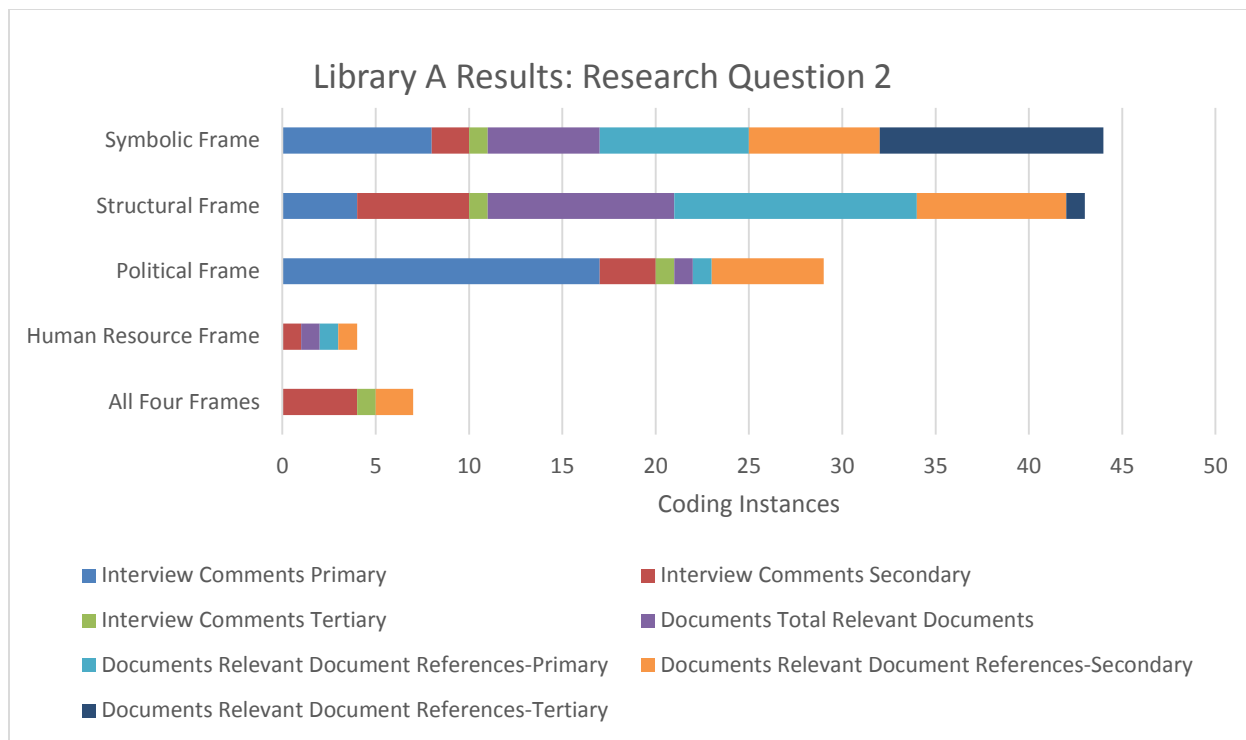


Figure 4.5. Library A: RQ2

All Four Frames

When the dean arrived at Library A in 2008, he related he perceived that “the library was viewed on this campus as a book warehouse. We in no way, shape or form were viewed as partners in the academic enterprise.”

By 2010, the new dean had already begun to change this relationship. Letters from both the university president and provost were published in the library’s annual report that year, and continued to be published in every issue through 2014. The minutes from the September 6, 2012 Board of Trustees meeting reported “the Provost announced a recent unveiling of the new Job Shop and Smart Lab which are located in the . . . library and encouraged everyone to visit. The . . . library has become an active learning environment equipped with 300 computers.” The June 6, 2013 minutes recommended implementation of a textbook affordability initiative, open-access

textbooks, e-textbooks—all available through the library—and “promoted laptop and iPad loaner programs in the library.” The president’s fall address for 2013 connected student success with the library and mentioned the new Smart Lab, while the president’s 2014 fall address connected research and teaching “in our classrooms, our libraries.”

Structural Frame

Bolman and Deal (2013) emphasized the importance of organizational leaders’ thorough understanding of their environment in order to successfully engage in reframing. In Library A, the dean made a strategic effort to understand his environment, and to match the demands of the environment and the needs of stakeholders to changes in process and products. For example, he researched the university faculty profiles to discover their research interests before he engaged in building the library’s collections. Then he established new collections designed specifically to match both faculty needs and university mission as indicated in these comments:

One thing that emerged very clearly to me was we had a group of, I would say, about 130 faculty [who] in some way, shape or form were doing research that was related to genocide, the Holocaust, trauma caused by natural or manmade disaster, PTSD, ...human rights, ...the mental health issues of survivors of torture, trauma. ...So eventually over the course of a year or so, we established the Holocaust and Genocide Studies Center. During that time I was able to get one-time dollars from the provost to help us build those collections. Environmental [studies] ... was another big thing that the university was going for, and there are many faculty doing research there, so we also poured resources into building that [collection] up. We began to shape where we were going.

In another example, he researched the demographics of the student body to determine their need for technology rentals, and discovered an opportunity to provide laptops and iPads for checkout—an initiative so successful it caught the notice of the Board of Trustees, as indicated above, and in these comments:

I also did a lot of digging into the demographics of our student body . . . [and] 44 percent of our undergraduates have Pell Grants. You know they're not coming from wealthy families, right? They don't have laptops necessarily. So we started applying for

technology fees. We check out 100 laptops now. We have iPads we check out. We check out video equipment to [students]. We check out cameras, audio, the whole bit.

Political Frame

When the dean first joined Library A, he found that while his position reported to the provost, he, as the Dean of the Libraries, was not included on any university administrative councils. In 2010, the dean began a strategic process of engaging the library with the power base of the university administration and its goals and objectives, as indicated in these comments:

So I started fighting that battle, sort of subtly, but I did. ... I managed to get the president and the provost in a room in the library at the same time to lay out what we were doing. It blew them away. They were like “Oh my . . . You get it.” So we carefully crafted what we were doing to feed into the university's strategic plan. ...But in order to do that it meant we really had to start engaging with the teaching faculty. ...We need[ed] to have a different face to the faculty, to the students.

And so the next time I went in [to meet with the provost], ...I said, “You know, I'm working so hard here to try to form these relationships, and I'm not sitting at the tables where I can do anything.” And fortunately, there was another dean in the same boat—that was the Dean of the Graduate School at the time. ...So he [the Provost] restructured some things, and he put both of us on the Council of Deans. So we were sitting in the group where the decisions were being made. ...That started another shift where the perception of the deans was that I was one of their colleagues, not, you know, off on the side.

Involvement in the university's decision-making bodies and relationships with the university's upper administration, enabled the dean to continue to successfully negotiate for scarce resources. For example, when the university wanted to create a Smart Lab in the library, the lab was originally intended for the use of math students only. The dean successfully negotiated it into a lab for the use of all students, as he explained:

I just had to be very calm about it, but it was “No, we're not going to do that. I can't have a single academic department monopolizing space in the library and only those people using it. No. We are a building for everyone.”

The dean also began negotiating partnerships with other areas of the university. When the provost wanted to find a new home for the tutoring and learning center, the dean took the initiative and offered a place in the library. Utilization of the center immediately went up 900 percent. That was the library's first partnership with another area of the university. A career center and job shop were next. The dean recalled it this way:

Well, when you look at what the performance metrics are for the university, I mean one of them is the six year graduation rate. You know, where are the students placed? What kind of jobs are they getting? How much are they making?

Not only was [the Office for Undergraduate Research] in the [library] building, but when undergraduates would come in and talk . . . about research projects, I think in the first 15 projects, five of them were [by] students who were doing research into special collections that we have here [in the library].

More recent partnerships included the innovative strategy of assisting the university's College of Marine Science with the National Science Foundation mandate for data management of grants for research, indicated in these comments:

We had discussions internally and we jumped in with both feet. We started doing consultation work with faculty who were applying for grants on the data management planning that they needed to do, which then quickly morphed for us into . . . actually working with the data itself to provide the Metadata for it, and to create the repository for many of the data sets and data files. Now, we're almost overrun with work. So Marine Science is over the moon with what we're doing.

The dean and the library also engaged in relationship-building with faculty through innovations in scholarly communications. The dean took a strategic risk, shortly after the effects of the Great Recession were being felt by the university, to invest scarce resources in a service to support the rising trend of scholarly communications or open publishing, as he described:

In 2009, I used money from a foundation account that I have to license software from BePress. The software package is called Digital Commons. . . . Within that software

package faculty can put their own profiles in. They can upload their own articles or we can do it for them. We're [now] publishing 15 open-access journals through there.

Symbolic Frame

When the dean arrived on campus, the physical facilities of the library as well as the perception of its mission by stakeholders, indicated obsolescence and a lack of connection and alignment with the parent university. The library's own strategic plan and mission statement also indicated a lack of connection with the parent university's goals, as well as a lack of consideration of the impact of environmental forces, such as the effects of the Great Recession, which had begun prior to the implementation of the new plan, as the dean described:

So, when I arrived, the university already had a strategic plan, and the library did not fit into that. There were a set of decisions made about three weeks or four weeks before I showed up that I was really not happy about. I had specifically asked, you know, don't make any major [plans], and out trotted a [library] strategic plan and out trotted a new mission statement about a month before I started . . . which I had no input into.

Research Question 3

How have the libraries' missions changed during the past five years (2010-2015), and what factors or environmental forces may have been influential catalysts?

Bolman and Deal (2014) indicated that organizational missions and strategic plans fall into the Symbolic Frame, so it is natural that the majority of the evidence for research question three, concerning the mission of the library, fell into that frame, as illustrated in Figure 4.6.

Symbolic Frame

As indicated above, a new strategic plan for the library was provided to the dean when he arrived in 2008. A copy of this strategic plan was not available to be obtained for this study. The dean indicated for the first few years of his tenure with Library A, he did not actively try to change that plan:

When I started, I didn't want to come in like a bull in a china shop until I knew the lay of the land and had time to make my own observations about what was going on, what was needed, where we needed to go. So, I would guess, I don't think we made any changes to it for at least a year, year-and-a-half. The strategic plan that was there, in my opinion, wasn't really a strategic plan. And my own personal philosophy, quite frankly, is when you're in an economic recession and you're engaged in budget cuts, it's really dumb to waste time on a strategic plan. Because all of them always end up with lofty things that you want to do and they always require dollars. And when you don't have dollars to do that. So it was better to come up with a set of, "here's our strategic directions. This is where we want to go."

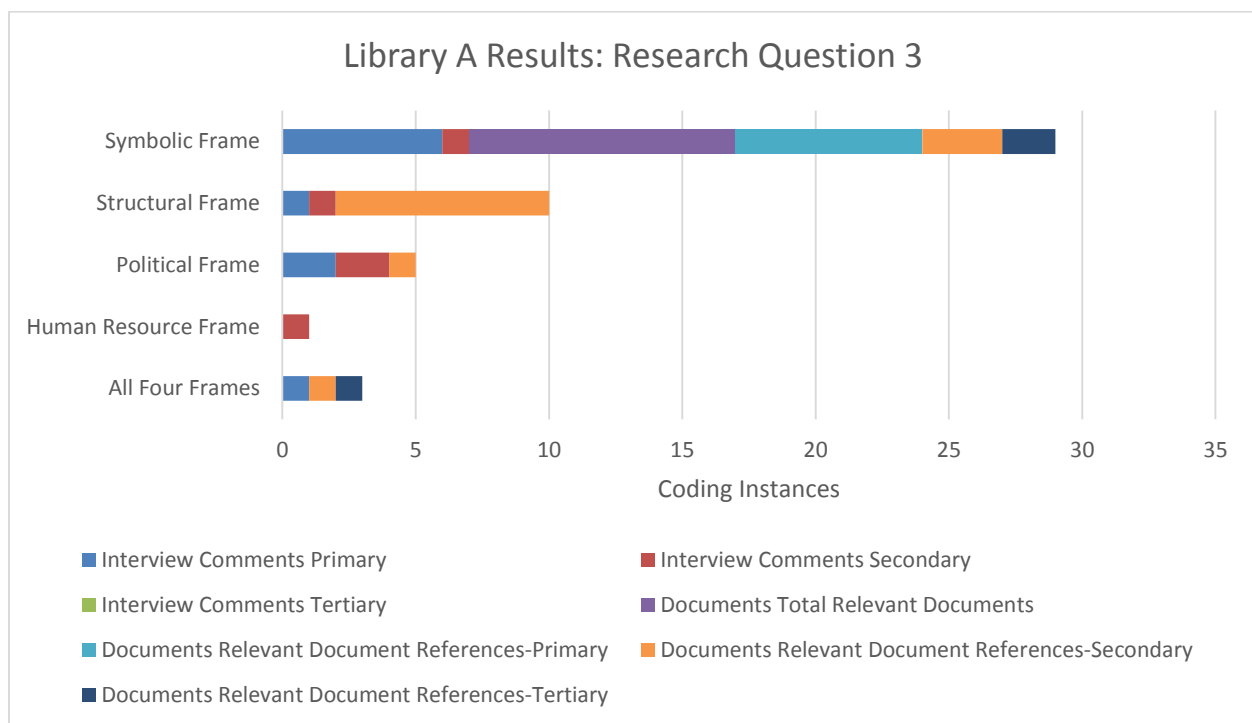


Figure 4.6. Library A: RQ3

However, the dean indicated future mission statements were developed with staff input and included research on environmental factors such as the rapid advent of new technologies and a flat budget forecast. The library's current strategic plan, 2013-2018, published on the library Web site, included a mission statement with a direct connection to supporting the parent university by providing "resources, services and collections to advance the [university's]

teaching, learning, and research mission” (USF Libraries Office of the Dean, 2015, para. 1). The plan’s strategic goals emphasized engagement and collaboration with faculty and students, as well as continuous improvement of “library operations, facilities, services, programs, and collections” (USF Libraries Office of the Dean, 2015, para. 6).

Research Question 4

How have the responsibilities and duties of the library dean changed during the past five years (2010-2015)?

The majority of the evidence indicated changes in the duties of the dean of Library A fell in the human resource frame, as shown in Figure 4.7.

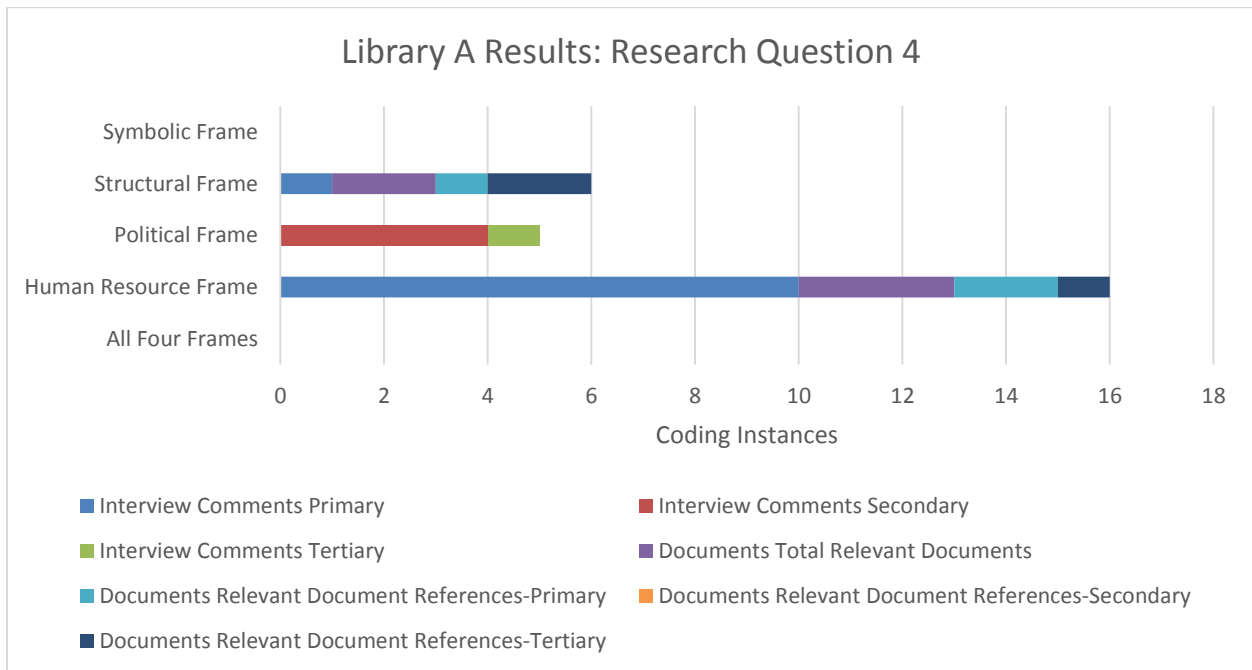


Figure 4.7. Library A: RQ4

Human Resource Frame

The dean of Library A initially focused his efforts on realigning staff responsibilities to staunch the gaping loss of more than 35 positions due to the impact of the Great Recession, as he explained:

At least initially the library did not receive direct dollar cuts. Our cuts came in the form of when positions became vacant we couldn't fill them and we lost them. And so in the aggregate over the first three years that I was here, so from '08 to '11, the library lost 35 positions, just gone, which amounted to way over a million-dollar budget cut, and it left us completely short-staffed. We had no backup for anything, and so there were several things that happened as a result of that. One was that the organizational structure completely flattened.

Structural Frame

As a result, the dean focused many of his efforts on changing the structural frame of the library organization, as he explained:

That hit us where it most likely did not hit other libraries in the state. They didn't suffer the same kind of massive personnel loss. So I would say on some levels it put us on a cutting edge primarily because of that, so while we bemoaned the fact we lost all these positions it made us into what I think really ended up being a lean, mean fighting machine, because we had to.

The dean also transitioned the library into the digital age, as describe in RQ8, below.

Political Frame

Later on, the emphasis of the dean's activities moved into the political frame, as the library expanded its engagement with the university and external community—building relationships and partnerships. The dean also became more involved in fundraising efforts to raise money from private donations. He summarized his experience this way:

At the very beginning of my time here, I felt like I needed to have sort of an intensive internal focus on the organization with a slightly less external focus. But, as time has gone by, I also now have a much more external focus than I do internal, in a way. I think many of the organizational problems that existed when I came in have been fixed, and so, I'm able to concentrate much more on a higher level than I was, say, initially, where I needed to dig down to find out what was really going on.

Research Question 5

How have the ways in which the library assesses and communicates its value to its constituencies changed during the past five years (2010-2015)?

Library A exhibited evidence of reframing across all four frames, as shown in Figure 4.8, with the majority of the evidence in the symbolic frame.

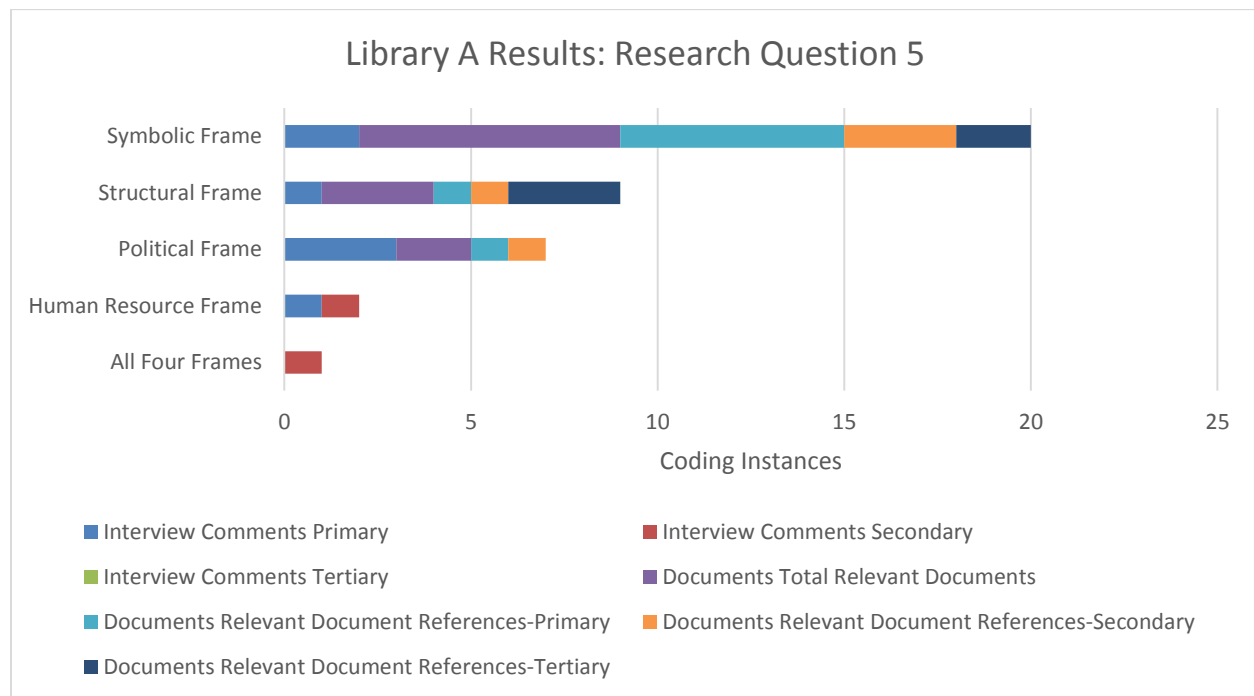


Figure 4.8. Library A: RQ5

Structural Frame

In the structural frame, the dean of Library A confirmed that his library still continues to collect and communicate traditional quantitative values about the library. These metrics include the number of volumes, serials, and databases, as well as the number and type of libraries in the system, and the total collections expenditures (USF Office of Decision Support, 2015, p. 21).

Gate count—the total number of students through the doors—also continues to be important, as shown by the dean’s comments here:

[The administration] sees that students want to be here. They see them engaged in work here. They see how our equipment is used. They see the value in that. We’re the busiest facility on campus. The number of people coming in got bigger, and . . . it kept increasing, and we kept getting more demand. Tutoring and learning services and utilization went up 900 percent when they came in here.

Political Frame

In the political frame, the dean transitioned his role with the university to become an active member of the university's Council of Deans. The dean also encouraged his staff to become involved in key university committees across campus, and helped open the doors for their participation.

Symbolic Frame

In the symbolic frame, Library A proved its value through vigorous attention to alignment with its parent university's mission, goals, and strategic plan, as indicated in these comments from the dean:

I think it's been an effort on my part to constantly make sure that we're walking in lock step with the university strategically.

[The provost] saw that it was not only to be a hub for student success in the library, and transforming it from this book warehouse into something much different, and he looked at that, and that's why I got the support from him. So it was on multiple levels. He saw we were feeding into the strategic plan for the university. He saw that our use [of the building] was going sky-high because of the services we were offering and what we were able to do for the students. We went to 24/5 access. All kinds of things were happening.

Research Question 6

In what ways have the library's interactions with students, faculty, and the community changed during the past five years (2010-2015)?

The majority of the evidence for research question six fell into the structural frame, as shown in Figure 4.9.

Structural Frame

In the structural frame, Library A instituted a variety of new services and products strategically designed (through focus groups and other research) to meet the needs of students and faculty.

Some of the services included the expansion of the liaison librarian service to reach out to faculty

in their own departments, increasing the library’s operating hours to a 24-hour schedule five days a week, providing hi-tech equipment such as 3-D printers for student and faculty use, and offering laptops and other technologies for check-out. The library also took the lead in university-wide initiatives such as textbook affordability, as the dean explained:

We were very early on, we took the lead on campus in the textbook affordability issue. We were the first ones, I think in the state to do it. Which I mean involved a multitude of things, from putting open access textbooks up to working with the bookstore so that for each class, I believe it was, that had an enrollment of 100 or more, the bookstore gave us two copies of the textbooks to put on reserve for the students.

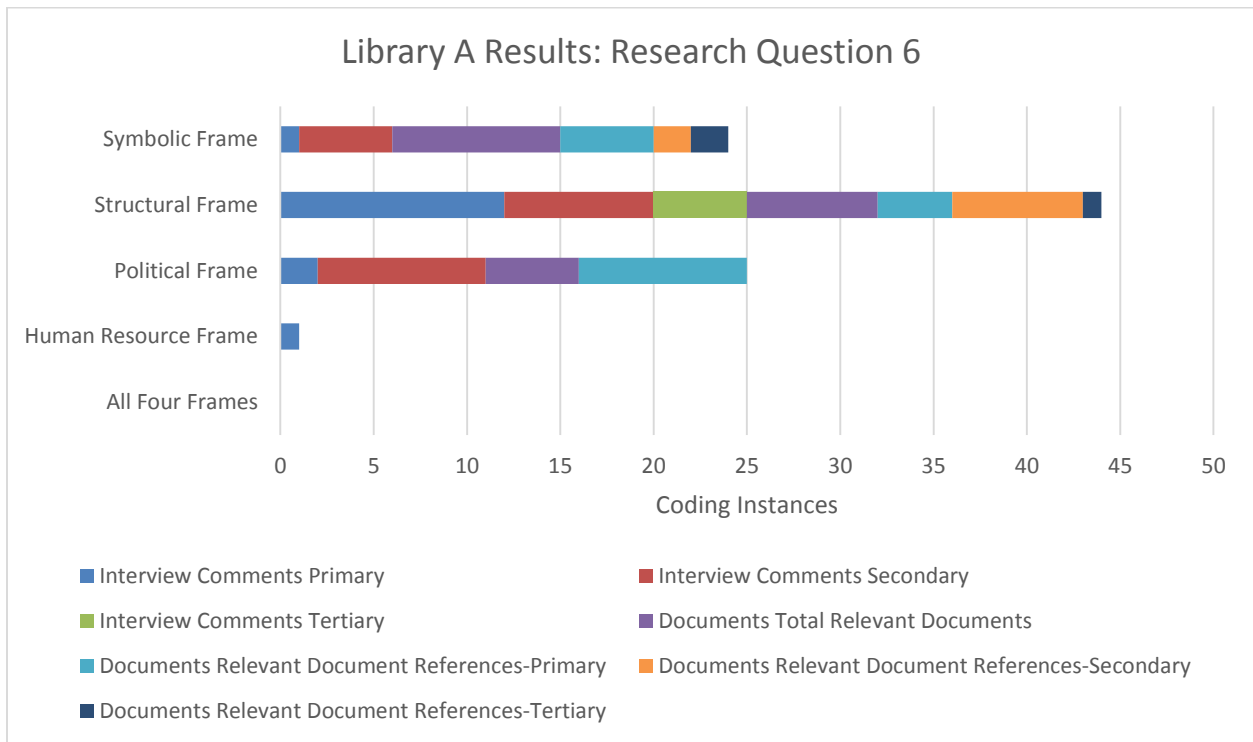


Figure 4.9. Library A: RQ6

Political Frame

In the political frame, the dean made an effort to open lines of communication with the deans of the other colleges and the faculty senate, as he indicated in these remarks:

I began forming, I would say, really close relationships with the deans of the colleges and talking with them about what are their needs, what are their wants. They know what it is we're doing and the fact that we stepped up.

The dean also formed partnerships with other areas of the university, to bring in services such as the writing center and office of undergraduate research, as described above.

Symbolic Frame

In the symbolic frame, the library's renovations and addition of a Starbucks café made it a popular draw for students as well as an actively utilized center for academic resources and services, as described in the sections above.

Research Question 7

When changes occurred, were they library-led or university directed? If they were library-led, in what ways did the library persuade its parent institution (and/or other constituencies) to accept the change(s)?

The evidence indicates Library A led change across all four frames, as shown in Figure 4.10, with the majority of the changes in the structural frame. All the changes experienced by Library A, described in this report, were led by the Library, even if the original catalyst for the change was an environmental factor, such as the impact of the Great Recession. The dean expressed it this way:

For far too long, libraries have been reactive rather than proactive. And as much as I can do it, I try to be proactive. ... We've made do with what we've had, but we've continued to change, we've continued to innovate, we've continued to move forward. And yet, we're still in line with the University's strategic plan.

Structural Frame

In the structural frame, the biggest change came as the result of the effects of the Great Recession, which forced a change in the organizational hierarchy from a traditional vertical structure to a horizontal professional bureaucracy, as the dean indicated:

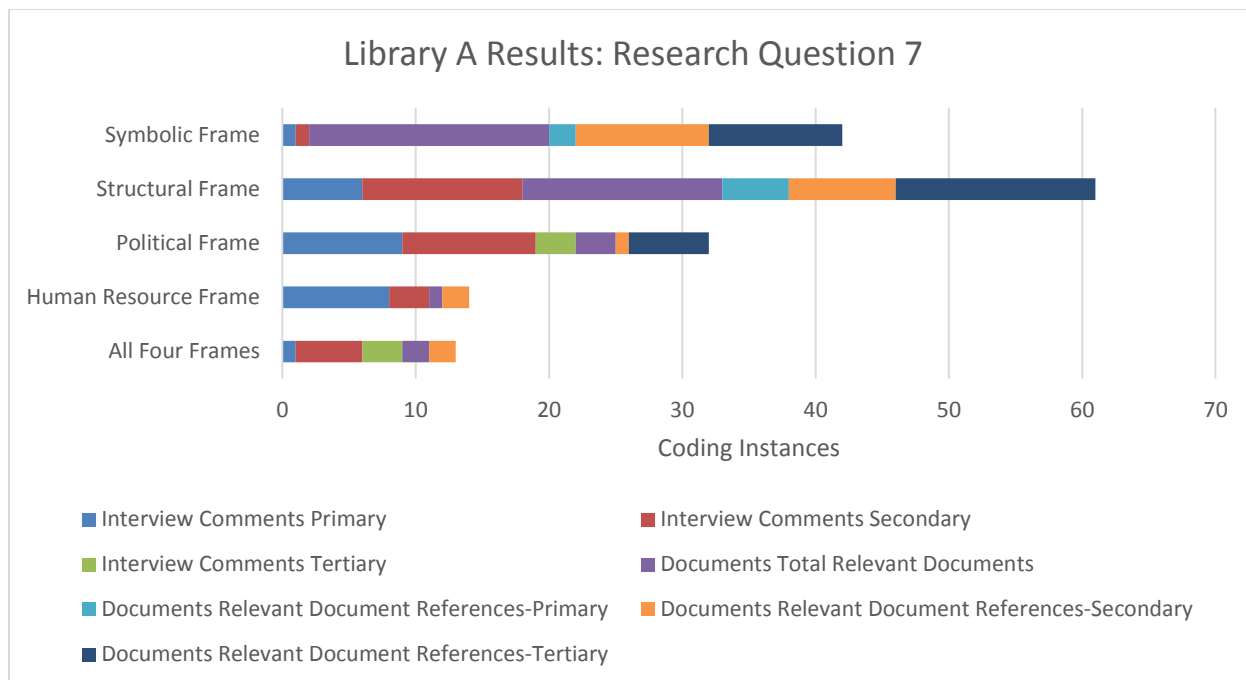


Figure 4.10. Library A: RQ7

And so in the aggregate over the first three years that I was here, so from '08 to '11, the library lost 35 positions, just gone, which amounted to way over a million-dollar budget cut, and it left us completely short-staffed. We had no backup for anything, and so there were several things that happened as a result of that.

One was that the organizational structure completely flattened. We had to, because it was like there was no middle management kind of layer, so it was the top layer and then sort of everybody else.

So I would say on some levels it put us on a cutting edge primarily because of that, so while we bemoaned the fact we lost all these positions it made us into what I think really ended up being a lean, mean fighting machine, because we had to.

The library also was an early innovator and leader in the purchase and licensing of electronic resources, which is described in further detail in section RQ8 below.

Political Frame

In the political frame, as described in sections above, the dean engineered opportunities to become a stronger participant in university decision-making groups.

Symbolic Frame

In the symbolic frame, the dean leveraged the university's goal of enhancing student success to establish the library as a hub for student success and a priority of the university's strategic plan. For example, the dean was the catalyst for all of the renovations to the library previously described. Additionally, the dean indicated the library led an initiative on information literacy:

We're living in a digital age. It's multi-media, it's digital media. We not only need information literacy, we need digital media literacy. How are they [students] going to get that when they don't have a place to learn it? So that's where we jumped in. All right.

So now the students, the general student body, can come here. You know, we'll show them how to use a video camera. We'll show them how to use the audio equipment. We'll show them how to do this. We'll help them learn the software packages in the digital media commons where they can go in and ... do video editing, audio editing. So they've got a place that they can come, okay. We're now going to move into 3D printing. We're putting in a proposal to bring some of that into the library.

Human Resource Frame

In the human resource frame, the dean indicated an active progress toward reframing the organizational culture through empowerment of the employees:

I mean, two times a year at least I would hold an all-staff meeting where we would talk about things. I would let them ask me questions. You know, I'd go through what we were doing, how we were doing, why we were doing things.

I also told all of my directors, I said, "I'm available if you want me to come to any of your group meetings or unit meetings. I'm available." I did that at least once a year with each of the groups. Constantly reinforcing why we were doing this. And they started to get it.

Research Question 8

In what ways has the evolution of the virtual library impacted and influenced changes in the library?

The majority of the evidence regarding the impact of the virtual library fell into the structural frame, as shown in Figure 4.11.

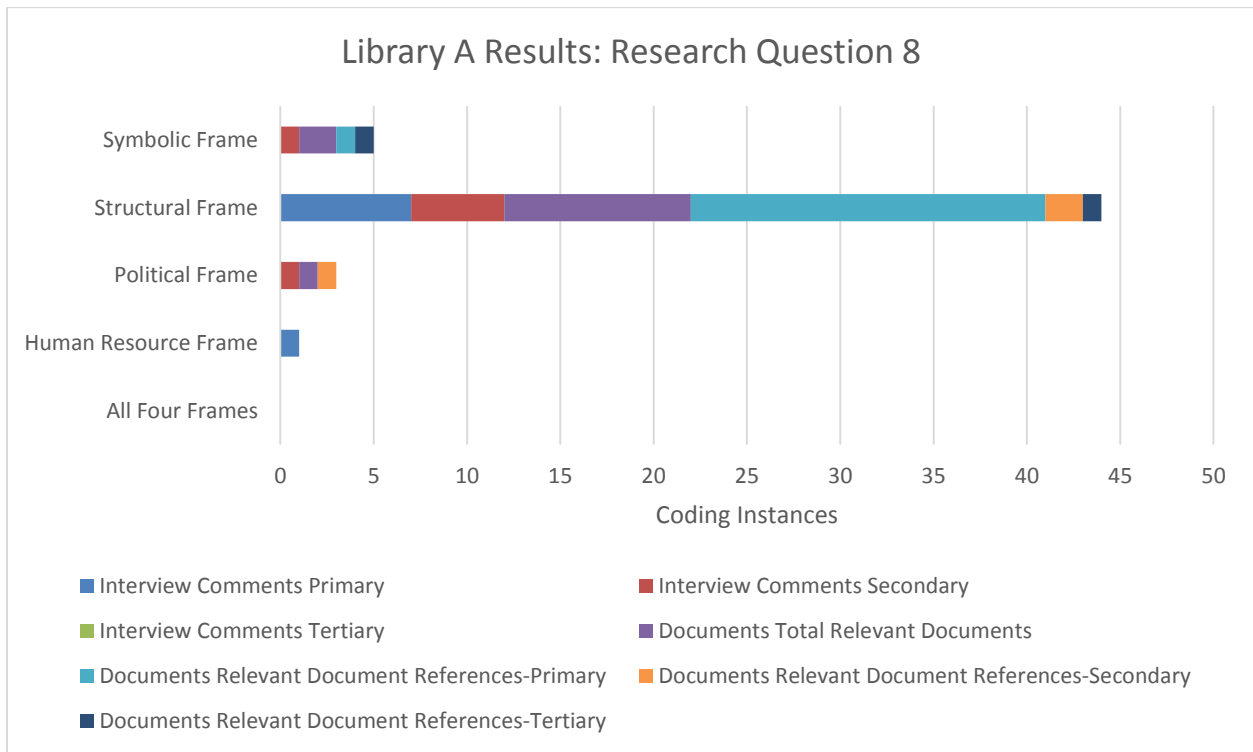


Figure 4.11. Library A: RQ8

Structural Frame

In the structural frame, providing sufficient digital resources to the university community meant retooling the library organization to handle and deliver the new technologies—hardware and software. The advent of the virtual library also impacted the budget, as the demand for e-resources consistently climbed, while library funding for expenditures fell or remained relatively flat, as he explained:

I think we've seen a sharp preference, at least on the part of the students, for digital, digital, digital. Not all students, interestingly enough, but I would say the vast majority, want it anytime, anywhere, anyplace. And so, that has really had an impact on how we purchase and the formats we purchase. The other area [in] which that's had a major impact is in service delivery.

Human Resource Frame

In the human resource frame, the library provided training for employees in the new technologies, and also created new positions designed specifically to manage these resources.

Symbolic Frame

In the symbolic frame, the library's implementation of these resources early in the timeframe of this study—for example, mobile access to resources were integrated into the library's services in 2011, as indicated by the Library's archival Web sites—supported the library's growing reputation as a service-oriented organization and “one-stop-shop” for research.

Research Question 9

How has the library's role in the life of the university changed during the past five years (2010-2015)?

The evidence indicates Library A's role in the life of its parent university changed across all four frames during the past five years, but most predominantly in the symbolic frame, as shown in Figure 4.12.

Symbolic Frame

In the symbolic frame, Library A, at the beginning of the timeframe for this study, had a mission and strategic plan which were, for the most part, disconnected from the goals of its parent university and the needs of its students. The library's facilities were also aging, and provided a less-than-welcoming environment for the university community. The new dean employed innovation, ingenuity, an understanding of both the environment of the library and the university and the environmental forces acting upon them, as well as his political savvy to begin a comprehensive and strategic process of renovations and remodels—to both facilities and technologies—and vigorous reconnection to the mission and strategic goals of the university.

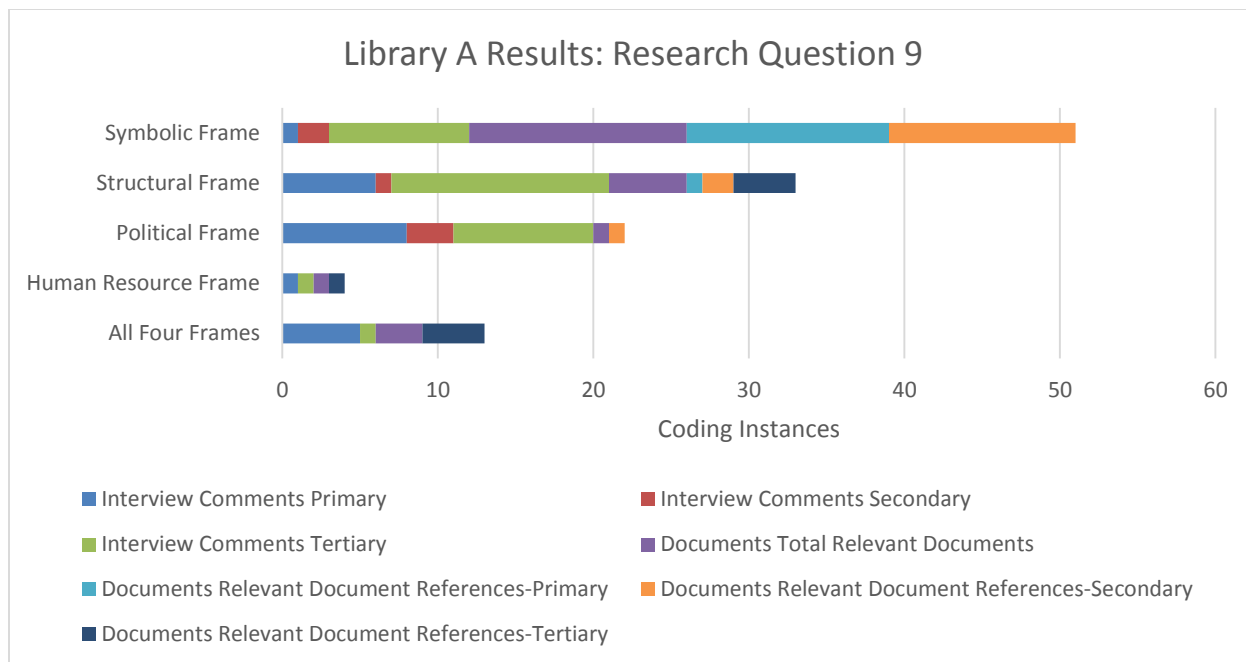


Figure 4.12. Library A: RQ9

By 2014, the library had become, in the dean’s words, “the busiest facility on campus,” and a place so desirable to students they staged a protest when the library’s operating hours were planned to be reduced. In this frame, the library’s role changed from a superfluous extremity of the university body to the symbolic heart of the institution, as indicated in this quote from the university president printed in the library’s 2014 annual report:

The University Libraries have had a spectacular year with beautiful renovations, enhanced learning and research opportunities, and extensive academic support programs which truly make our libraries the heart of our students’ campus life. The Libraries’ faculty and staff have worked diligently to be responsive to student needs. ... The Libraries’ inclusive approach not only supports the research and teaching goals of students and faculty, but contributes to an environment that makes all students feel welcome. (p. 1)

Summary and Themes

While the themes for this study were a priori the four frames identified by Bolman and Deal (2013), nevertheless, seven themes emerged in the data analysis which deserve mention.

The evidence revealed the majority of the changes to be the result of *strategic effort*, primarily through the actions and leadership of the dean, indicated by the dean's use of the words "work," "try hard," "need to change," "effort," as well as indications of proactive planning. The companion theme to this emerged as *leadership*, indicated by the dean's comments describing his efforts to take proactive action to initiate a project or goal.

The dean of Library A also successfully engaged in *risk-taking* and *leading change*, which mirror Bolman and Deal's (2008) admonition for successful leaders "to see new possibilities and to create new opportunities" and "to discover alternatives when options seem severely constrained" (p. 438). For example, the dean related one anecdote about a discussion with the provost concerning the early renovations to the library:

I said, "If we're going to do anything on the second floor of the library we're going to redo the whole floor. It's the whole floor or nothing."

A final theme of *transformation* was also evinced, as the ongoing changes in the library were identified and recognized as transformative by its constituents across the board. This was indicated through the dean's use of the word "transformation" and "change." In summary, Library A engaged in reframing across all four frames, as shown in Figure 4.13, with the majority of the evidence falling into the structural frame.

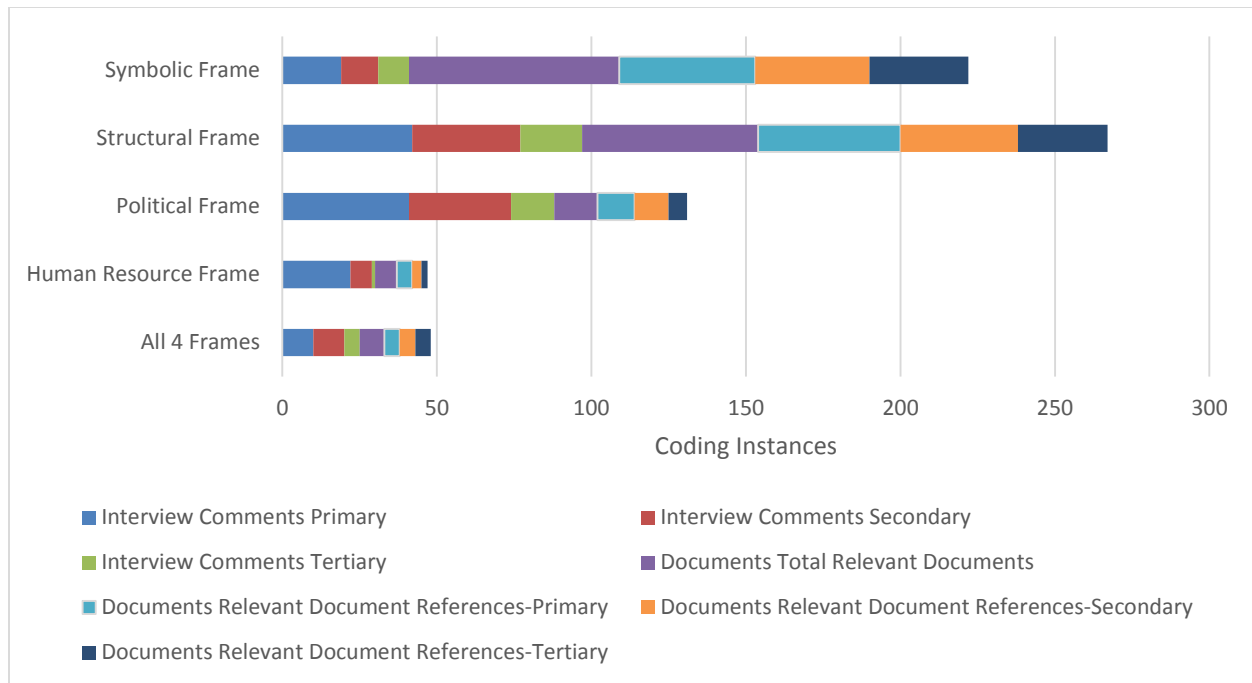


Figure 4.13. Library A: Summary of Results

Library B

Context: Library B

Library B is situated in the flagship public university in the state. Founded in 1858 as a land-grant university, the parent university of Library B is the oldest university in the state, is located in the county seat, and is a member of the elite Association of American Universities (University of Florida [UF], 2014a). The university is currently ranked 14th in U.S. News & World Report’s “Top Public Universities,” as well as in the top ten among a variety of other rankings (UF, 2014b, para. 1). The university offers more than 100 undergraduate degrees and nearly 200 graduate degree programs, and has a student enrollment exceeding 50,000 (UF, 2014b; UF, 2014c). The 2,000 acre campus houses 16 colleges—including a college of medicine and a hospital, 900 buildings, and a section included on the National Register of Historic Places

(UF, 2014a; UF, 2014b). The university has an annual economic impact of nearly \$9 billion, and employs more than 41,000 people (UF, 2014b).

Library B consists of seven libraries, and is recognized as “the largest information resource system in the state ... containing more than 5.6 million volumes, 7.9 million microfilms, 453,000 e-books, 158,695 full-text electronic journals and 1,162 electronic databases” (UF, 2014c; UF, 2014d). The main building houses the humanities, business, and social sciences library (UF George A Smathers Libraries, 2015). The building is situated on the historic university quadrangle containing the university’s signature bell tower. The library building’s front entrance faces the quadrangle, which consists of a large expanse of green lawn, trees, seating areas, and pedestrian walkways. The bell tower is on the opposite side from the library. The front entrance also has a long covered portico stretching the length of the building and creating a breezeway to the large original wing of the library. The building’s façade is composed of red brick with ivory-colored stone trim. Most notable in the building’s design are rows and rows of windows. In fact, the back side of the building features nearly wall-to-wall and floor-to-roofline windows. The back side of the library is the public “face” of the building, as it faces the main street in the university’s city. This side also features a large, formal park, with a wide expanse of lawn, trees, pedestrian walkways, seating areas, and street lamps with a historic design. The park stretches approximately 100 feet from the building to the sidewalk, where a large, separate sign indicates the name of the library, designated for a donor who was both an alumnus and state leader. The fourth side of the library building is adjacent to other university buildings. This excerpt from the library’s Web site provides additional descriptive information about the library (UF George A. Smathers Libraries, n.d.):

Study Space

Seating for approximately 1,400 patrons.

Quiet Study Floors located on the first and fourth floors.

Graduate student study space is located on the sixth floor.

Graduate Student/Faculty Study Carrels on the second and fourth floors.

Sixteen study rooms can be checked out for group study.

Technology

Wireless internet access throughout the building.

Approximately 200 computers available for use throughout the building on floors 1-3.

Eight booths with monitor hookups are located on the third floor for group study.

Four booths equipped for viewing videos are located on the second floor.

Thirty iPad 3 available for checkout at the 2nd floor Circulation Desk.

One Pico Projector available for checkout at the 2nd floor Circulation Desk.

VGA & HDMI Cables available for checkout at the 2nd floor Circulation Desk.

Various Mac Adapters available for checkout at the 2nd floor Circulation Desk.

Four digital microfilm readers are located on the 3rd floor.

Printers/Photocopiers located on floors 1, 2, and 3.

Research Assistance Desk is located on the left corner of the 2nd floor service desk, at the top of the escalators. (para. 1-3)

Context: interview with the dean of Library B. I conducted my first interview with the dean of Library B on Friday, May 8, 2015, from 1:00 to approximately 4:30 PM. The dean voluntarily extended the time of the interview. We talked for approximately two hours. Then, at 3:00 PM, the dean also offered to give me a guided tour of the library. I used this opportunity to gather data for my observation data collection. Here is a brief excerpt from my researcher's journal describing a portion of the meeting:

At the dot of 1:00 PM, the dean came out of her office to meet me. She gave me a big smile, and shook my hand. I thanked her again for letting me interview her, and she told me it sounded like it would be "fun." She showed me to her office, and indicated for me to sit on a couch in a seating area, adjacent to her desk. The couch was dark orange (one

of the university's colors). She sat beside me, which seemed to me to indicate she was treating me as an equal in this conversation. It also seemed to me to indicate a relaxed and friendly personal style on the part of the dean. While I was setting up the recorder and taking out my notepad, the dean gave me a brief "tour" of her office, which was filled with bookshelves full of gator statues, gator figurines, gator drawings, gator stuffed animals, and on her desk were more gators. She laughed and said most of them were given to her. When I heard her story, a few minutes later, I understood her passion for collecting the mascot of the university, since she was an alumna and an employee. Her passion for the university and her enthusiasm for the library became quickly evident during the interview. She exuded tremendous energy and a positive attitude, demonstrated through her sense of humor, frequent laughter, energetic tone of voice, and her comments filled with hope and an optimistic outlook.

I asked my first question, then the dean took the lead on the conversation. She seemed to be enthusiastic to share her information, so I decided not to force the interview to tightly follow my interview protocol. Instead, I took my direction for the interview from the Dean's conversation, and followed where her conversation led. She had obviously thought about this interview and prepared for it, because as she spoke, she had a number of documents ready to share with me. As she spoke and recalled her experiences in the library over the past five years, I interjected my interview questions when and where they seemed to fit into the flow of the conversation. I kept track of where the interview was going through the notes I was taking during the interview. At the same time, though, I needed to maintain eye contact with the dean, so I couldn't focus on the note taking for more than a few seconds at a time. We also talked about some topics which were not in my interview protocol, but they were interesting trails to follow. For example, the dean and her library were integrally involved in the university's fundraising campaigns, and this, to me, indicated an aspect of the relationship between the library and the university I wanted to make note of. I might even add questions about fundraising to the remaining interviews I have with the other two library directors.

We talked for nearly two hours. I asked the dean after an hour if she wanted to end the interview and continue the rest of it at a later date, but she told me she had set aside most of the rest of the afternoon to spend time with me. I thought that was incredibly nice, and I told her so. So, we continued the interview for another hour and a half. Then, she offered to take me on a guided tour of her library. I was thrilled! Especially because most of the areas in the library are key card controlled, so I wouldn't have been able to enter or observe them without an escort.

So, for the next hour and a half, the dean walked me through every floor of the main library, as well as the historic Library East wing, and the nearby Science Library, which

the dean drove me to in a golf cart. I took my notepad with me, and kept notes on our conversation, but I couldn't record it, because we were walking and driving, and I had my hands full taking notes while also trying to look where I was going and also pay attention to the dean. I also made my observation notes during this guided tour, but wasn't able to take photos, because my hands were full, and we were walking and talking and meeting people, etc. It was very stressful to be doing all this simultaneously! But it was an amazing experience! I was able to see the library in a way I never would have been able to on my own, and everywhere we went, everyone we met seemed to me to be excited and happy to meet the dean. Everyone stopped what they were doing and came over to talk to her. They were always happy and smiling and greeted her enthusiastically. Her return greeting was reciprocally enthusiastic, and she knew everyone by name and complimented them on some aspect of their area or service.

Findings: Library B

Two interviews with the dean of Library B resulted in a total of 202 significant comments, and 178 coded comments. Additionally, 20 institutional documents, 37 news articles, 54 photos, 1 video, and 32 observations, were collected. My researcher's journal and analysis of historic and contemporary web pages from the library provided further sources of evidence. The total data collected for Library B are shown in Table 13. The relative contribution of each data source to the findings for Library B is displayed in Figure 4.14.

Table 13

Total Data Collected for Library B

Interviews		Relevant Documents			Audio / Visual Media	Photos	Observations
Significant Comments	Coded Comments	Institutional Documents	News Articles	Coded Document References			
202	178	20	37	90	1	54	32

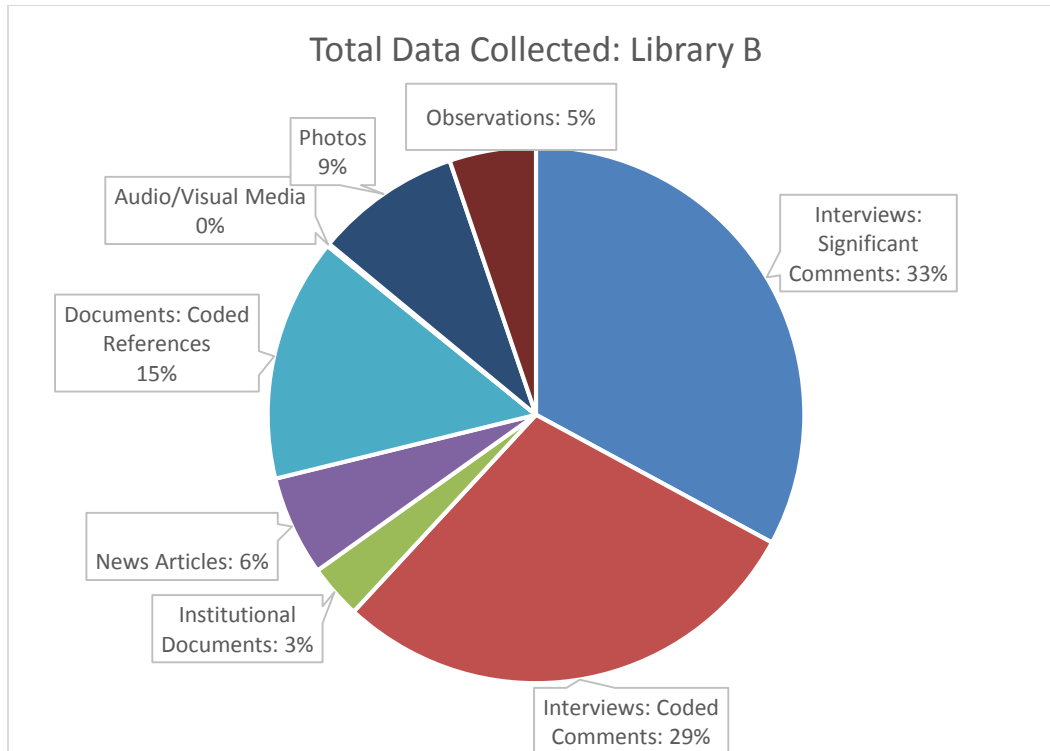


Figure 4.14. Relative Contribution of Each Data Source: Library B

Research Question 1

As defined by each of Bolman and Deal's (2008) four frames—structural frame, political frame, symbolic frame, and human resource frame—in what ways have the academic libraries of these four universities exhibited evidence of reframing during the past five years: 2010-2015?

The majority of the evidence for research question one fell into the symbolic frame, as shown in Figure 4.15.

Symbolic Frame

Shortly before the beginning of the timeframe for this study, the leadership of the university in this case set a strategic goal for their university to achieve national preeminence, and the university achieved preeminence in 2013. The university leadership launched a transformation of their century-old library as part of their strategic plan. They renovated existing

library facilities, and built a new modern wing onto the library’s historic main building, as the dean explained:

So this library had been closed for three years and had reopened less than a year before I came. So they had gutted it and they had completely redone it. So it was a very modern building. We had the first Starbucks. It was very highly energized.

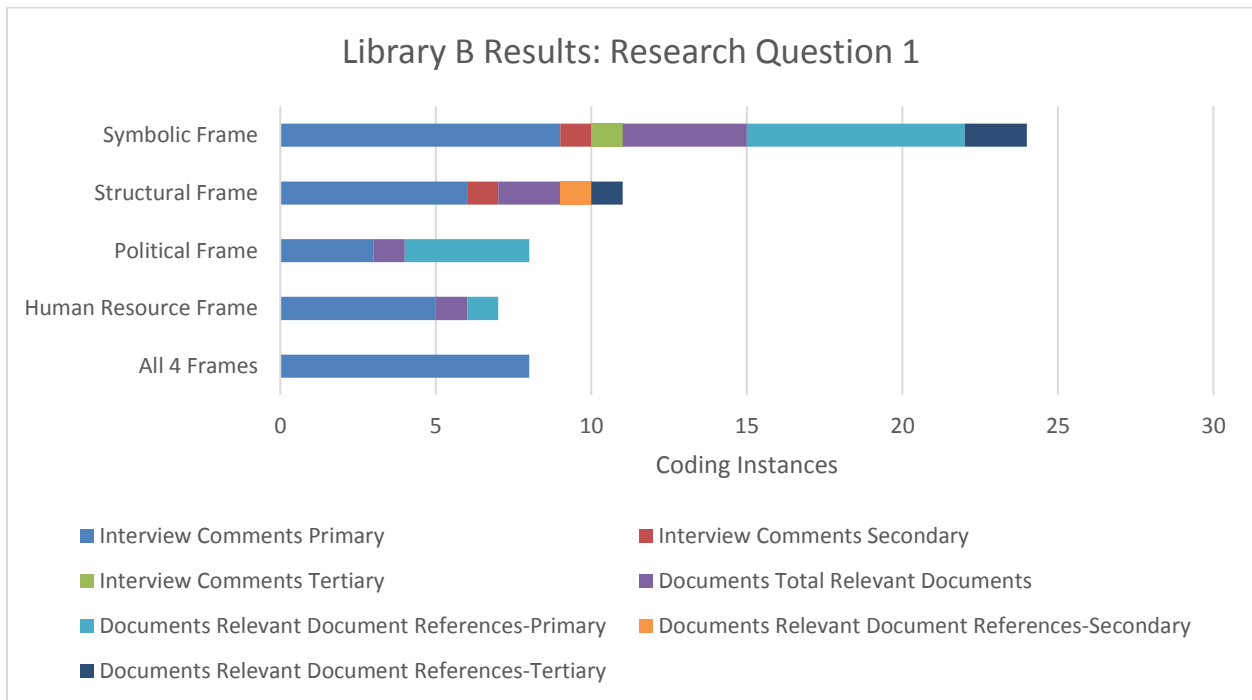


Figure 4.15. Library B: RQ1

A news article at the time reported it this way:

It was described as looking like a haunted house because of the dim lighting in the lobby before the renovation.

Political Frame

In the political frame, the university changed the organizational structure by elevating the former position of library director to Dean of the Libraries—an academic leadership position which provided entrée into the university’s top leadership groups. The university then hired a

new dean (the dean interviewed for this study) to lead their library, with the implicit charge to be a change agent, as illustrated by the dean's comments:

And at that time the University of Florida was recruiting for a dean and during the four years I had been superintendent of documents I had worked very closely with the ARL libraries because most of the ARLs are depositories and many of them are regionals. In fact, the provost who was then in place who was the one who actually hired me had contracted a sort of an elite distinguished faculty kind of study the year before I came called the "Future of the Libraries," which is still out on the website, which really had looked at the state of the libraries currently and some of the issues about where they were going.

In the phone interview it became very clear that they were interested in change management and a lot of that kind of thing and so my qualifications from having managed a large budget and a large staff and a huge cataloging operation and the back-- they were very interested and intrigued by the fact that I had this background in both government and industry. And I did have this strong working relationship already with ARLs so I knew a lot about the issues that were going on.

He [the provost] also elevated the position. It had been a director to a dean so he put me in the community of academic deans which has made a huge difference in my access and ability when I was hired.

And the president, when he told the deans that I had accepted the job, told them that I was a diversity candidate, not because I was a woman but because I had worked in government and industry, and in academia we run the risk of only talking to people like ourselves.

Research Question 2

During the past five years, 2010-2015, what was the nature of the relationship between the libraries and their parent universities and how has this relationship evolved during this period?

The majority of the evidence for research question two fell into the symbolic frame, as shown in Figure 4.16.

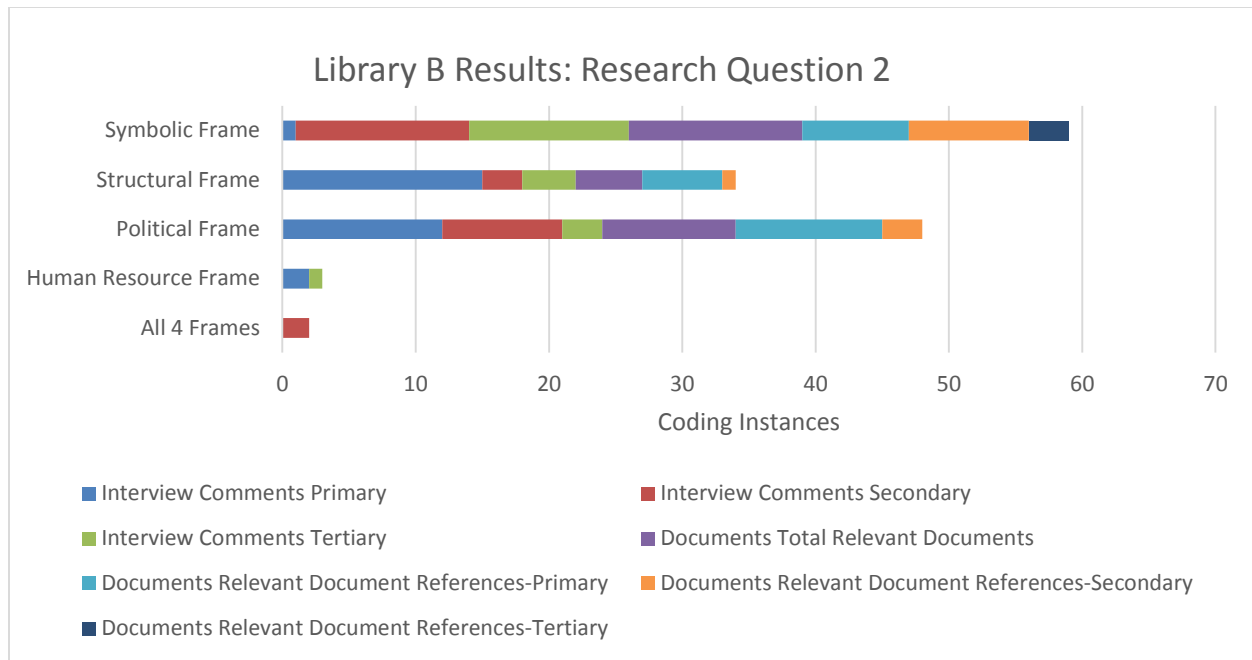


Figure 4.16. Library B: RQ2

Structural Frame

The university engaged in a strategic and thorough environmental scan and consideration of the future of the university’s library, led by the then-provost and conducted by a university-wide Future of the Libraries Committee (2006):

The committee came away with a renewed appreciation for the absolute importance of the library in a major research university where it should occupy a central role. Indeed, the library has been called “the DNA of the academic institution,” determining our quality and directions. [Library B] is fortunate to have a library that is vital and valued, but like many libraries, it stands in a precarious position.

The major pressure from the external environment included the universal impact of the technological revolution on library collections and services (Kisling, 2007). Some of the pressures from the internal environment included the retirement of the then library director after service of more than 22 consecutive years, the retirements of several additional long-serving library staff, and a lack of storage space for print and materials collections (Kisling, 2007). The

university set out to meet these challenges through the construction of a new wing and renovation of their existing library building (which is discussed in detail in the symbolic frame section below). Strategic directions for the library were set out in a general way in the report from the Future of the Libraries Committee. The university also reframed the library's organizational structure by elevating the position of library director to Dean of the Libraries—responsible for leading all of the university's satellite and branch libraries—and a position integrated into the top leadership groups of the university. More about the impact of this change is discussed in the political frame below. Once this foundation was laid, the university hired a new dean to complete the transformation.

The new dean brought a wealth of non-traditional professional experience to her role, with a background as the first woman and second librarian to serve as Superintendent of Documents at the U.S. Government Printing Office (GPO). She also had been responsible for directing the first office of electronic information dissemination at the GPO, and had experience with the National Commission on Libraries and Information Science, an organization with “a charter to develop policy to meet the information needs of the American people and advise Congress and the White House” (Library Dean B, Personal communication, May 14, 2015).

The organizational structure of the library when the new dean joined it in 2007 resembled what Bolman and Deal (2014) term “a headless giant” (p. 87). The dean described her first impressions of the library's structure this way:

So in this building we had chairs of three different departments reporting to two different associate deans. And so I would come in, because it was our first football season since the library reopened, and there were all sorts of issues about, do we have enough paper towels, and toilet paper, and overflowing trashcans, and revelers coming in, whatever. And I would come in, and say, "How did it go this weekend?" And somebody would answer me for the second floor, and say, "But you'd have to ask somebody else to get the answer for the third floor." And I was like, what is wrong with this picture, right? And

we had a chair for collection development, and another person who was in charge of reference, humanities and social science reference. But it turned out that all of the collection managers were in humanities and social sciences but two, and they did some of the sciences, but not all, and they were actually physically in Marston, in the science library, which was probably right. But there were other people, many of the liaison librarians, doing selection within their own discipline, in the sciences, and in the humanities and social sciences. So they weren't doing comprehensive collection development. They were doing some. And then, when you said to them, well what do they do? Well, they work the reference desk, they do collection development, they do instruction. And then when you talk to the reference people, what do you do? "Well, we're at the reference desk, and we have some collection development." And it was like, you're doing the same things in different proportions, and you're reporting to two different directors in the same building.

During the past five years, the dean of Library B revised the organizational structure into that of a more professional bureaucracy, with divisions matched to new organizational directions, and clear vertical hierarchies within divisions, as indicated by the libraries' organizational charts.

More detail about these changes is discussed in the human resource frame section below.

The university's Future of the Library Committee (2006) had also committed the university's financial support for library initiatives and \$25 million from a dedicated portion of the university's upcoming Capital Campaign. Unfortunately, the Great Recession arrived mere months following the arrival of the new dean of the libraries. The impact of the recession manifested in immediate budget cuts to the library, as well as long-term effects which continued through the entire timeframe of this study (2010-2015). Renovations and upgrades were postponed, the planned capital campaign was also postponed, and rising costs of electronic resources necessitated cutbacks in other areas. University financial support helped fill in some gaps, but the budget has remained relatively flat since the recession. The dean described the experience:

I came in May and we took our first budget cut in July. ... So obviously the biggest single thing [impacting the library] has been the budget, because it has really constrained

growth and positions, and it's constrained opportunities to even do these kinds of renovations although our provost has been very generous. ... I would say that the academic deans would all say, and have said, they understand, and they are very unhappy with the loss of the funding for the libraries, but their own colleges are suffering too and it's kind of "How of do you rearrange those deck chairs on the Titanic?" And on average our materials costs are going up about six percent per year and our budget has been flat. And so we have been cutting content primarily print. ... So we've all talked about we have to get new money. We can't just rob Peter to pay Paul. I do think that, notwithstanding the cuts we have seen, they have been very generous to the libraries given the recession, and given the other cuts that the university was experiencing.

Funding also came in from unexpected sources. The university's student government voted to fund extended hours for the library, as well as additional renovations to the front façade of the library, to make it a more student-centered environment. The student government also voted to assess themselves with a new technology fee to support library initiatives, but the proposal was rejected by the state governor. By mid-2015, near the end of the timeframe for this study, the university's capital campaign was once again close to implementation, and the library was once again included among the campaign's fundraising goals, as the dean's comments indicate:

It happens that the new president did ask for some central themes that were cross-cutting, and the library—because it does serve everybody—really fits the model of what he's looking for. And what they're saying is the president is going to do a lot in the way of I mean he'll help everybody with development. That's part of the job, but he is going to really spend a lot of his time on the crosscutting themes. So if we can get into that, that could be really beneficial.

Symbolic Frame

In the symbolic frame, the needs of students were the priority in the design of the new building and the renovations, and this was reflected in the architect's description and plans (Design Cost Data [DCD], 2007). This was a dramatic change from the library's pre-renovation years, with an aging building, outdated technological resources, and physical facilities in which

the growing need for space for materials storage overrode the need for student-oriented space.

The dean related:

This building, as I understand it, had become just crammed full of books, so much so, that there wasn't shelf space for them and that they were literally moving [student study] tables out to make space for books. [Now] there's a distinctive wing on the back where most of the books are, and they're in compact shelving, ... and then the perimeter where the windows are is the student study space.

So in this process they turned the whole original part of the building almost totally into space for students. They cleared the ground floor and did this beautiful student learning commons. We had the first Starbucks. So it was a very modern building. It was very highly energized, ... and [it was] very, very popular with students. The year before they closed [it for renovations], the average foot traffic in and out of the building was about 445,000 a year and it went up almost immediately to 1.4 million [when it reopened].

The new building design also emphasized bringing more natural daylight into the building (DCD, 2007).

While the dean inherited a partially renovated main building with a new wing, there yet remained many areas in the main building, as well as satellite library buildings, clinging to the past. As she focused her efforts on realigning library operations to institutional mission, the dean also continued to direct efforts to refocus the library's spaces toward the needs of students.

So we could see in [the main library building] some new ways of providing space for students. But most of our other buildings were not there. And so we've gradually, even with the recession and with very limited funding, between donors and the president of the university, paid for the renovation of [the science library], and we have more in the pipeline. We have a 1970s education library so we're putting together a plan to send to the provost and the president for about a \$2 million renovation of that to just completely refresh the building.

The dean also restored some of the library's historic spaces to their original purpose. For example, the original reading room of the library had gradually, over the past century, accumulated administrative offices and row upon row of materials storage shelving to the point where students and faculty rarely used the facility or accessed the materials collected there. She

moved the materials to a high-density storage facility, and renovated the space back to nearly its original look and design, uncovering windows hidden behind shelving and a historic architectural wooden balcony hidden behind a temporary wall. More importantly, the dean opened the collections to universal use, as this anecdote relates:

We have an [original] Marjorie Kinnan Rawlings manuscript. It's 14 feet long. And our conservator encapsulated it, in a kind of a plastic, so it can be rolled and stored: it won't get brittle, it won't deteriorate from light. I took it to a board of trustees luncheon, and let them pass it around the table, and I was not worried about what people had on their fingers, because it's protected. What that means is this isn't something where every use deteriorates it, and [only] two people a year see it in the back, in the dark, with their white gloves. It's something I can bring out for any visitor, for any student. It doesn't have to be a senior scholar to get to handle a Marjorie Kinnan Rawlings manuscript. It can be a freshman who's interested in her, and writing a paper. I mean, it just changes the whole dynamic, and it relates the investment that we make in the building, in the staff, and in the collections to the academics of the campus.

The dean also moved the library's significant collections – those tied most closely with the university's institutional mission and the research needs of students and faculty—into more central areas of student use. She added more lighting, new furniture for the lobby (the new building didn't have lobby furniture when she arrived), a sixth floor dedicated to graduate student use, and private study cubicles for graduate students and faculty. She instituted a policy to allow students to rearrange the library's furniture to suit their study needs and habits, and to bring food into the library, as she related in these comments:

[When] I walked in [to the library] for my interview, and there's Starbucks, and there's a sign that says, "No food or drinks upstairs." The building was designed with that little space opposite Starbucks, so people could go downstairs and eat their lunch, but don't bring it upstairs. So the very first day I was here, we changed the food policy. We still don't encourage pizza and fried chicken, but non-smelly, non-messy. And in fact, the head of student government said to me, "Now I don't have to sneak to eat a granola bar when I'm studying in the library."

The next planned renovation is a redesign of the front entrance to the library as a gathering place for students. This planned renovation, already approved by the university's student government, will, as the dean explained, extend the library's perception of service and support physically outward, into the campus' main central quadrangle. The dean explained, "it's space that's going to serve students, so it takes the whole kind of student learning commons outside."

Through all these activities, the dean also actively worked to reframe the library as a cultural center for the university, a place not only for traditional library activities, but a site for events, ceremonies, rituals, and other activities important to the life of the university. For example, she arranged for the library to annually host an alumni homecoming parade watch party, since the new wing's third-floor wall of windows directly overlooks the street of the parade route. She brought in cutting-edge new technologies—such as 3D printers—or centrally relocated them into the library from dispersed areas around campus to create spaces for classes, conferences, and collaborative research. She established a ceremony to celebrate the library's digitization of its 10 millionth page. The new president of the university, installed in January 2015, requested the library as a location for some of his inaugural events.

Political Frame

When the new dean arrived at Library B, her position had already been elevated from "director" to "dean," giving her access to, and participation in, the university's top leadership groups—both formal, such as the council of deans, and informal, such as the women's administrators group. The dean commented on the impact of this change:

It's been really, really, really helpful to have that access, and to be able to talk with them. When I first came, I went around and did a meeting with each dean, and talking about what was going on. My staff continues to tell me that they see a huge difference because I'm an academic dean: the meetings I'm in, the social events at the president's house, the president's box for football games.

One of the dean's first actions was to establish a statewide coalition among all the state-supported universities to create a joint depository for all the universities to share print resources and save on the costs of purchasing and maintenance of duplicate items.

So I came in May, [and] in June I proposed it to my colleagues in the state university system. In August, we sent the proposal to the Board of Governors. In October, the Board of Governors approved it, and they were actually thrilled. They had been looking for initiatives that benefited more than one institution. They really did see this as being a very cost-effective way to manage low-use print collections without losing the richness of the research collections.

She established a pattern of meeting with the university's student government, faculty senate, and the university's fundraising leadership. She also held town hall meetings with faculty across the university. She described her communication efforts in this comment:

I think if you don't have this expectation that you have to have total unanimity, and you do have an expectation that people are informed, and they have a chance to express their opinions, and justify their opinions, then I think you can move them through the process. I think the provost would tell you this. I know the deans would tell you this. I'm not building my empire. I am acquiring materials to serve their faculty, their students, their researchers; in the case of the health science center, their clinicians. And they know that. I mean they recognize that when I'm asking for more money I'm not empire building. That it's a real need.

The university recently included the library as one of the central themes in the university's upcoming capital campaign.

Research Question 3

How have the libraries' missions changed during the past five years (2010-2015), and what factors or environmental forces may have been influential catalysts?

Bolman and Deal (2013) indicated that organizational missions and strategic plans fall into the Symbolic Frame, so it is natural that the majority of the evidence for research question three, concerning the mission of the library, fell into that frame, as illustrated in Figure 4.17.

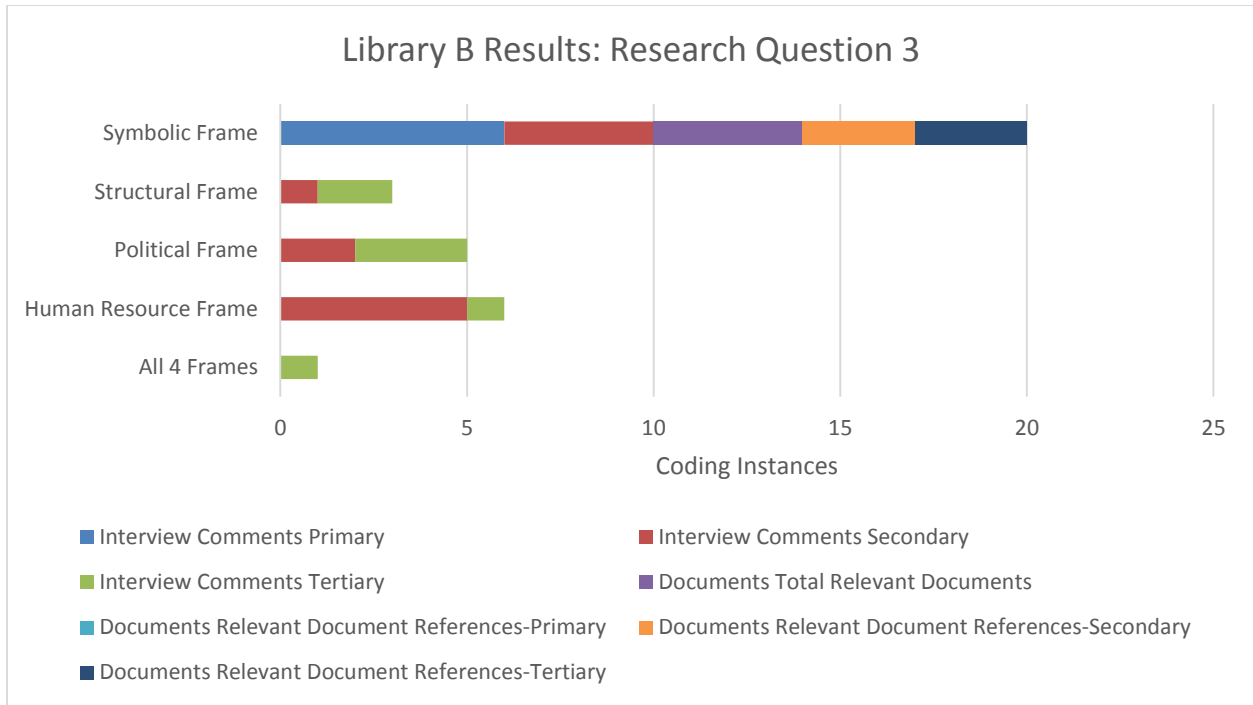


Figure 4.17. Library B: RQ3

Symbolic Frame

This library did not enact a formal mission statement and strategic plan until 2014, as the dean explained:

We do [now] have a document up on our website called *Strategic Directions* that we just completed last year. I think the problem was we immediately went into this recession, and it's very hard to be doing a lot of strategic planning when you're just trying to keep your head above water. So there were certain things we identified, and we sort of chipped away at some of these issues in an opportunistic way. And we've sort of known where we wanted to go but we hadn't really put it into so much of a planning document at that point, because when you're having all of these meetings with people about budget cuts it's kind of hard to be saying, "And what's your strategic plan?" but we did. And it very closely parallels the university mission statement, as it needs to.

Nevertheless, the dean stated she purposefully, if informally, enacted a process to bring her library into close alignment with the university mission:

And I think that's been a real part of my personal philosophy, always. You have to make this collection relevant and meaningful.

Research Question 4

How have the responsibilities and duties of the library dean changed during the past five years (2010-2015)?

The primary changes in the responsibilities and duties of the dean of Library B fell into the political frame, as shown in Figure 4.18.

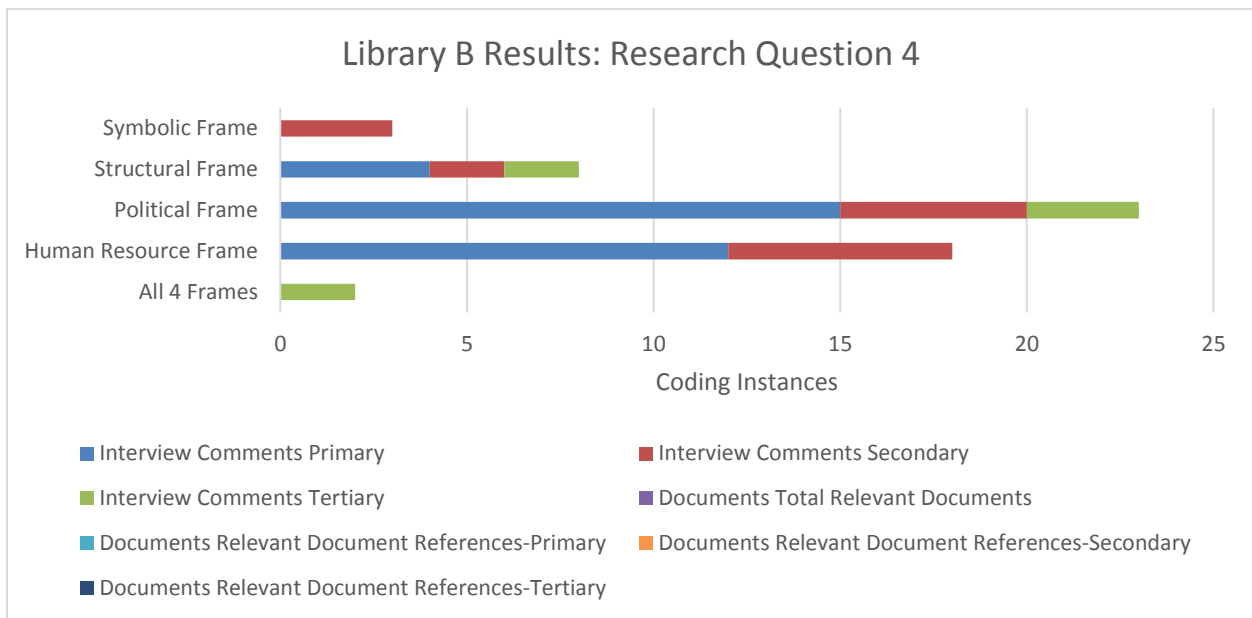


Figure 4.18. Library B: RQ4

Political Frame

The dean related one change in her role came from the result of the title change to “dean” when she was hired, which enabled her to participate in arenas where she was able to build key alliances, relationships, and formal and informal partnerships to communicate the library’s goals and strategies, acquire needed resources, assess the university’s expectations and needs of the library, and further embed the importance of the library into the university community.

I think that's part of my being in the academic dean's meeting, being a little ahead of the curve, so we can anticipate it, and begin to respond here in the way we shift the collection, and shift the staffing, and that kind of thing. So I would say that's not a leading, but not following either. It's kind of trying to be sure we're lockstep, and moving together.

One of the most extensive changes for the role of the dean in Library B was an intense focus on the budget and the acquisition of new funding sources. While budget management would be expected to appear in the structural frame, for Library B, it had its greatest impact in the political frame. The impact of the Great Recession and its aftermath left Library B with a relatively flat budget for the past five years, while costs for acquiring electronic resources continued to rise, and planned renovations needed to be financed.

The telling statement is that our materials budgets is below the level that it was in 2008-09 in actual dollars. I mean that's not talking about adjusted for inflation. That's hard dollars, without considering the fact that during that same time period we've lost \$3.4 million in purchasing power due to price increases. So as a result we're currently delivering less content to students, faculty, researchers, [and] clinicians than we provided six years ago. It's not something I like to brag about but it's a really important thing for the deans and the VPs and the provost and the president to know.

The dean also engaged in a strategic campaign of assessment of the library's needs and communication of those needs to university and state government leaders.

I've been very careful not to cry fire in a crowded theater and we've cut from the bottom, the least used resource. It's not the fault of our faculty and students that we're having this recession and that we're getting these budget cuts from Tallahassee. We're not penalizing them. It isn't going to help to make a scene. But I've been saying year over year we're getting to the cliff, we're getting to cliff and last year we finally said okay now we're at the cliff.

Research Question 5

How have the ways in which the library assesses and communicates its value to its constituencies changed during the past five years (2010-2015)?

The majority of the evidence for research question five fell into the symbolic frame, as illustrated in Figure 4.19.

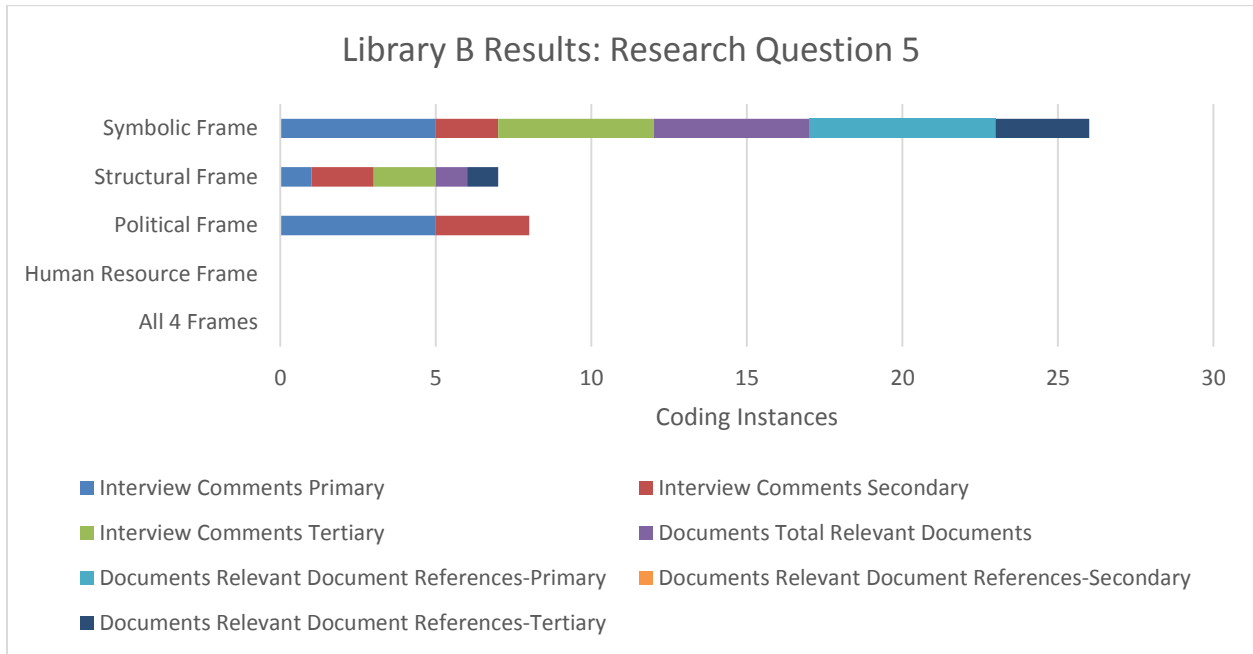


Figure 4.19. Library B: RQ5

Symbolic Frame

In the symbolic frame, the main website for the university included the library among virtual tours for prospective students. The library virtual tour is listed in the top row of choices for students and shares how students “experience” the library, formally, as well as through informal and cultural functions. The library developed a document titled *Strategic Directions* (2014) which formally states the library’s mission and strategic goals to more closely align with its parent university’s mission and goals. The library also communicated its value through non-traditional ways, including the progressive renovations and repurposing of physical facilities, as well as the institution of new rituals and traditions involving the university community, such as a celebration marking the digitization of the 10 millionth document in the collection. The dean

also installed a system of signage, identifying the library’s main areas and special or significant collections, to increase the visibility of the library’s collections to its stakeholders. Gate count—the total number of students through the doors—also continues to be important, as this comment from the dean illustrates:

The year before they closed [the library] the average foot traffic in and out of the building was about 445,000 a year, and [after the renovations] it went up almost immediately to 1.4 million.

Research Question 6

In what ways have the library’s interactions with students, faculty, and the community changed during the past five years (2010-2015)?

The majority of the evidence for research question six fell into the symbolic frame, as shown in Figure 4.20.

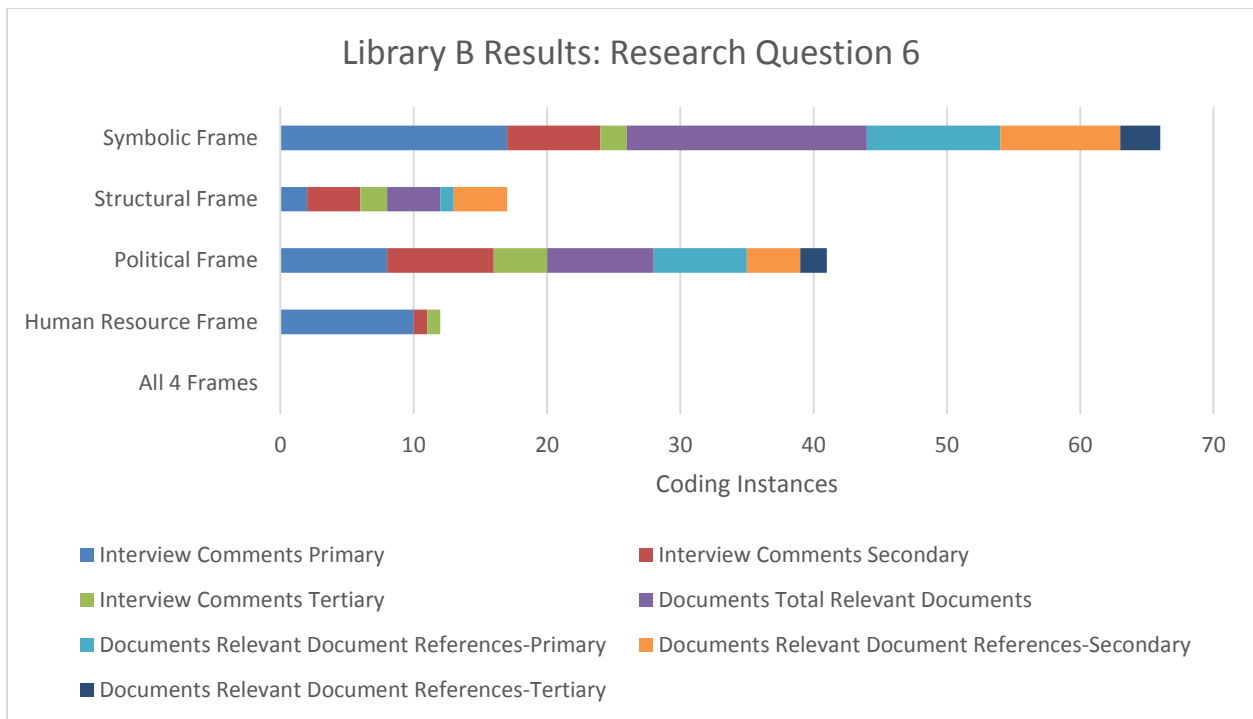


Figure 4.20. Library B: RQ6

Symbolic Frame

In the symbolic frame, the library established events, rituals, traditions, and other activities, as described above, to create a perception of the library as a destination place for students, faculty, alumni, university leadership, and the community at large. The library also actively listened to student requests, and enacted student-led initiatives, as these comments from the dean indicate:

So really a lot of focus [was] on what do the students need? So we're kind of constantly looking at that, of what are the students' wants and needs? And they want so many different things. They want private study space, quiet space, social space. People beg to come in there for special events, and for classes, and we had a chess tournament in there.

So we bring many more classes into that building, since we've been refurbishing it. And we have faculty who are now building into their classes exercises that cause them to come and use primary source material.

I've heard so many students comment about the fact that they're motivated to study when they're in the library, they feel safe in the library. I mean, we have spaces in the student union and other places on campus. But most of them have roommates in the dorm, or in an apartment. And so it's hard, maybe, to study at home. But it isn't even the distraction of the roommate. It's the, "I come there, and I have multiple resources."

In the libraries, there's enough life and vitality, you can go down to Starbucks and get a cup of coffee, and come back up and concentrate. And there [are] a lot of choices of spaces that, you know, right now I've got to finish this paper, and I need to go find a dark corner, where my friends aren't going to see me. But other times I really want to be sitting in a small group, or I want to be in a group study room. So we're offering them a lot of what they need.

The library also created a new mission statement and strategic plan matched to the mission and goals of its parent university titled *Strategic Directions* (UF George A. Smathers Libraries, 2014):

The ... Libraries partner with [University] faculty, students and staff, as well as the University's collaborators and constituents, to facilitate knowledge creation that contributes to [the university's] standing as a preeminent public research university. (p. 2)

Political Frame

In the political frame, the library partnered with other university departments on various initiatives. For example, the dean recently met with the head of the university's capital campaign regarding the selection of the library as a theme for the campaign, as she described:

We're about to start a big capital campaign and that library collections and services should be a central element of the campaign. And I met yesterday with the head of the foundation and they are planning to have several central themes this year and he is very open to the idea that the library would be one of those because it is cross cutting to every faculty member, every student. And so we're honing a pitch to have available by the end of June, a case for what would be the capital campaign goals for the library.

The dean was also actively involved with student government.

Human Resource Frame

In the human resource frame, the dean strategically hired librarians with subject area expertise to help meet faculty needs, as she explained:

This is a STEM university. We have to have a chemistry librarian. We've hired another—and both are Ph.D. chemists. That was a more critical credential for us than a library degree, because they're talking to graduate chemists, and helping them with their research. And they need to talk their language, and they need to understand their type of research. It's a lot easier to teach them the library-specific schools than it is to take a librarian, and—I know it's old dog, new tricks—but you would be hard-pressed to get me up to speed to be a graduate chemistry librarian. I may be smart, but I don't speak their language.

Research Question 7

When changes occurred, were they library-led or university directed? If they were library-led, in what ways did the library persuade its parent institution (and/or other constituencies) to accept the change(s)?

The majority of the evidence for research question seven fell into the symbolic frame, as shown in Figure 4.21.

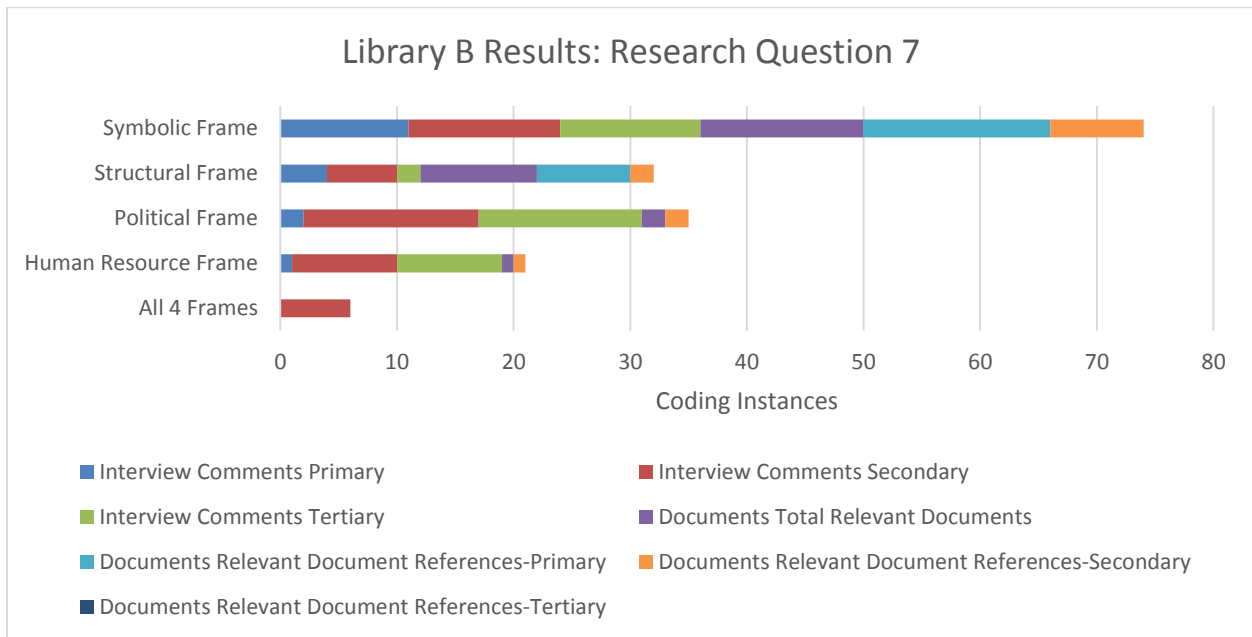


Figure 4.21. Library B: RQ7

Symbolic Frame

In the symbolic frame, the university's emphasis on preeminence and the university's initial renovations to the library were both foundation and catalyst for future library-led changes. The library continued the brisk pace of renovations begun by the university, as indicated by multiple news reports, as well as in this comment from the dean:

If you look at the priorities on each of our campuses, so better managing our collections and reusing the space we have to be more effective for students has been a really important part of what we've been doing.

Structural Frame

In the structural frame, the library aligned collection development to faculty needs, as this comment from the dean indicates:

There are some ways in which the library has to be reactive, rather than leading. So for instance, we identified some time ago, in consultation with the College of Liberal Arts and Sciences, that eventually they were going to have a Center for Arabic, Muslim, Middle Eastern Studies. We're not going to start building a collection and doing that ahead of them. But as they begin to add faculty and staff for it, we need to be in sync with them, and moving with them, and we certainly need to anticipate that. And the whole premise of that was that we should each select what we've called centers of excellence – sub-collections within our documents collections that were highly relevant to something that's happening at the university, and in the campus.

Political Frame

In the political frame, the dean led an initiative to more closely tie the fate of the library with the university, as she related:

I have proposed that we have a strategic goal to get the library-- to commit to indexing the library budget to the growth in tuition and appropriated funds and to the growth in research. And to set a reasonable expectation of what the library budget should be and get to it within three to five years. So we've done peer analysis and based on comparisons with our peers, we should be in a budget of 42.6 million. At the 2012 level for our peers, so you know it's higher than that by now but the IPEDS data only goes up to 2012. And our '13-'14 funding, already a year past that, was at \$30 million. So this was my pitch that our funding should be indexed to the university funding at least based on tuition appropriation and research.

Research Question 8

In what ways has the evolution of the virtual library impacted and influenced changes in the library?

The majority of the evidence for research question 8 fell into the structural frame, as shown in Figure 4.22.

Structural Frame

In the structural frame, the global transition to electronic resources during the past five years created an opportunity for the dean to move the library's legacy print collections into compact shelving and offsite storage and devote collection-building resources to electronic items

and services. For example, the library established the first digital learning commons in the state, and recently celebrated the 10 millionth page in their digitized collection.

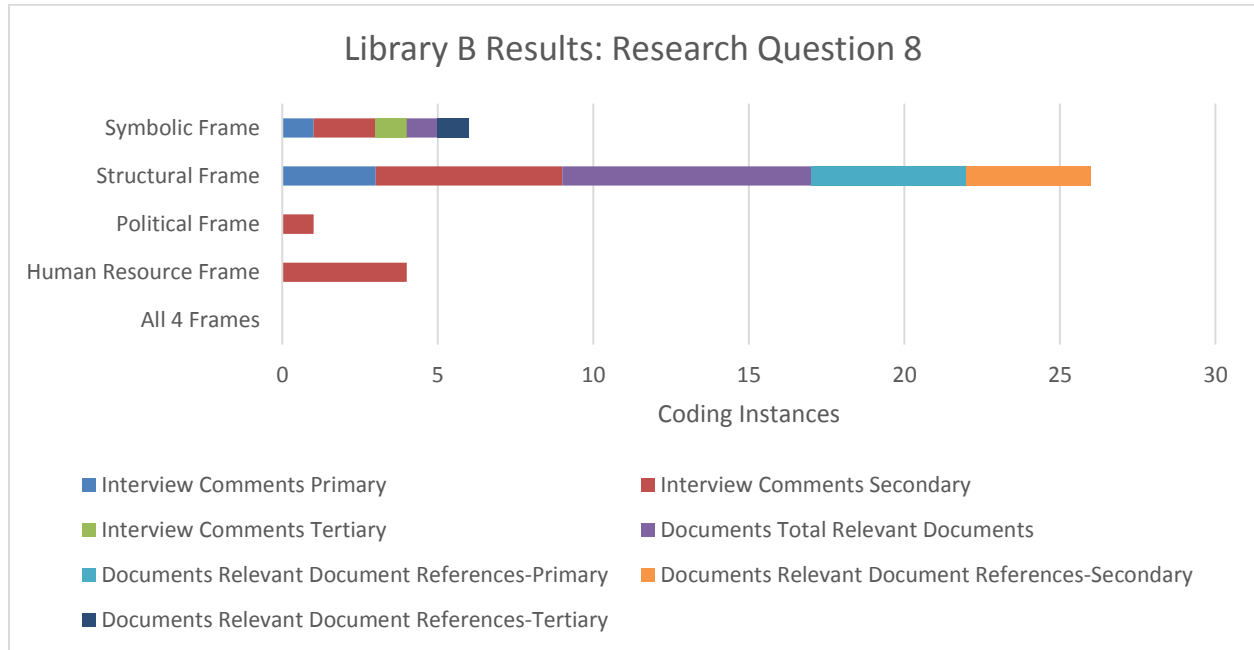


Figure 4.22. Library B: RQ8

The library also added hundreds of computers, implemented a technology rental program, brought in leading-edge technologies (such as 3-D printers) to the library, and opened their virtual doors to distance learners—a strategic direction of its parent university. The advent of the virtual library impacted the budget, as the costs for e-resources consistently climbed, while library funding for expenditures fell or remained relatively flat. The organizational structure of the library also changed to streamline the reporting roles of technological services under one assistant dean.

Research Question 9

How has the library’s role in the life of the university changed during the past five years (2010-2015)?

The majority of the evidence for research question nine fell into the symbolic frame, as shown in Figure 4.23.

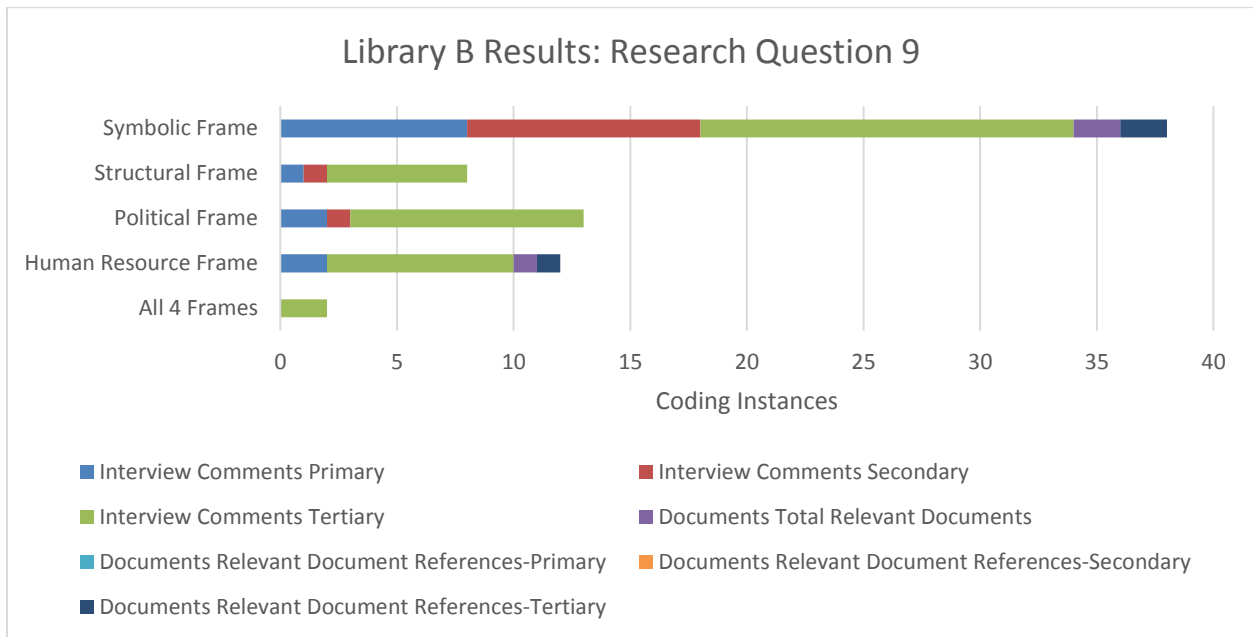


Figure 4.23. Library B: RQ9

Symbolic Frame

In the symbolic frame, the biggest change in the library’s role involved the change in the perception of the library as place. This comment from the dean summarizes the change in perception:

People use the collection, but the reading room was anything but inviting. Now, they're begging to like, can we have events there? Can we bring speakers in there? You know, there's many more people there using it. Because instead of grabbing my stuff and going, it's a wonderful space to stay. But it's really tracking to that academic mission of we have this collection, we want people to know we have it, we want people to use it.

The library has more than doubled the number of its annual visitors since the renovations were completed.

The library also became a cultural hub, as the dean invented and implemented a variety of new traditions, rituals, and events to bring diverse constituencies into the library, as described in the sections above.

Summary and Themes

While the themes for this study were a priori the four frames identified by Bolman and Deal (2008), nevertheless, six themes emerged in the data analysis which deserve mention. The dominant theme, with more than 45 related references, involved a *focus on student needs*. This was expressed directly in the dean's comments and the corroboratory documents and audio/visual materials. A second theme of *strategic effort* emerged, evinced primarily through the actions and leadership of the dean, indicated by the dean's use of the words "we have to" and "try," as well as indications of proactive planning.

The dean of Library B also successfully engaged in *leading change*, primarily through *communication* with library stakeholders and patrons. Finally, the dean emphasized the need for the library to maintain and demonstrate its *relevance* to the university, as this comment from the dean illustrates:

But I think it's part of this story too. I do believe that they absolutely understand that the services we provide, and the collections that we're building, are not for ourselves. They are for them, and they are for their faculty, their students, their colleges.

In summary, Library B engaged in reframing across all four frames, as shown in Figure 4.24, with the majority of the evidence in the symbolic frame.

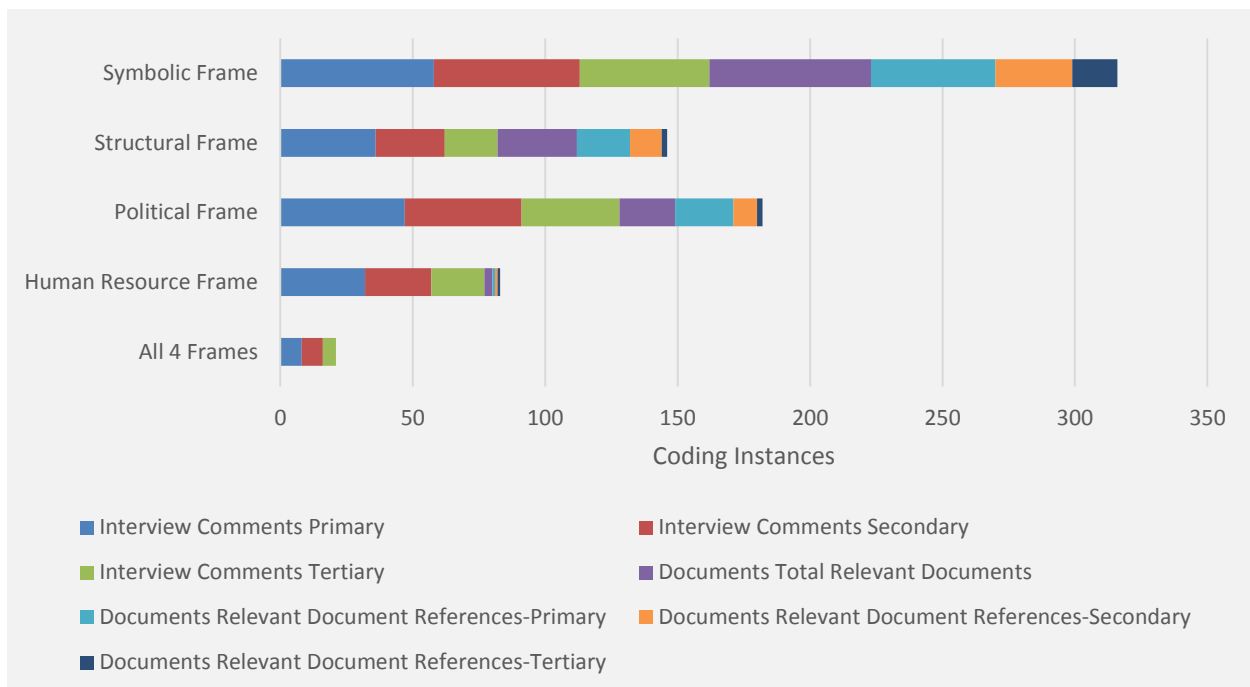


Figure 4.24. Library B: Summary of Results

Library C

Context: Library C

Library C is situated in a state university located in the state capital. The university is one of the oldest in the state, with its beginnings stretching back to the mid-1800s (Florida State University (FSU) Office of Institutional Research, 2015). It was formally established in 1851 (FSU Office of Institutional Research, 2015). The university enrolls more than 41,000 students, and its 16 colleges offer more than 275 degrees (FSU, 2014a). The university is currently ranked 43rd among national public universities, and 96th nationwide, by *U.S. News & World Report* (Elish, 2015). The main campus spans 475 acres with 220 buildings (U.S. News & World Report, 2015; FSU Office of Institutional Research, 2015). The university employs 6,158 individuals, and has an economic impact of \$3.4 billion (FSU Office of Institutional Research, 2015).

Library C consists of 13 libraries, and its total collection includes 2,442, 000 volumes, nearly 394,000 e-books, 95,299 electronic journals, and 1,047 databases (FSU Office of Institutional Research, 2015). The director of Library C holds the position of academic dean and reports directly to the provost. The main library is housed in a six-story building located on one side of a large green near the east side of the campus, featuring a broad expanse of lawn, trees, seating areas, picnic areas with tables and chairs, formal landscaping, a central fountain, and pedestrian walkways. The back of the library faces a parking lot, one side of the library faces an interior university artery and a parking lot, while the fourth side is adjacent to other university buildings. The exterior façade is composed of red brick with white stone trim. A set of broad stone steps and a ramp lead up to the building, where the name of the library is emblazoned in silver letters atop black granite above the main glass entry doors.

The library is named for a university president who passed away shortly after the building was constructed in the late 1950s (FSU Office of the President, n.d.). The front of the building features a wall of windows stretching nearly across its entirety. The main entrance opens into a large hall, with the security checkpoint and main entrance to the library on the left, and a large Starbucks café on the right. This excerpt from the library's brochure provides additional descriptive information about the library (FSU Libraries, n.d.):

University Libraries are the information hub of [the] University. Our locations in Tallahassee and beyond offer dynamic learning spaces, research materials, and technological resources to support all student and faculty academic goals. The Libraries provide fast, friendly service in a safe environment and ensure worldwide access to a substantial collection of research materials. (p. 2)

Context: Interview with the dean of Library C.

I conducted my interview with the Dean of Library C on Friday, May 14, 2015, from 3:00 to 4:00 PM. We agreed to meet in her office on the fifth floor of the main library building. The dean and her assistant voluntarily provided me with free VIP parking in the library's designated visitor space. This library is located more than four hours from my home, so I arrived a few hours prior to the interview to engage in my observation data collection. Here is a brief excerpt from my researcher's journal describing a portion of the meeting:

The drive up actually took me longer than expected, but I had run into a lot of construction traffic along I75 which really slowed me down. I almost ran out of gas getting there, but luckily found a gas station in time once I entered the main university town. I arrived around Noon, however, so I had time to park, stretch my legs, and eat my lunch. I'm really glad I brought it with me! I was able to sit at a picnic table in the park area directly in front of the library. This was a beautifully landscaped area, with lots of green lawn space, magnificent old oak trees, and a lovely fountain in the center of the park. Various traditional gothic brick buildings surrounded the park, but I couldn't tell from my vantage point what the buildings housed. I checked my campus map, and the park was called "Landis Green" and it looked like the physical center of the campus, with the library at its head. As I sat there eating lunch, I noticed many people in the park. Some were just walking across it, another group was playing catch with a medium-sized yellow dog near the fountain, there were students sitting at all the picnic tables nearby, and dozens of students walking in and out of the main library doors during the hour or so that I sat there. A truck (sort of like a food truck) with an awning was parked along one side of the green, near the library, selling school supplies and university tchotchkes. I noticed clouds building up, and thought it looked like rain, so I took out my camera and started doing the outdoor area portions of my observation protocol, out of my usual order of proceeding, because I thought that if it rained, I might not be able to take the outdoor photos later. This turned out to be the case, so I'm glad I was flexible with my plan so that I didn't miss this opportunity to observe the library's exterior spaces. It started to rain by about 1:00 PM, so I went inside the library building. I still had two hours before my appointment with the dean. So, again, I broke my usual protocol and began my library observation before the interview, instead of after the interview.

When I entered the library's main doors, there was a Starbucks café off to the right, and a security check-in desk on the left. In order to enter the library itself, the library requires a student/faculty/staff key card. Visitors are able to enter only if they give their driver's

license to the security check-in desk attendants, sign in, and then receive a temporary visitor's key card. The driver's license is returned when the visitor's key card is returned to the security desk. I gave them my license, signed in, and was given a key card, which I used to enter the turnstiles around the corner on the left. This high level of security makes sense in light of the tragic shooting which occurred here in the library this past November (2014). I later learned that this security process was already in place at that time, and this security process is generally considered to be the main element that prevented more people from being hurt, because the shooter could not gain entry to the main library, only the entrance lobby (personal comment from the dean, May 14, 2015). I spent the next hour and a half wandering the library, as any visitor might, making my observations and taking my photos. I was challenged several times during this process, but in a friendly and polite way. The students working behind the circulation desk asked me what I was doing and why, and I explained my project and that I was visiting the dean. About half an hour later, in a different area, a woman who I assumed was a library faculty/staff member asked me the same question – firmly, but politely. Shortly afterwards, in another area of the library, a group of students asked me. These were the only times anyone approached me, in any of the libraries I observed. It makes sense that students, faculty, and staff in this library are more aware of their surroundings and paying attention to people who don't seem to belong.

Finally, it was time to head up to the library dean's office for the interview. I arrived about 15 minutes early, in order to have time to sit down, prepare my recorder and my notepad, and rest from walking around for the past two hours.

The staff in the dean's office greeted me cordially and politely, but the office was very quiet. There wasn't any chit-chat among the staff. Everyone seemed focused on their own work. The dean's office door was closed. She came out of her office at exactly 3:00 PM, and walked toward me, and invited me into her office. She indicated I take a seat in the conversation area on the side of her desk. This consisted of two small sofas with a small coffee table in between. I sat on one sofa, and she sat on the other one, facing me. She was extremely polite, but she sat very stiffly and formally, and we did not engage in much pre-interview conversation, beyond my thanking her and expressing my appreciation for her time in meeting with me. When she sat down, she was silent and waited for me to begin. This formality threw me a little, at first. As I looked around her office, I noticed the décor was very dignified and formal, with contemporary art on the walls. I immediately revised my approach to meet her where I sensed her personality would be most comfortable and responsive, and to be more formal in my approach as well. I re-introduced myself and explained my project, and told her right in the beginning that a transcript of everything we would talk about today would be sent to her for her review, as well as the draft of her section of the final report. Then I began my questions,

and I started with the question about her background. Once she started to talk about her past and her experiences, she seemed to relax, and she started smiling as she related some anecdotes, even laughing occasionally.

Findings: Library C

Two interviews with the dean of Library C resulted in a total of 184 significant comments, and 141 coded comments. Additionally, 42 institutional documents, 22 news articles, 4 audio/visual media, 76 photos, and 32 observations, were collected. My researcher's journal and analysis of historic and contemporary web pages from the library provided further sources of evidence. The total data collected for Library A are shown in Table 14. The relative contribution of each data source to the findings for Library B is displayed in Figure 4.25.

Table 14

Total Data Collected for Library C

Interviews		Relevant Documents			Audio / Visual Media	Photos	Observations
Significant Comments	Coded Comments	Institutional Documents	News Articles	Coded Document References			
184	141	42	22	68	4	76	32

Research Question 1

As defined by each of Bolman and Deal's (2008) four frames—structural frame, political frame, symbolic frame, and human resource frame—in what ways have the academic libraries of these four universities exhibited evidence of reframing during the past five years: 2010-2015?

Library C exhibited evidence of reframing across all four frames during the past five years, as indicated in Figure 4.26, with the majority of the evidence falling in the Human Resource Frame.

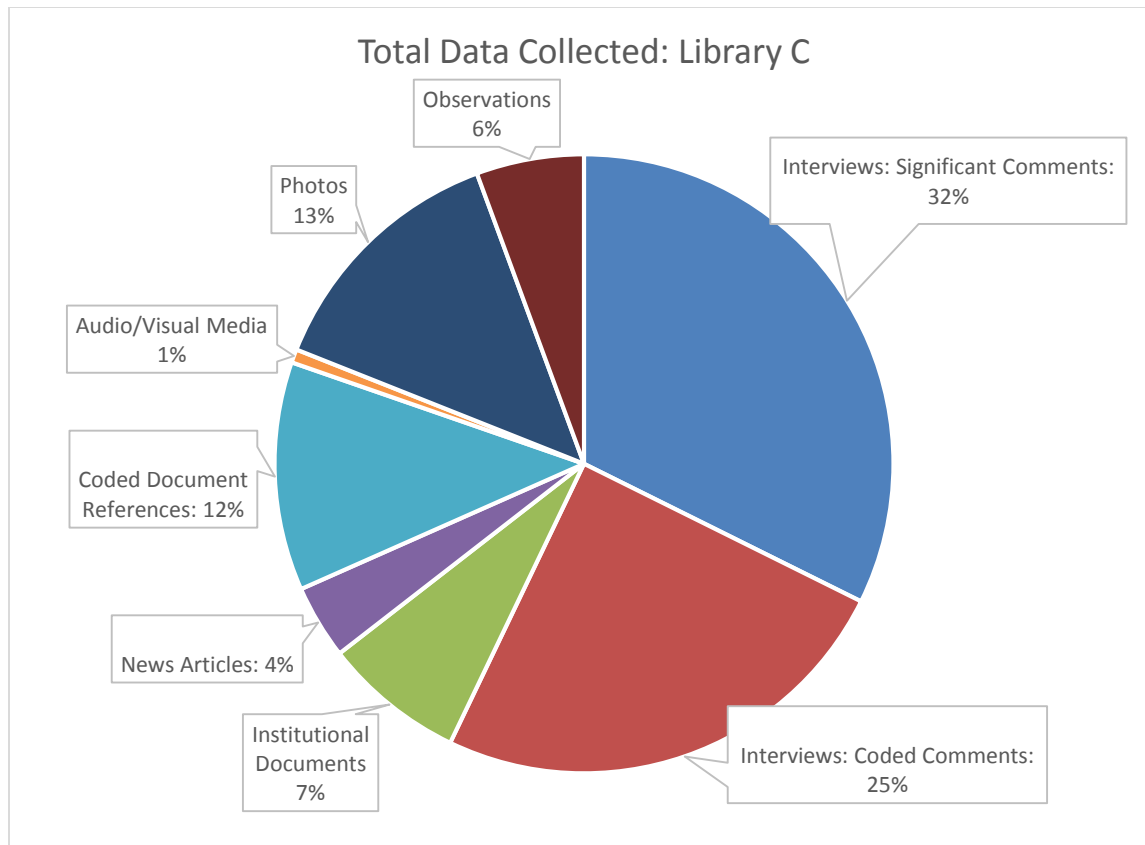


Figure 4.25 Relative Contribution of Each Data Source: Library C

Human Resource Frame

In the human resource frame, when the dean at Library C in 2007, she found an organization where the human resource frame was not functioning at an optimal level, as she related in this comment:

I had followed Florida State’s library through the years. The library community is a small community and I knew that it was not a happy institution. It may sound egotistical, but my perception was that the leadership of the libraries had not been what it needed to be. The library had a reputation of not being a good place to work.

The environment had become so tension-filled, in fact, that the library’s strategic plan specifically mentioned the need to resolve an atmosphere of “internal conflict, lack of trust, and territorialism” (Chaffin & Colvin, 2008, para. 28).

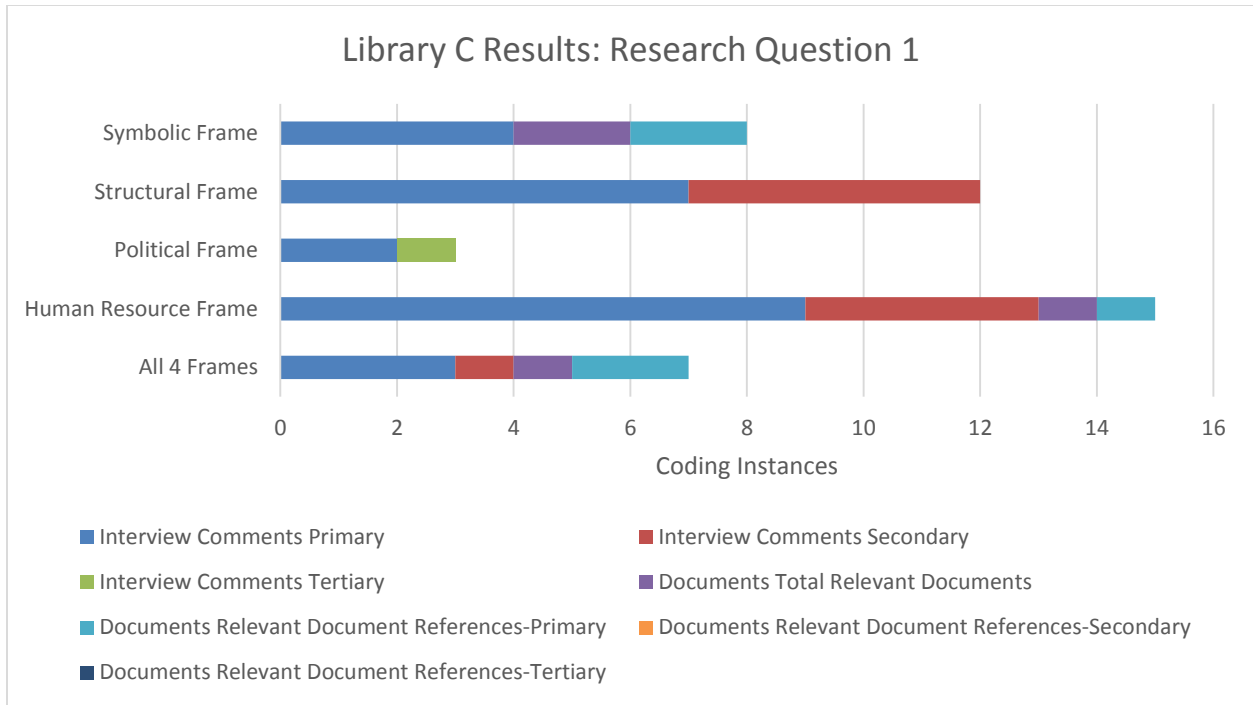


Figure 4.26 Library C: RQ1

The dean had an extensive background in managing the human resource frame, and she set out to break the existing frame and reframe the human resource aspect of the organization, as she indicated in these comments:

One of the things that I've thought about and researched during my career is how to create a productive work environment where people give a hundred percent, but at the same time enjoy themselves, like coming to work, feel good about their accomplishments.

How do you find the balance? You can have a sweatshop, you can have slave drivers, and staff who are miserable. Or you can have a place where people run wild and have a great time. But how do you create a disciplined, productive workplace with happy workers? That's always been a question of mine. So, when I got the search firm's call about (this university), I thought, "This job is perfect for me."

I felt like I could come back here and make a difference. It was a situation where people were dying for something different.

The dean strategically realigned employees to positions where their skills and temperaments matched tasks and role. She also empowered employees through recognition, supporting professional development, by involving them in decision-making processes, and growing a sense of shared ownership of the organization. The following comments from the dean are brief examples of the many changes she implemented:

I don't think the staff felt like they had been treated very well in the past. Arbitrary decisions were made about people and their jobs. People would be in this job one day and then they'd be told the next day, "You're going over there," or "We're demoting you." My approach, which I'd honed in [my previous directorship] is that people want to be acknowledged and appreciated, and that's huge. So I set about to create a sense of stability. I met with every single library employee in my first six months. I made it a point to know their names, to know something about the work they do, and I've tried to keep that up.

When I looked at the salaries of our classified employees I was appalled. About a quarter of our classified employees were actually below the poverty level. It's a problem all over campus and we weren't that much worse than other units, but I took a hundred thousand dollars, worked with HR and the union, and gave almost all classified staff members a thousand dollar bump in their salary. I think it went a long way towards making people feel that it was a new day. We started changing the staffing model so that we had people in place who knew their stuff. There were a number of staff who had been hired and retained who didn't need to be here. I've done some amount of moving people on. I probably let about fifteen people go over the past few years, which is a part of the job that I don't like, but when somebody just couldn't do the job for whatever reason, we had to make the hard decision. Not only did it give us the opportunity to use the resources to fill a position with a productive employee, but it also sent a message to the staff who are working hard and giving it the effort it needs. It's important to do that. In terms of librarians being involved professionally, I put money into professional development opportunities, so that staff feel empowered to become involved in the library profession and increasingly in other areas.

Political Frame

In the political frame, the position of library director was elevated to Dean of Libraries during the timeframe of this study, due to purposeful lobbying efforts by the dean. The dean

indicated this change enabled her to have access to and participation with the university's top leadership groups among the faculty and administration:

When I was hired, the name of the position was Director of Libraries. I talked to my boss about it, and I did a little study that looked at all of the ARL library leaders' titles. We looked at titles within the state of Florida. He was convinced by that to change the title to dean. I had been sitting on the Council of Deans prior to that, but having the title of dean is better than not having it, both in terms of the way other deans view you but also in fundraising and activities like that.

Symbolic Frame

In the symbolic frame, the university and the library had changed their mission/vision statements and strategic plan goals two years prior to the timeframe of this study, shortly after the arrival of the current dean. The library's mission/vision and strategic plan goals closely mirrored the university's. Another major change in the symbolic frame involved the physical transformation of the library's facilities. The first two floors were renovated to become a Scholar Commons with a Starbucks cafe, student study spaces, technology centers, and other amenities. More about these renovations is discussed in the next section.

Structural Frame

In the structural frame, Library C received a budget cut of more than \$300,000 as a result of the impact of the Great Recession, and the library's budget remained at relatively the same level for the proceeding years throughout the timeframe of this study. The dean indicated this impact resulted in the library having to make choices regarding their collection development, as the library began to collect more electronic resources over print:

It's been flat. We have a deficit right now and we're making noise about needing additional resources so that we can continue to provide collections at the level that our faculty have come to expect. We're getting a lot more involved in the digital scholarship realm, the scholarly communication piece.

We've been pulling financial resources out of areas where we didn't feel like we were getting the mileage that we needed, and putting funds into things like the scholarly communication, Islandora development, and into special collections in general.

There just aren't [going to] be big-budget increases coming to anybody. And so if you're [going to] do new things, you have to figure out what old things you're not [going to] do anymore. If you evaluate the use of collections, you'll see that five years from now, 80 percent of the books that you buy today will hardly have been touched -- that's not a good stewardship of our resources. So we're moving much more into DDA [demand driven acquisitions] – they're calling it evidence-based collection building now—where we just get electronic files of bibliographic information to load into our catalog. If people want a specific book they click [on the record] and they have the e-book on their desktop immediately. And we're not buying things that people don't use, that people don't want.

Research Question 2

During the past five years, 2010-2015, what was the nature of the relationship between the libraries and their parent universities and how has this relationship evolved during this period?

Research Question 3

How have the libraries' missions changed during the past five years (2010-2015), and what factors or environmental forces may have been influential catalysts?

For Library C, the results of RQ2 and RQ3 are closely interwoven, so the results of both questions will be presented jointly, in preference of repeating the same information. Library C exhibited evidence of reframing across all four frames during the past five years for research question two, and for every frame except the human resource frame for research question three, with the majority of the evidence falling in the symbolic frame for both questions, as shown in Figure 4.27.

Symbolic Frame

In 2008, two years prior to the timeframe of this study, Library C published a new strategic plan and mission/vision document linking it directly to the strategic goals and direction of its parent university (Chaffin & Colvin, 2008). This excerpt from the Library's strategic plan illustrates the library's connections to its parent university:

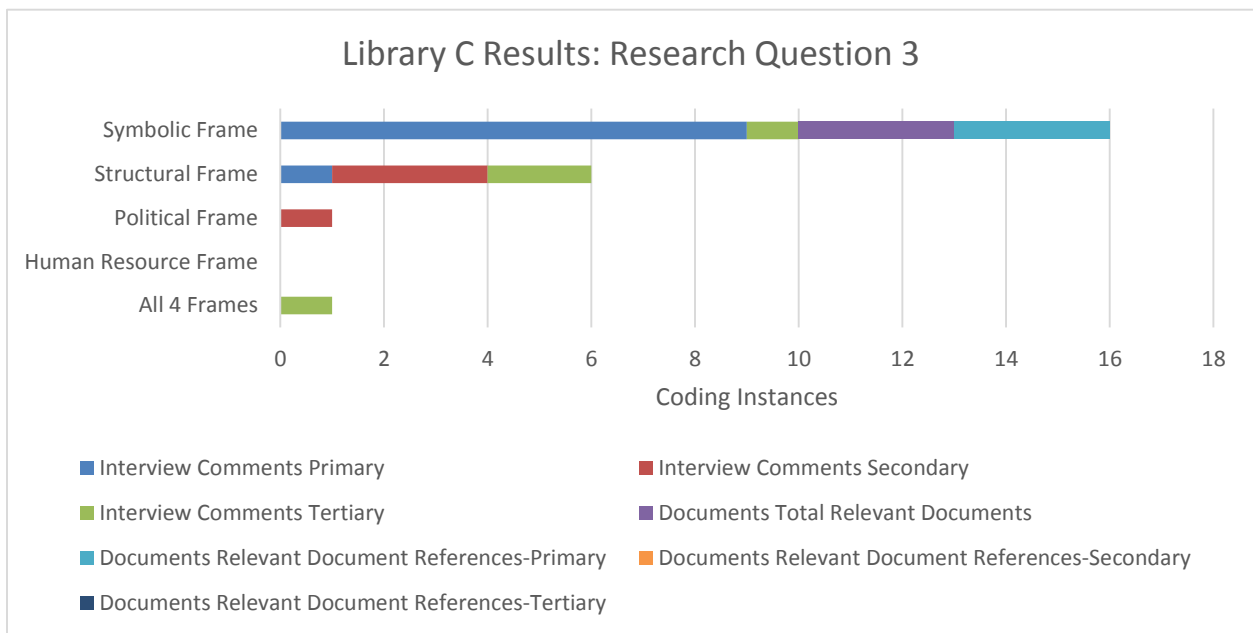
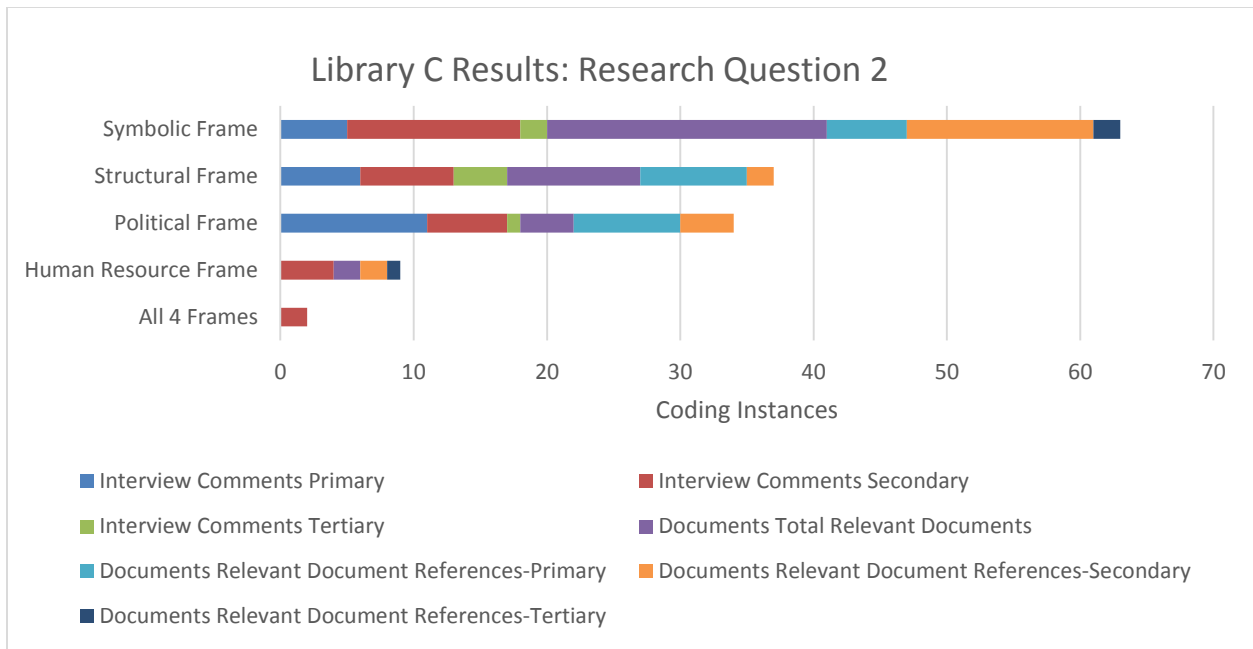


Figure 4.27. Library C: RQ2 and RQ3

Through these goals, the University Libraries are committed to supporting excellence in teaching and scholarship in innovative ways that anticipate users' needs and are aligned with the mission and goals of . . . [this] University.

(Structural Frame)

- Foster User-Centered Culture. To be most effective, library collections, services, spaces, and communication must be responsive to user needs and preferences. Continuing programs of user studies and assessment are needed to create and maintain a user-centered focus.

(Political Frame)

- Develop Partnerships and Connections. To maximize access to material and fiscal resources, efficiencies in operations, and sharing of ideas and information, the Libraries need to cultivate both internal and external partnerships.

(Symbolic Frame)

- Create Integrated Learning Environments. To create a seamless process of discovery and use of information resources and services, a variety of virtual and physical applications should be employed.

(Human Resource Frame)

- Cultivate Employee Excellence

(FSU Libraries Strategic Plan, 2008, para. 1-5)

The university, in turn, published its own new strategic plan—10 years in the making—and specifically included the importance of the library among its strategic priorities, to “foster academic excellence” (FSU Board of Trustees, 2009). The university’s strategic plan included the number of library holdings as one of its metrics to assess fulfillment of the goals. The university’s strategic plan also identified funding for both the library and research spaces among its “critical success factors” (FSU Board of Trustees, 2009, p. 30). Both those plans remained in effect throughout the timeframe of this study. Both plans were published shortly after the onset of the Great Recession, and included notes referencing the fact that the uncertainty created by the new economic environment might affect the timetable for the fulfillment of the plan.

In 2014, the state Board of Governors published an update to their strategic plan, and identified Library C as one of the state’s two “preeminent universities” (State University System Board of Governors, 2014, p. 6). The plan also designated additional financial support to these

two universities, with the goal of increasing their national rankings (State University System Board of Governors, 2014, p. 6). One of the university's current mottos—"a great university requires a great library"—is displayed on large banners hanging on the front façade of the library building.

The dean indicated the existing library building, constructed during the mid-1950s, was showing its age by the time she arrived in 2007. One of the dean's priorities, as indicated in the strategic plans above, involved renovations to the physical facilities of the library, both to incorporate new technologies and create student-centered spaces.

By 2010, the beginning of the timeframe of this study, the dean had already completed the transformation of the main floor of the library, with the renovations expressly linked to improving student success. The first floor renovations included a Starbucks café, collaborative classrooms, transitional student study spaces, technology centers, and smart board work areas. The traditional, large rectangular reference desk area was re-envisioned as a smaller series of flexible spaces designed to be more approachable by students, and the main library's operating hours extended to 24/5 during the academic year (FSU 24/7 News, 2010).

The library also installed security turnstiles, allowing admittance to the library only to students or faculty with valid ID cards. In my interview with the dean, she said these turnstiles later became a barrier which contributed to saving lives when a killer went on a shooting spree in 2014 in the library's lobby, but was blocked from entering the main library by the security turnstiles (personal communication, May 14, 2015).

The renovated spaces also became draws for the university community to hold events, classes, and other activities, indicated by comments from the dean as well as in news articles.

Political Frame

In the political frame, the university installed a new president in 2010, a few months prior to the beginning of the timeframe of this study. This individual served for four years, then an interim president took over while the search for a new president was undertaken. A new president was hired on November 6, 2014. The individual holding the position of Provost (the position to which the dean of libraries reports) also transitioned to a new role and a new individual became Provost.

In this environment, the library engaged in various methods to demonstrate ROI. For example, the library's strategic plan specifically charged the library with the goal of improving the communication of the library's value to internal and external stakeholders. The library's Web site was updated to invite user comments. The library published its own booklet describing library services and collections (in that order), focused on student success. The amount of the library's total collection was featured on university and library fact sheets and recruiting booklets. The dean also engaged in formal assessment of the library to provide statistical reports to university administration to demonstrate ROI.

We set up an assessment department to help us understand how faculty and students use the library and need to use the library. They gather a lot of statistics that show that student library use has skyrocketed. We point to a lot of the innovative programs that we have here in the library. ...

We're doing a couple of studies with faculty from key departments to show causality [of library use to student/faculty success]. We've got one study underway with a faculty member who works closely with one of our librarians to teach a basic criminology course that is heavily library-oriented. They've identified a control group of students, in the same major with essentially the same SAT scores and same GPA coming into college, same background, who don't take the library-intensive course, and then they're comparing their academic success with the students who do take this course. They will track them through four years of college to see if the library-intensive instruction makes a difference in success throughout the four years.

Structural Frame

In the structural frame, the library transitioned its programs and services toward meeting student and faculty needs, as the dean indicated in this comment:

Well, what are we here to do? What is more important than making the students and faculty successful? That's our bottom line, right?
We do all kinds of things to create a cohesive academic support environment here within the library.

Human Resource Frame

Many of the changes in the human resource frame were discussed in the results from RQ1, above. However, the dean additionally encouraged her staff to have a “voice” in the library governance, as she indicated:

The important thing about this was to give the staff a voice and let them say, “This is what's important to us and this is how we can create a strong and vibrant organization.”

Research Question 4

How have the responsibilities and duties of the library dean changed during the past five years (2010-2015)?

The majority of the evidence for research question four fell into the human resource frame, as shown in Figure 4. 28.

Human Resource Frame

In the human resource frame, the dean's own background came strongly into play, as she is both an alumnus and an employee of her library, and her career—as described above—has been focused on improving the human resource frame in library organizations. In our interview, I perceived a sincere aspect of humility in the dean's leadership style, especially when I asked her how her role as dean had changed over the past few years, as indicated by her reply:

I guess I have a little bit of trouble with that question because I don't know how much of it is me evolving as a leader and finding my own style....versus what you can generalize to library directors and deans across the board.

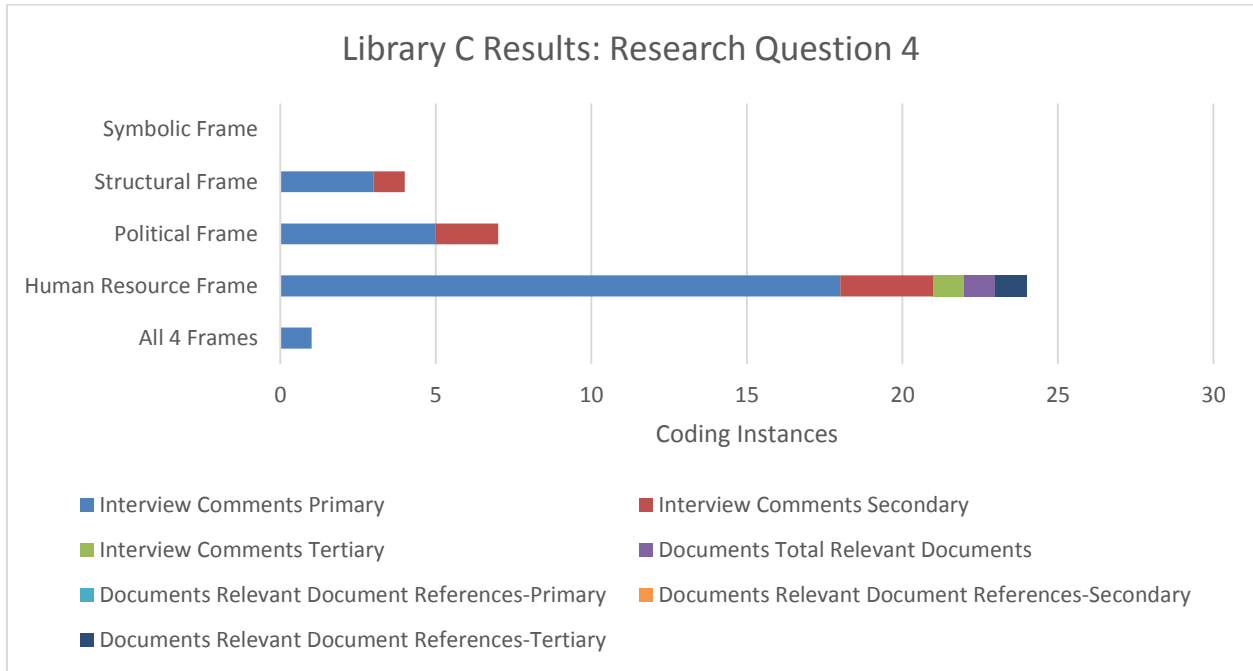


Figure 4.28. Library C: RQ 4

Political Frame

In the political frame, the dean's title and position were elevated from director level, as previously described in the results for RQ2.

Research Question 5

How have the ways in which the library assesses and communicates its value to its constituencies changed during the past five years (2010-2015)?

The majority of the evidence for research question five fell into the symbolic frame, as shown in Figure 4.29.

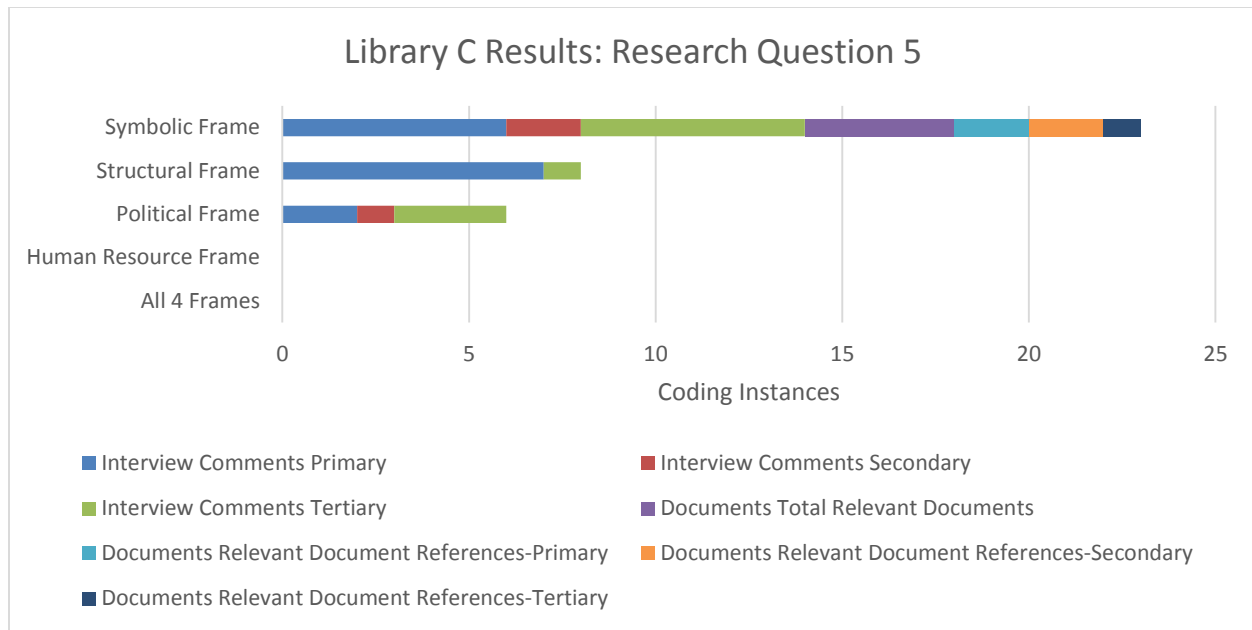


Figure 4.29. Library C: RQ 5

Symbolic Frame

In the symbolic frame, the library’s major effort to communicate value involved the extensive renovations to the library’s physical facilities, as indicated in this comment from the dean:

The outcome has been that student attendance in the library increased. It doubled, I think, when we finally opened the space and it’s continued to climb every year. It has taken some effort, but we’re able to determine from the data we collect that 93% of students will come to this library at least once during any given semester. We have eight libraries on campus, but what’s going on here is pulling them in. Because we have the two-sided Starbucks, they can get coffee without going through the turnstiles. Therefore the numbers we’re counting are students coming in to do some something that requires them to be in the library, not just getting coffee. We’re proud of that.

The renovations also established the library as a cultural hub for events and social activities, presented by the library as well as other areas of the university, as indicated in this comment from the dean:

One of the things that's evolved in the Scholars Commons is that we have made it a haven for interdisciplinary events. We started a lecture series, a symposium series, where we would have a central theme. They were interdisciplinary and different. One of [them] was "Genius". Another was "Coffee," and yet another was "The nature of evil." Faculty from a wide range of disciplines spoke, showing very different angles on these topics. We do a social for graduate students twice a year. We invite all graduate students to come in and have wine, beer, cokes, hors d' oeuvres. And you'll see graduate students from vastly different disciplines coming in, hanging out together, getting to know each other. It creates a nice synergy. And it says that the library's a place where you can come and hang out.

Structural Frame

In the structural frame, the library communicated its value through providing services and programs strategically designed to meet faculty and student needs, as indicated in these comments from the dean:

We need to integrate our librarians and our staff more with the STEM faculty, those who are doing sponsored research in particular, and show our value there. Become part of those projects and part of the proposal development and so forth. I think it's so important right now.

And with the staff who were working with faculty, who were reaching out to faculty, we developed the concept of the Scholars Commons and then an evolving suite of services that we thought would make a difference.

Services and programs were also designed to tie into the university's mission, as illustrated in this example provided by the dean:

One of the things that we're working on is creating a new model for information literacy that fits this university at this time, so that we can make a difference in how students think critically and use information in an intelligent way.

The library also engaged in formal studies to indicate the library's value to the university, as the dean explained:

We're doing a couple of studies with faculty from key departments to show causality [of library use to student/faculty success]. We've got one study underway with a faculty

member who works closely with one of our librarians to teach a basic criminology course that is heavily library-oriented. They've identified a control group of students, in the same major with essentially the same SAT scores and same GPA coming into college, same background, who don't take the library-intensive course, and then they're comparing their academic success with the students who do take this course. They will track them through four years of college to see if the library-intensive instruction makes a difference in success throughout the four years.

Political Frame

In the political frame, the dean worked with student government and the faculty senate, to communicate value through action, as indicated by these remarks from the dean:

Before, librarians played a passive role in relation to faculty or graduate students. We expected our users to come to the library and ask for something, and we'd deliver. Now we're meeting them on their own turf and saying, "We can help you do research in new ways that you never did before. We can help you with your grant proposal. We can help you wade through these requirements for data management plans. We work with you in ways you didn't even know that you needed." We're doing a lot more proactively.

Research Question 6

In what ways have the library's interactions with students, faculty, and the community changed during the past five years (2010-2015)?

The results for research question six indicate the involvement of all four frames, with the majority of the evidence falling into the symbolic frame, as shown in Figure 4.30.

All Four Frames

When the dean arrived at Library C in 2007, the library did not enjoy a quality relationship with either students or faculty.

One of the problems was a lack of emphasis on serving the students and faculty. The faculty, in particular, had a very poor impression of the library, which was an issue that I had been warned about and knew that I was going to have to address sooner rather than later. Students take what they get, but I knew work had to be done to align the library with student success, with student needs.

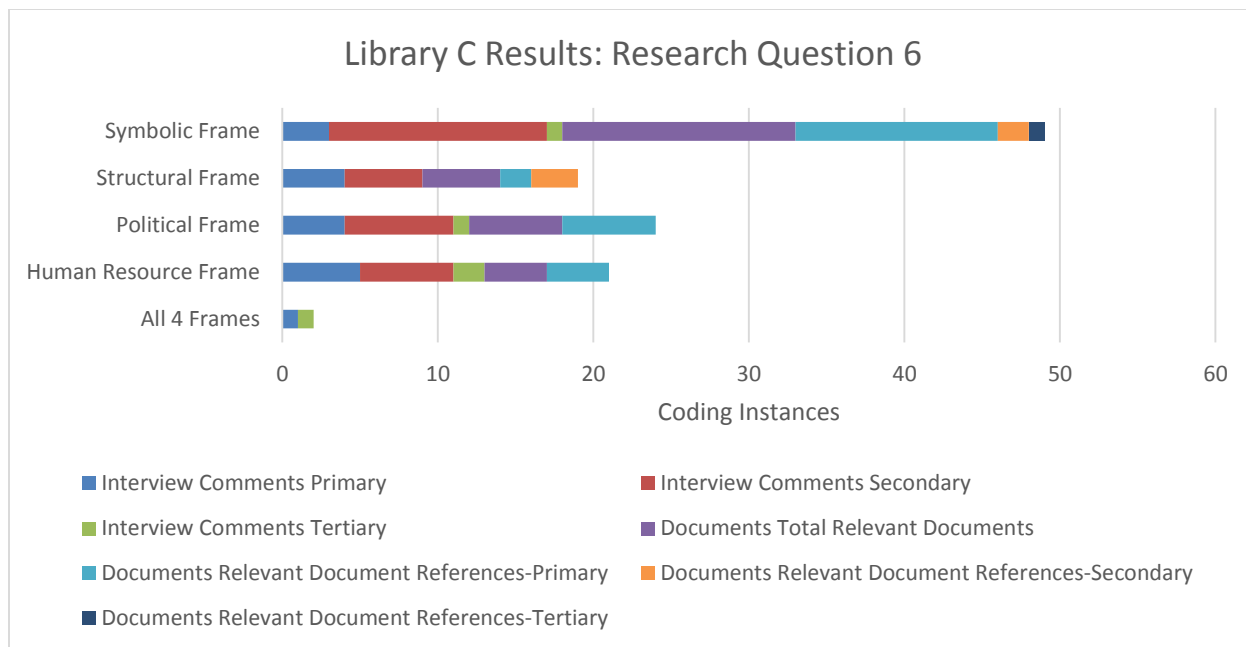


Figure 4.30. Library C: RQ6

Symbolic Frame

In the symbolic frame, the dean addressed many issues, most of which involved transforming the perception of the library from that of a passive utilitarian resource to an active partner in the mission of the university. The renovations to the library's physical facilities, discussed above, were part of this process, as these comments from the dean illustrated:

The provost was very clear that he wanted to see a turnaround in these areas, making the faculty love the library again and doing good things for students. He himself had a long history of creating a safety net for students so that they could be successful, that they could graduate in a timely fashion, that they would stay past the freshman year, and he wanted us to be a partner in that effort.

Additionally, the library engaged with strategic university initiatives, such as the QEP (quality enhancement plan). For Library C, their university's QEP during the timeframe of this study was critical thinking. The library engineered their role in that topic by focusing efforts on information literacy as the foundation for critical thinking, as the dean shared in these remarks:

The other thing that I'm kind [of] pushing on is information literacy. Our university's QEP for SACs accreditation is critical thinking, and what is information literacy if not critical thinking? One of the things that we're working on is creating a new model for information literacy that fits this university at this time, so that we can make a difference in how students think critically and use information in an intelligent way.

At the suggestion of the new president, a "Love Your Library Day" celebration was implemented just a few months following the president's installation (Block, 2015).

Political Frame

In the political frame, the dean set out to change the faculty's negative perception of the library by implementing new initiatives directed toward faculty, such as expanding the liaison librarian program, and offering \$300 worth of library materials of the individual's choice to newly tenured faculty members, as the dean recalled:

I needed some early wins with the faculty. Everybody was on board with it and so that was the initial thing that we did.

The faculty's relationship with the library had improved by 2013 to the extent that the faculty senate chose the library as the focus of a fundraising campaign, as reported in the June 7, 2013

Minutes of the Board of Trustees:

The faculty strongly supports the goal of reaching the Top 25 in public universities. To show support, the Faculty Senate Steering Committee is encouraging faculty giving through the Library. The fundraising campaign titled "25 for 25," invites faculty members to place "25" in their donation to acknowledge the goal of reaching the Top 25. Examples include \$25, \$2,500, \$25,000 or \$100.25.

The participation of the dean and her staff in key faculty leadership groups also helped change faculty perceptions about the library, as the dean indicated:

I've been appointed to several key university committees. [Librarians are] very involved on campus too. One of our librarians is now, for the second year, on the Faculty Senate Steering Committee, and that's big.

We have a budget deficit right now and we're making a lot of noise about needing additional resources so that we can continue to provide collections at the level that our

faculty have come to expect. We're getting a lot of faculty buy-in to our plea for that, because of [Staff Member ___] being on the Faculty Senate Steering Committee, because of the work that I do and several others do with the Faculty Senate Library Committee. We're getting a help from our colleagues on the faculty.

Structural Frame

In the structural frame, the library reversed its service structure from passive response to faculty and student needs to a proactive approach for anticipating faculty and student needs, as indicated in the dean's comments:

Before, librarians played a passive role in relation to faculty or graduate students. We expected our users to come to the library and ask for something, and we'd deliver. Now we're meeting them on their own turf and saying, "We can help you do research in new ways that you never did before. We can help you with your grant proposal. We can help you wade through these NSF requirements for data management plans. We work with you in ways you didn't even know that you needed." We're doing a lot more proactively. We instituted a delivery service for faculty (and now graduate students) where we deliver books on a twice-daily basis to all of the academic departments for faculty who requested them. We also shoot journal articles via email to their desktops. In my rough estimate, that service saves about 30,000 hours of faculty time a year.

Human Resource Frame

In the human resource frame, the library strengthened its liaison librarian program. These librarians became embedded in the arts and humanities during the timeframe of this study, and the next initiative, already underway, will continue that process in STEM (science, technology, engineering, and mathematics) fields, as these comments from the dean explained:

We need to integrate our librarians and our staff more with the STEM faculty, those who are doing sponsored research in particular, and show our value there. Become part of those projects and part of proposal development and so forth. I think it's so important right now.

... With STEM, it's a different kettle of fish, but in the next five years, if we can look down the road and say, "Yes, we are now considered to be an integral part of at least some of that activity," we will have been successful. I think that's extremely important.

Research Question 7

When changes occurred, were they library-led or university directed? If they were library-led, in what ways did the library persuade its parent institution (and/or other constituencies) to accept the change(s)?

For research question seven, Library C exhibited evidence of reframing across all four frames during the past five years, as indicated in Figure 4.31.

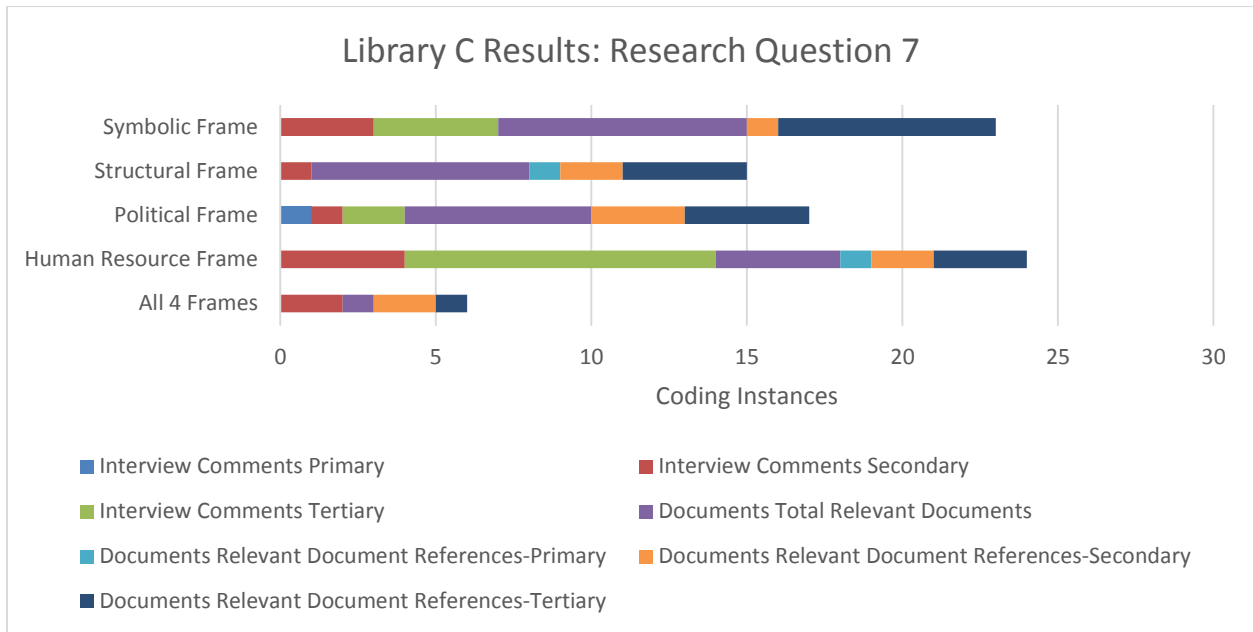


Figure 4.31. Library C: RQ7

All Four Frames

In the case of Library C, the changes which occurred to the library during the timeframe of this study were, for the most part, the result of action and interaction on the part of both the library and the university. For example, as discussed above, the university and the library created integrated mission/vision statements and corresponding strategic plans prior to the timeframe of this study. The provost expressed the need for the library to change, as described above, however, while the direction of progress was outlined, the dean utilized her own

creativity and initiative to implement appropriate programs and services, as indicated in these recollections:

Did I have a mental map? I had some ideas, but I have to say that the woman who was the Associate Dean for Public Services at that time, a brilliant and creative person who is now running a library of her own—she had figured a lot of it out. She said, “This is what we can do,” and I added my own mix of herbs and spices to the soup, and together, with the librarians who worked with faculty, who were reaching out to faculty, we came up with the idea for the Scholars Commons and then an evolving suite of services that we thought would make a difference.

The dean also took some risks in enacting change, and encouraged her staff to do the same, as she indicated:

It’s important in any organization, and in libraries in this day and age in particular, to create a culture where people are willing to take risks and they know they can take a risk. They can come up with a wild new scheme and, if it’s not too out of the ballpark, you can put it in place. If it works, fabulous. If it doesn’t, you learn from it and you move on.

Research Question 8

In what ways has the evolution of the virtual library impacted and influenced changes in the library?

The evidence for research question 8 revealed change in all four frames, while the majority of the evidence fell into the structural frame, as shown in Figure 4.32.

Structural Frame

In the structural frame, Library C experienced a relatively flat budget throughout the timeframe of this study. While the library only experienced one year of budget cuts due to the impact of the Great Recession, the overall library budget only gained \$900,000 above its pre-recessionary level. This affected the library’s ability to purchase resources, particularly e-resources, and required a change in the approach to traditional acquisitions and an increase in e-service delivery, as this comment from the dean reflects:

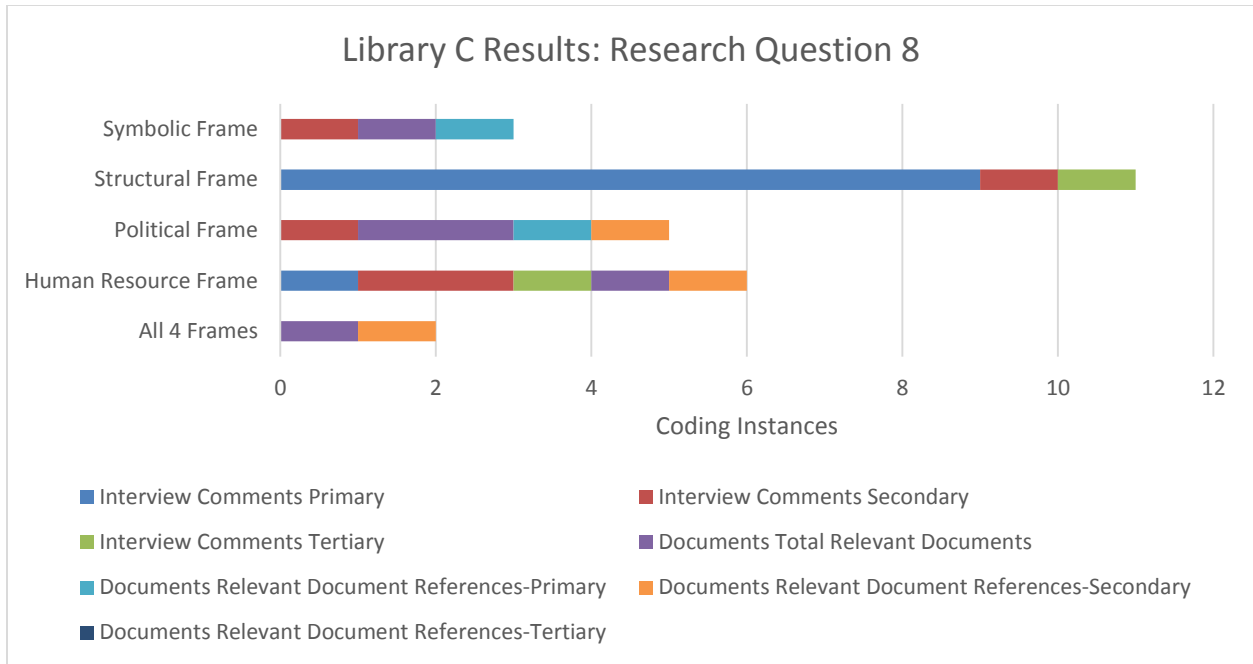


Figure 4.32. Library C: RQ8

We've been pulling resources out of areas where we didn't feel like we were getting the mileage that we needed, and putting them into things like the scholarly communication and Islandora. So, even though we haven't had an increase in budget, we've been able to shore up some of these areas by investing less in others. And that is a trend in libraries everywhere.

(Islandora is a free, open source, software package designed to help libraries and other large information organizations manage their digital resources.) The library also funneled resources into establishing its own digital repository, as the dean explained:

We're about to bring up our locally-developed institutional repository -- we've had an institutional repository with BePress Digital Commons, if you're familiar with that -- and now we're about to do our own that will not just be an institutional repository, but it will also allow us to display our special collections and other digital assets. We were kind [of] nowhere three years ago, and we've put a lot [of] resources into that project.

The library bolstered its online presence through a robust Web site, with added services to support distance education. The *Dean's Welcome* on the library's Web site indicated:

Whether you're on the main ...campus, at one of [the library's] other campuses, at an international study center, or taking courses as a distant learner, the Libraries' Web site offers you comprehensive access to books and journals; extraordinary collections of rare and unique materials; information about specialized services, useful technology tools; and much more. Best of all, we provide around-the-clock access to the superior expertise of our staff via chat, phone, e-mail or in person.

The library also became more involved in digital scholarship, scholarly communication, and distance learning, as indicated in these comments from the dean:

Another thing that we've been working on with the increase in distance learning is hiring a librarian, about a year ago, as an advocate for library users who are not on this campus, whether they're at our Panama City campus or our Florence campus or an isolated distance learner in Belle Glade. We want them to have an equivalent library experience to people who are able to walk into this building and take advantage of our services. So, that's another important initiative. [Of] course digital scholarship, scholarly communication, digital humanities, data management—we're doing more and more there and I expect them to expand and grow in the next five years.

Research Question 9

How has the library's role in the life of the university changed during the past five years (2010-2015)?

The evidence for research question 9 revealed change across all four frames, while the majority of the evidence fell into the symbolic frame, as shown in Figure 4.33.

All 4 Frames

When the dean took the helm of Library C, she found “problems had been in place for a long time.” Her own background, experience, and personal philosophy provided her the inspiration for enacting change, building on the provost's directive and the university's overall change in direction as one of the preeminent universities in the state, as described above. The dean indicated she was prepared and ready to lead change:

I knew I had a lot of work on my plate and I had the appetite for it.

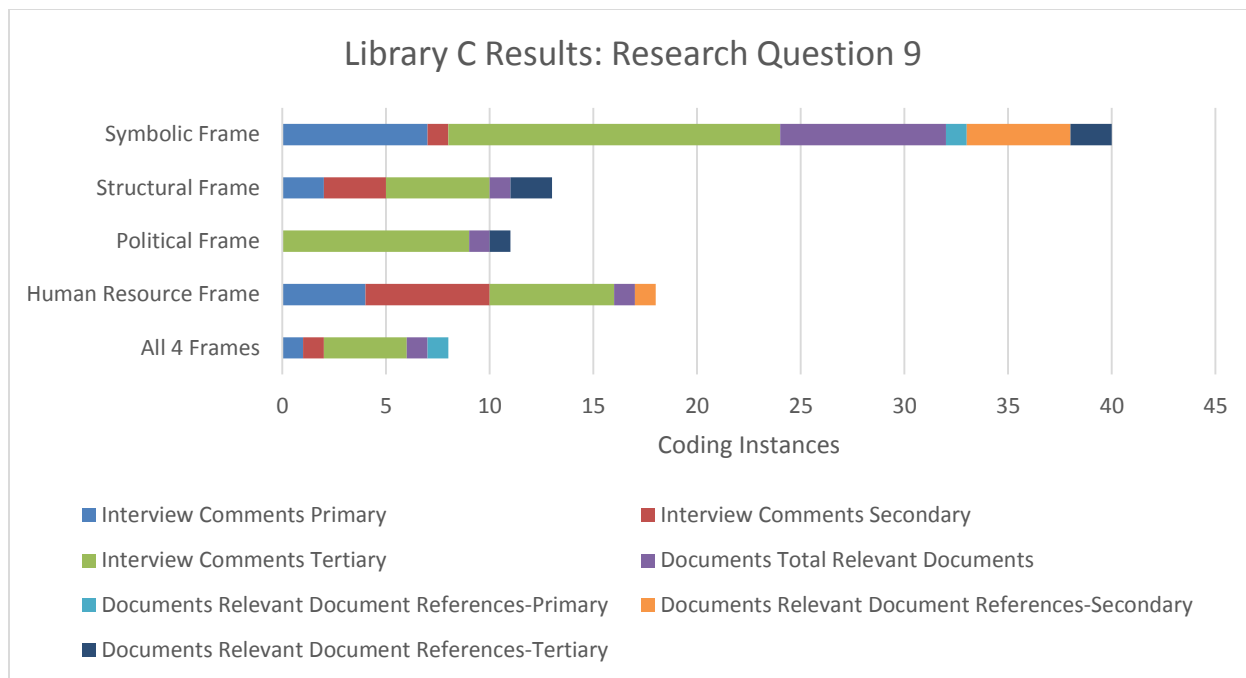


Figure 4.33. Library C: RQ9

The dean also indicated her efforts to enact change were strategic and designed to meet student, faculty, and institutional needs, as she shared in these comments:

We felt like we knew what faculty wanted and needed, and we put in place programs and spaces that would address those needs. With the students we'd had an epiphany <laughs> ... primarily by talking to colleagues in the field about doing ethnographic research of students, doing a lot of assessment, not just surveys, but watching them as they go about campus, talking to them about where they spend their time and the kinds of spaces that work for them. We did things like, "Take everything out of your backpack and take a picture of it and show us." We did charrettes of what their ideal study space was like. When we put it all together we had a very different picture of what, I don't even want to say a library, but a center for student success, a center for undergraduate student academic services, of which library services were a part, but there were many other pieces to it. Then we set about creating it.

Symbolic Frame

In the symbolic frame the evidence of the library's change in its role in the university can be measured by its increased use as a destination space, a cultural space, and a learning space, as

described in the sections above. The evidence also indicated the library's strategic efforts to connect to the university's mission and strategic goals. For example, the September 24, 2010 minutes of the Board of Trustees showed "extensive tutoring is being offered for gateway courses at [the] Library, . . . (referred to as "Club Stroz" on YouTube)." The dean also explained that this direction toward increased alignment with the university will continue for the coming years:

Our university is bound to the Preeminence and the Performance Funding metrics, for now anyway, until the legislature changes its funding model. In some ways, it's a problem because library activities don't map to those metrics very well. When I talk with my staff about what we'll be doing over the next few years, I point to the Preeminence and the Performance metrics. What's huge in them is STEM research and STEM education.

When you think about the changes that we have confronted in libraries, due to technology, primarily, but other factors as well, how can you not be changing all the time? How can you not be dynamic and survive?

Summary and Themes

While the themes for this study were a priori the four frames identified by Bolman and Deal (2014), nevertheless, six themes emerged in the data analysis which deserve mention. The evidence revealed the majority of the changes to be the result of *strategic effort*, primarily through the actions and leadership of the dean, indicated by the dean's use of the words "work," "reaching out," "creating," and "talking," as well as indications of proactive planning, such as "willing to take risks." The companion theme to this emerged as *leadership*, indicated by the dean's connection with the strength of her background in leading previous change initiatives at other institutions, and her willingness to engage in the change process. Many of these examples are included above, but a summative exemplar is the dean's statement:

I had done a mini-turnaround in Ohio. I knew I had this work on my plate at [my current university], and I certainly had the appetite for it. I felt like I could come back here and make a difference.

This ties in to the next theme, expressed by the dean's *passion for her job/career*. She is an alumnus of the university, and actually had her first job working in this library as a student. Her comments about her personal connection to the university include the words "love," "wonderful place," and "great experience." However, while she perceived her experience in that first library as less than wonderful, she explained it added impetus for her passion to turn the library around, as she related:

I had always liked books and reading, and I could type thirty-five words a minute, so I got a job typing headings on catalog cards. I stayed for about three years, but it was a terrible job, it was a sweatshop. A culture that was conservative and strict. It was not fun. Then [many years later] I got a call from a headhunter that they were looking for a dean at [this library], and it was compelling to me for any number of reasons, . . . partially because I had had an unhappy work experience here back in the day.

Another emergent theme concerned the ways in which the library and/or the library dean engaged in *leading change*, indicated by the library's or the dean's direct actions, such as "we started," "we put in place," "we did things," "moving," and "we set about." The two additional themes of *relevance to the institutional mission*, and the *impact of the virtual library*, have already been discussed in the sections above. One note from my observations supports the theme of relevance:

As I walked in, I saw two giant banners hanging down the front of the library building, with the words: "A great university requires a great library."



In summary, Library C engaged in reframing across all four frames, as shown in Figure 4.34, with the majority of the evidence falling into the symbolic frame.

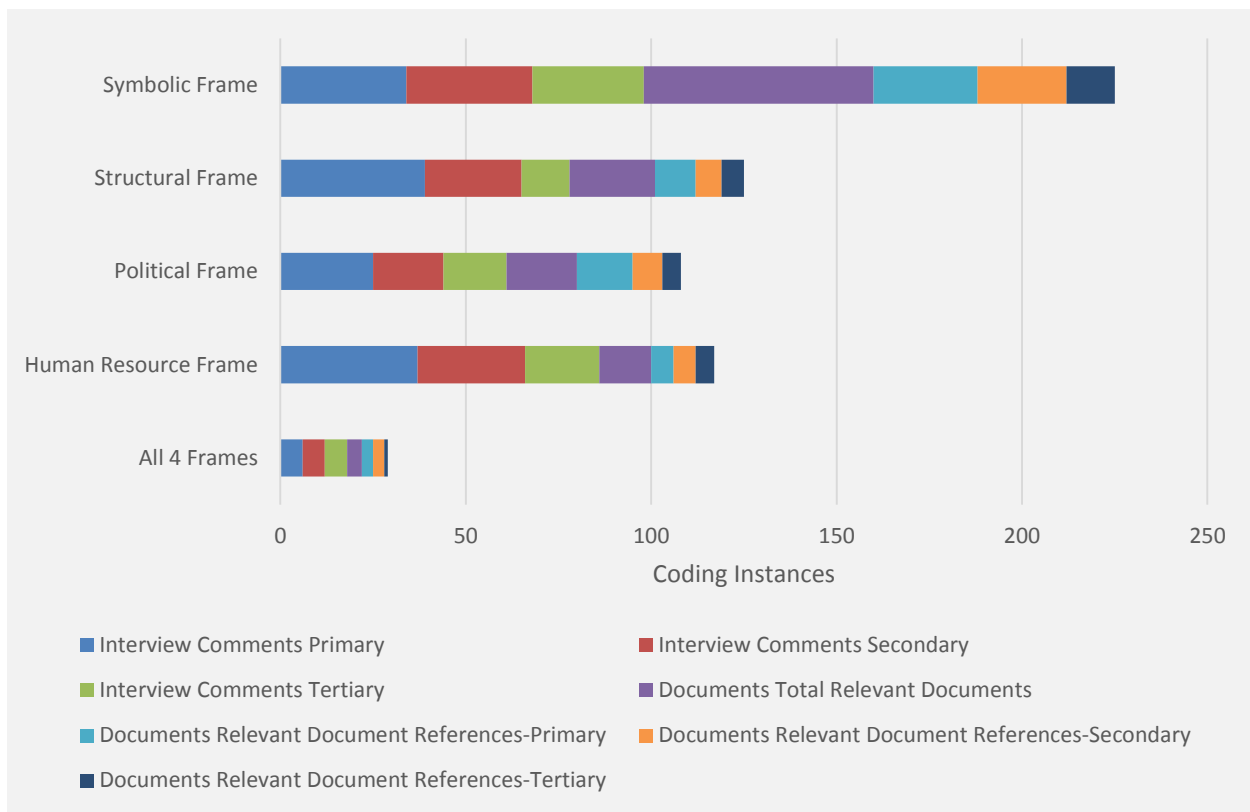


Figure 4.34. Library C: Summary of Results

Library D

Context: Library D

Library D is situated in a young university, founded in 1963, in a major metropolitan hub in the center of the state, near several major theme parks. Its parent university is the nation’s second largest university, with a main campus, two satellite campuses, and 10 regional locations, serving more than 60,000 students (University of Central Florida [UCF], n.d.a). The university’s 12 colleges offer 210 degree programs (UCF, n.d.a). The university “was ranked as the nation’s No. 3 ‘Up-and-Coming’ university in the 2015 *U.S. News & World Report’s* Best Colleges” (UCF, n.d.a, para. 2). The main campus is comprised of 1,415 acres, including 800 acres of natural habitat, with 180 buildings (UCF, n.d.a; UCF, n.d.b). The university employs 11,074

individuals, and has an annual economic impact of \$2 billion (UCF, n.d.b). The director of Library D holds the title of Director of Libraries, and reports to the vice president.

Library D, the main campus library, is a five story building near the center of campus. The building's exterior façade is composed of red brick with white cement trim. A tall bank of windows runs along the entire front façade on the upper story, while four other large window areas are situated directly below. Inspirational banners hang below each of these windows, with photos and quotes of university faculty, and messages addressing university research and strategic goals. The building faces a spacious green lawn area with a large water fountain at its center. The lawn slopes down to the fountain, which has a rounded "D" shape. Trees, benches, pedestrian pathways, and lush tropical landscaping surround the green in a circular pattern, mirroring the circular design of the campus plan. There is a parking lot and a main university street on one side of the library, while the other side is adjacent to other campus buildings housing the campus bookstore and credit union. The back side of the library faces more green areas and pedestrian pathways.

Context: Interview with the director of Library D. I met with the director of Library D on Thursday, May 21, 2015, at 1:30 PM. We met in his office on the fifth floor of the main library. He was extremely cordial, and voluntarily extended the time for our interview for over two hours. I conducted my observation data collection in two sections: some preceding the interview and some following the interview, due to the travel time involved in reaching Library D, which is nearly two hours from my home. I could not stay overnight, and needed to return the same day. Here is a brief excerpt from my researcher's journal describing a portion of the meeting:

I arrived at the director's office at 1:15 PM, 15 minutes ahead of our scheduled meeting time. While I was waiting, I thanked the director's assistant for making the arrangements

for the appointment for me. The other office staff and I also engaged in casual conversation about the new Orlando Eye that was recently constructed, the weather, my research and why I was visiting, and even recipes. The atmosphere in the office seemed professional, but very relaxed and informal. Everyone was engaged in their work, but also participating in conversation with coworkers and visitors, like myself. At 1:30 PM exactly, the director came out of his office and met me and invited me in. He indicated I sit at his conference table. His office was filled with papers and files and stacks of things, but everything appeared organized. He joined me, and sat on the opposite side of the table. His body language was very relaxed – he leaned back in his chair, had his legs crossed, and leaned on the table. He was dressed formally, with a suit and tie, yet I noticed a very high quality Disney Mickey Mouse watch on his wrist. This did not seem too much of a surprise in a university located a few minutes away from Walt Disney World. The director was friendly, and smiled a great deal, and made me feel welcome. He also expressed appreciation for my research topic.

I noticed he had a lot of papers in front of him, and as we talked, those papers turned out to be copies of my interview questions, which I had sent him in advance, filled with notations about things he wanted to tell me. I was so pleased and impressed that he had obviously spent a great deal of time preparing for this interview. In fact, he was so excited to begin that he started talking before I could sit down and turn on my recorder. I lost a little bit of those initial remarks, but I think that later we covered most of the content of his remarks during that time.

During the interview, he was quite open about sharing his recollections and experiences, and evinced a very humble attitude about his achievements. This was balanced by the depth of his professional experience and accomplishments. His comments also revealed a very different scenario, in many ways, than the other universities in my study. While the Great Recession affected his budget in the same way as the other libraries – leaving it flat for the past five years – his university was very supportive, both financially and administratively. While he is at the director level, and not a dean, he indicated he did not have to fight as many political battles as the other directors, so the level of his administrative role did not turn out to be a factor. I am excited that his story is different than the other libraries, yet expresses the same strategic momentum to become integrated with the parent university's mission as well as to become more of a “diffuse library.”

After about an hour, we had only gone through half of my interview questions. I asked the director if we could have a few extra minutes to finish up the first half, and then arrange an appointment for the follow-up interview. He told me he preferred to finish all my questions, and that he had left his afternoon open to extend the appointment as long as needed. He encouraged me to continue the interview and ask him all my questions. I thanked him profusely, and felt grateful that he was giving me so much of his time. We

went through all the questions, in consecutive order, exactly according to the interview protocol. Through it all, he was fun and personable, and demonstrated a high energy level. He did not seem to tire at all as we talked for a lengthy period, and he expressed how interesting it was for him to have time to reflect on the past few years, since, as he expressed it, life seems to always be moving us forward too fast to spend much time thinking about the past. His exact quote was expressed much more eloquently, and that will show up in the transcript. He also shared some interesting and unexpected anecdotes with me. I especially enjoyed the one about the Dracula painting made of him by his employees. The collegial nature of his library and his organization really resonated loud and clear in everything he shared with me. He also shared some budget reports with me, and some artifacts. Unfortunately, I wasn't able to take a photo of the painting at the time of the interview, because I was too involved in my role as interviewer and taking notes. I made a note to ask him if I could take a photo of it when we finished, but by the time we actually did finish, I was exhausted and forgot about it, but even if I hadn't, I noticed that he was looking at his watch. He had talked with me for over two hours, and he had to be pretty tired too. Even though I didn't get a photo of the painting, I confirmed it visually, as well as in my notes and in the interview transcript, and in hindsight I believe it was better to be responsive to the director's nonverbal cues than it was time the interview ended.

On the way out, I thanked the director's assistant again, and said good bye to everyone I met. Then I finished the remainder of my observation protocol. No one questioned me about my taking photos in the library, although some students and staff stared at me a little – but in a curious and friendly way. I finally left the library around 5:30 PM, after spending six and a half hours there.

Findings: Library D

Two interviews with the director of Library D resulted in a total of 311 significant comments, and 252 coded comments. Additionally, 12 institutional documents, 7 news articles, 78 photos, and 32 observations, were collected. My researcher's journal and historic and contemporary Web pages from the library provided further sources of evidence. The total data collected for Library A are shown in Table 15. The relative contribution of each data source to the findings for Library D is displayed in Figure 4.35.

Table 15

Total Data Collected for Library D

Interviews		Relevant Documents			Photos	A/V Media	Observations
Significant Comments	Coded Comments	Institutional Documents	News Articles	Coded Document References			
311	252	12	7	22	78	0	32

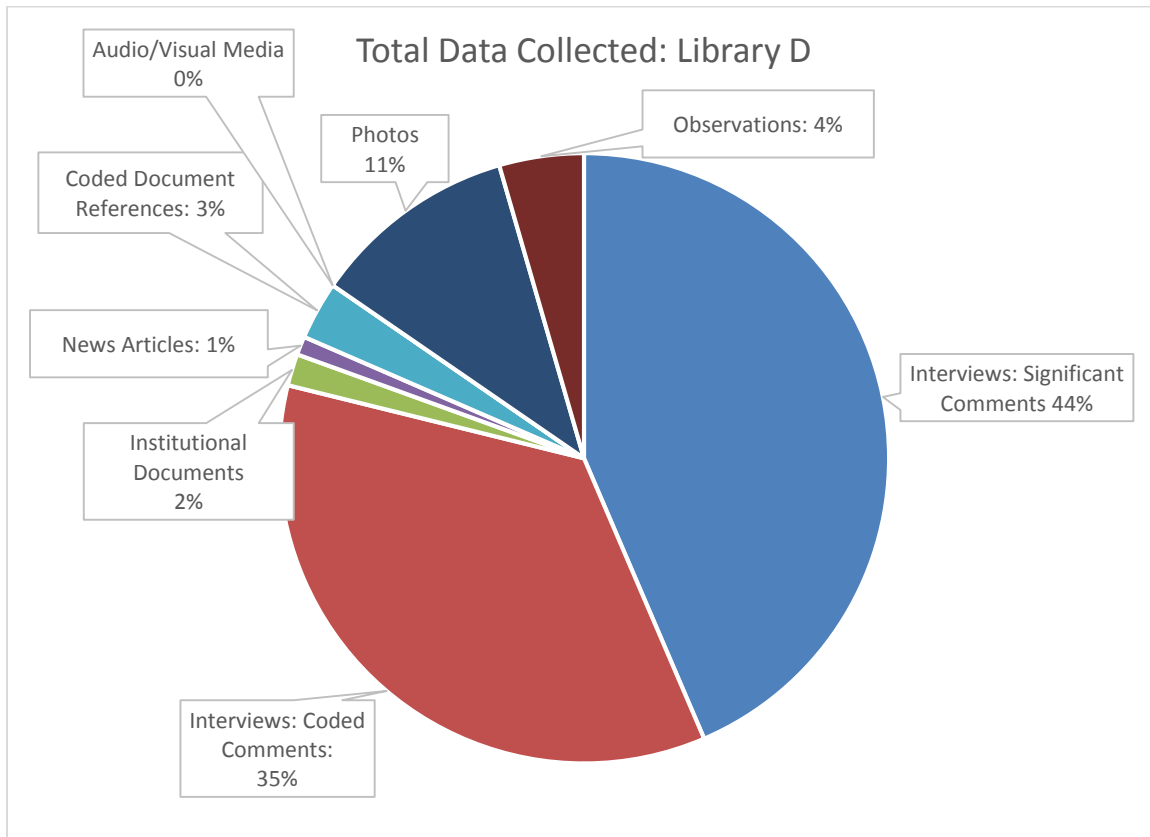


Figure 4.35. Relative Contribution of Each Data Source: Library D

Research Question 1

As defined by each of Bolman and Deal’s (2008) four frames—structural frame, political frame, symbolic frame, and human resource frame—in what ways have the academic libraries of these four universities exhibited evidence of reframing during the past five years: 2010-2015?

Library D exhibited relatively little evidence of reframing for research question one during the past five years, as indicated in Figure 4.36, however it did show evidence of some reframing.

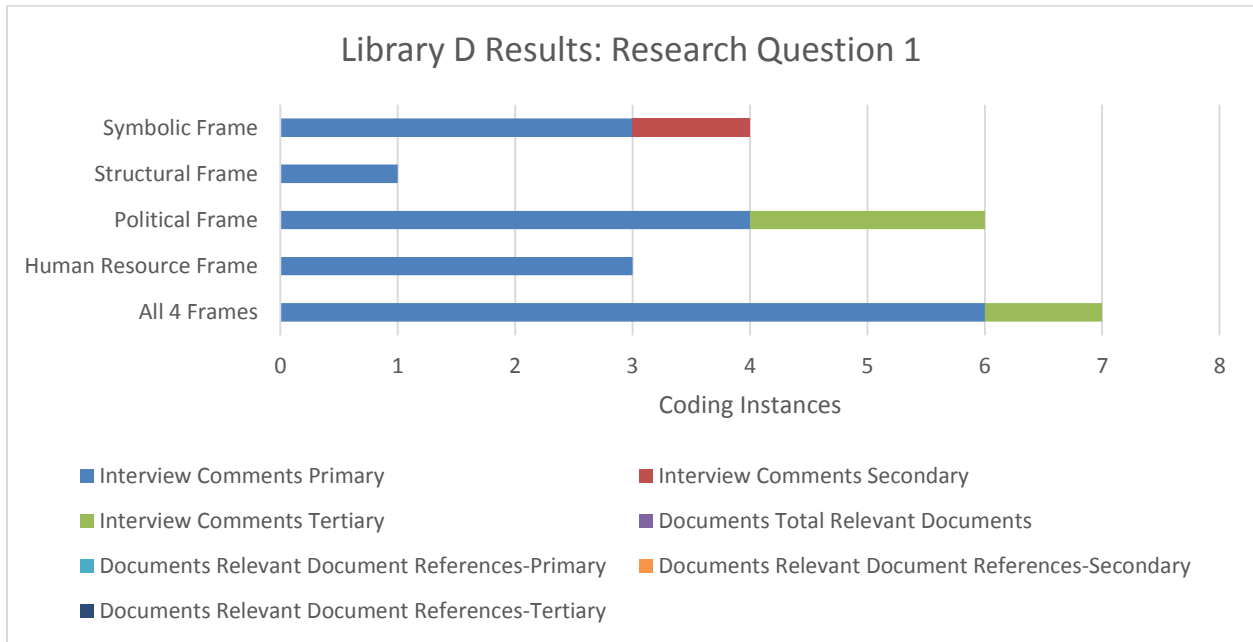


Figure 4.36. Library D: RQ1

Structural Frame

Prior to the timeframe of this study, the director indicated Library D was in a growth pattern, paralleling the growth of its parent university. The director had joined the library in 1997, and personally experienced this growth. He explained the impact of the Great Recession forced a transition from the growth-oriented model to one of rapid downsizing to a “hand to mouth” existence. By 2010, the beginning of the timeframe for this study, Library D had lost 17 staff positions. The director explained this caused him to reconsider the library’s priorities and restructure the organization to be more aligned with the institutional priorities:

When we reorganized, it sort of modified the structure a little bit to emphasize the things that we think are really important. So we wanted to really get out there and become more

a part of really what's going on. I don't think we really weren't out there, but we just wanted to enhance that. That's one of the things we're really pushing now, [as we] move forward.

The library's budget also had experienced a severe impact, and, over the next five years, remained at a relatively flat level. In 2014, the library only exceeded their 2007 budget level by just \$200,000. In 2011, the university announced a new fundraising campaign which included, among its primary goals, the addition of "new technology and more space at the library to provide our students with a leading-edge library resource" (President's 2011 State of the University Address).

Symbolic Frame

In the symbolic frame, the library renovated its first floor to create a Knowledge Commons in 2011, using money the university allocated from an increase in tuition and fees to support research, as indicated in this excerpt from the president's 2011 State of the University Address:

Increases in tuition and fees – although not preferable or popular – have enabled us to avoid layoffs and maintain a high quality of campus life. That money has allowed us to add as many new faculty positions each year as we can to reduce the size of classes and to enhance research at the university. ... And students, these dollars have enabled us to build the Knowledge Commons area in the library.

The following year, the university allocated some its Tech Fee money to the library to continue additional renovations, as the director explained:

Then the Knowledge Commons really started. That was the first year of the Tech Fee money, and every year since then we've [received] money to do some innovative things as far as physical spaces in the building, or in the Curriculum Materials Center or in the Rosen Library at the School of Hospitality and Management. We've [also] been [able to] buy a lot of large databases and digital packages.

The library also established its own brand within the university, as the director explained:

More recently, maybe two or three years ago, maybe more, we came up with what we call our brand, which is “Discover, Connect, Create.” That’s kind of a little short thing that we use on various things.

Additionally, the library updated its formal mission/vision statement, as the director described, to become more closely aligned with the strategic goals and directions of its parent institution:

There was a mission statement, [and] a few years ago, we completely redid that. We went back and looked at our Vision/Mission and all that and rewrote that, well really updated it.

The library also engaged with the university in key university initiatives to become as central to the academic enterprise as possible, as this comment from the director illustrates:

We also talk about what’s going on that’s important to the University. So, when we see that there are initiatives that are going on within the university, we want to be part of that where we can be.

Human Resource Frame

In the human resource frame, the library strategically hired personnel and reallocated role responsibilities to fit their new priorities and smaller staff size as a result of the impact of the Great Recession, as the director explained:

We planned for how we could cope and basically people did more with less, really. But, then as we brought in new faculty into the library, library faculty, we recruited people that were interested doing the kinds of things that we’re doing here.

Political Frame

In the political frame, the director concentrated his library’s efforts on building relationships with faculty, as he expressed:

We try to really work closely with the faculty and find out what their needs are. We asked to be on more of the faculty senate committees, [and] all the university committees for that matter. So, [for the past] three, four years maybe, our faculty can now serve on

just about all the committees, which is really good because it gets them out meeting the faculty. And then there's a librarian on the various committees, and that's helped a lot.

The director and library staff also worked with student government to determine, and respond to, their needs, as the director explained:

One of the things that we did soon after I got here is we started a student advisory board, and we try to meet with them at least twice a year, once in each semester but not in the summer, and that's worked out pretty well.

Research Question 2

During the past five years, 2010-2015, what was the nature of the relationship between the libraries and their parent universities and how has this relationship evolved during this period?

Library D exhibited evidence of reframing across all four frames for research question two during the past five years, as indicated in Figure 4.37.

Structural Frame

Many of the issues in the structural frame, and the library's relationship with its parent university were discussed above in RQ1. However, the director emphasized the impact of the budget cuts and economic downturn on the library's overall operations, as he shared in these comments:

At that time, we began having severe budget cuts and those continued for several years. ...The first year, we [experienced] cuts in personnel and in [our] materials budget.

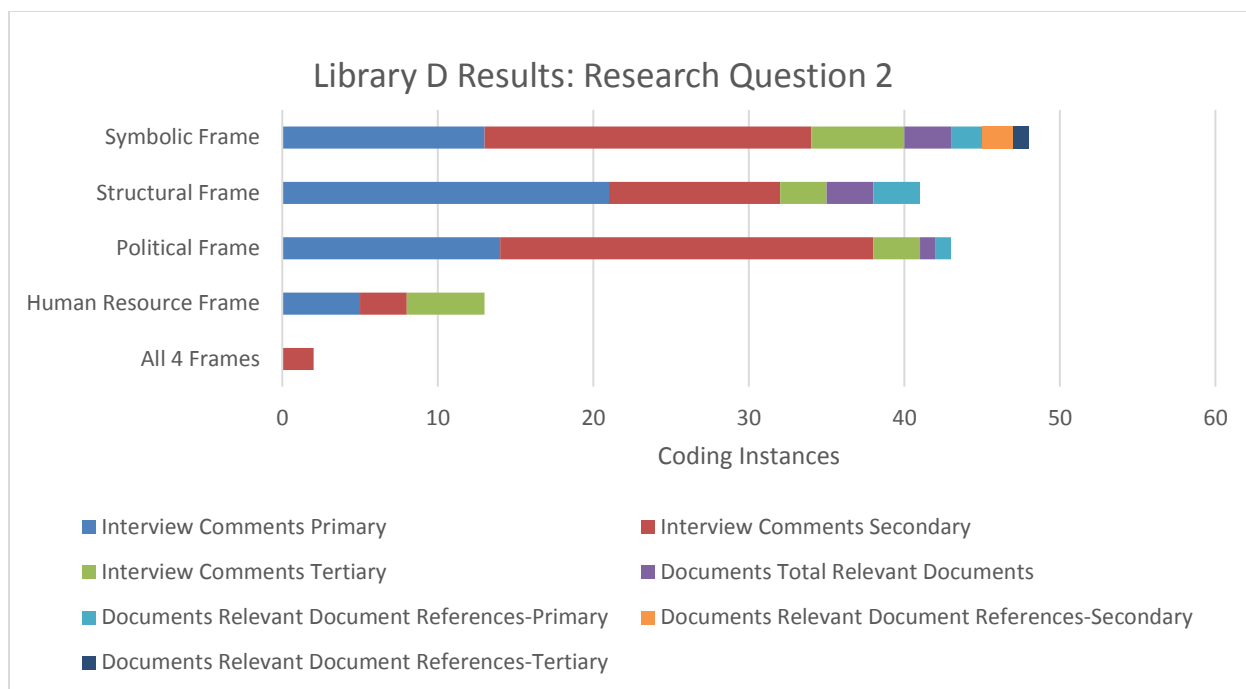


Figure 4.37. Library D: RQ2

Just to give you an example, the budget prior to 2006/2007 was [approximately] \$13.7 million total. The next year, in 2007/2008, it was \$12.2 million. So we lost a lot of money in a very short period of time and, ever since then, we've-- well, just to give you another example, this year [2015] our budget is \$13.9 million. So think about it: in 2006/2007, it was \$13.7, now it's \$13.9. So, we're \$200,000 [over] where we were [eight years ago]. And ... we're still down about 10 [positions]. I think everything, the problems that we have now, the issues that we have now, really started with the budget in 2007 and 2008 [with] ... the recession.

The library's parent university mitigated the Great Recession's budget impact on the library whenever possible by providing some funding for library initiatives designed to support the university's strategic goals as described above.

Political Frame

In the political frame, the environment for Library D has been relatively stable. The person the director reports to (the associate provost) has not changed, although the person in the position of provost has changed several times. The director explained he found a supportive

attitude from the university administration and faculty when he arrived at the library in 1997, and that hasn't changed in the intervening years, as he expressed in these comments:

The first provost I worked with ... was very active in the library and he, in fact, gave us something called University Specials. In other words, it was extra money the university had back in the day, and ... you could send in a proposal for it. It had to meet the president's five goals for the university, but they were pretty broad. So if it did, we got a lot of extra money for that. And, so he was very helpful.

One thing that happened, of course, is that the provost changed, but the person I reported to didn't change. He was here a couple of years before I came in, and so that's been static, that hasn't changed. And, now, things have changed with how that's been organized and things like that, but for the most part though there's been very little change there, other than lack of funding. The only thing, they wish that the library had more money so we could buy more resources, but there's an understanding of that. But the university administration, that's one of the things I liked about it. And we've gone through several provosts, but they've been very supportive.

The library and the director focused their efforts in the political frame on collaborations with other university areas in order to become more integral to the university's academic enterprise, as the dean shared in these comments:

We knew that there was a need to collaborate more with some units on campus, like the Writing Center. I didn't have a [permanent] place for them in the building, but we allowed them to come in and use the group study rooms. And, we've done more of that as time goes on. Lately, ... we have kind of a push to do more collaboration and things.

The director also lobbied for his staff to be part of key leadership groups across the university, as he indicated in this comment:

We asked to be on more of the faculty senate committees, [and] all the university committees for that matter. So, [for the past] three, four years maybe, our faculty can now serve on just about all the committees, which is really good because it gets them out meeting the faculty. And then there's a librarian [serving] on the various committees, and that's helped a lot.

The director made a targeted effort to communicate the library's value and needs to the university community, as he explained:

We spend a lot of effort making sure that what goes on within the Library is known by the university administration. We also talk about what's going on that's important to the university. And, I keep my boss informed about everything that's happening and then I meet with him every other week too, so that's always helpful. He tells me what's going on and it works well. And that's where being on those Faculty Senate and other university-wide committee is helpful because we kind of have a toe in the water, we know what's happening, and then we get feedback on some of that.

In turn, the vice president of the university shared the library's needs and achievements with other areas of the university, as the director recalled:

In fact, since I've been here, the vice president, one of the things that he does—he talks about this a lot. He ... talks to the college deans and so on.

The director also purposefully reached out to students to make connections, build relationships, and involve them in the decision-making processes of the library, as he expressed:

My philosophy was, it's for the students. It's not for us. It's not for the faculty so much. It's for the students and so what do they want? The only way to find out is to talk to [them], so we did a lot of that. And so they've been very supportive. The last few years we've been planning a library renovation and everything. We've been involving them in that. In fact, when we did the Knowledge Commons downstairs, we involved them in that. ... And [we have] the Student Advisory Board, we talk to them, and they really give us ideas on things that we use.

One of the initiatives the library implemented to reach out to students involved a printed version of the library's electronic newsletter—distributed in racks on the back of restroom doors. The director described it this way:

We call it *Installments*. It's a one-sheet newsletter that we put in a little folder in the back of the stall in the bathrooms. And, the students have told us they really like it. In fact, we put multiple copies in the little folder, they can pull one out, and so we have students that have told us they wish that it would come out more often.

Symbolic Frame

In the symbolic frame, the director led the initiative to renovate the first floor of the library into the Knowledge Commons in 2010, as he described:

Now what that floor used to look like, it was mostly reference all back in there. ...So we took all that out. We redid all of that. The lighting stayed the same, but we put in everything else, new carpet and had some really good designers and it just really took off. Well, the provost and the president would bring visiting people here to see it, because they thought it was fantastic.

Following the completion of this renovation, the library worked on developing a plan to relocate the majority of the physical collection in an automated retrieval center and build a new wing onto the library, as the director recalled:

So we got the architects who had still been working with us off and on over these years, so they came back and they put together a proposal and we met with the president's council and presented it and they loved it. They said this is fantastic. They liked the idea. They really liked the automated retrieval center (ARC), the robots going up and down and bringing the bins out and all this stuff. They really ate that up and we showed them some automated stuff and so they knew what the areas would look like because they had seen it.

He also described some of the architectural plans:

This is the site for what we're going to build: right across over here is the student union. In other words, this is going to be a totally new entrance. It's going to be four stories. This is the ARC building. In other words, this is where the automated retrieval center will be, the robots. The fourth floor, the top floor of this is going to be a reading room, a really nice area. In fact it's going to look kind of like this. It's going to have clear story windows and there will be windows all the way around. So it's really going to give us a tremendous amount of a lot more space and then we're going to pick up a lot of new space in here, but it's going to be a while.

While the director indicated plans for this renovation were stalled for years due to the budget situation, news reports in February 2015 announced the launch of the first phase of construction would begin in 2016.

For students, the library actively worked to create an impression of the library as "one of the best places to study for finals," and a new ritual evolved that caught on so well with students that it was reported in the campus newspaper with that headline. The library also offered a

variety of the traditional forms of library events, such as lectures, art exhibits, and exhibitions of special collections, as reflected on its Web site.

Human Resource Frame

In the human resource frame, the director expanded and supported staff recognition in a variety of formal and informal ways. A few examples include potluck celebrations for different holidays, and employee recognition and achievement events. Plaques recognizing employee excellence were hung along the wall outside the director's office. The director also actively participated in the employees' informal celebrations, as he described:

We do a lot of kind of fun things. We had some folks in cataloging [who] love Halloween, so we have a big Halloween party. A lot of people dress up. If I'm here, I always dress up. I usually don't stay dressed up all day, but I'll go down to the party. I'll go down to the party and they usually have a theme and the whole staff lounge just converts into whatever the theme is. A lot of people take pictures and it's really a big deal. They spend a little bit of library time putting it together, but it's a lot of fun for everybody.

The director explained that this sort of informal and collegial culture helped the library staff adapt to the changes imposed by the impact of the Great Recession:

We have sort of an informal culture, whatever you want to call [it], within the library that kind of developed, and people working together. You don't really have people that are in silos too much. I mean people sort of jump in and just kind of work together and it works out pretty well. We had some people we would normally [would have] hired to do something, [but] we didn't have that position so we had several people that would get together on a taskforce to accomplish whatever it was. We did that kind of thing.

When the budget situation enabled new positions to be filled, the director explained they were filled strategically to reinforce the library's existing service culture and align with the university's overall strategic direction, as discussed above in RQ1. For example, the director created new positions for department heads for assessment and public relations, and scholarly

communication. Additionally, the director encouraged the professional development of his employees, as he shared in these comments:

Then for the faculty and some of the library staff, depending on what they're doing, we do fund travel to conferences. I think that anybody that's going through the promotion process needs to have some support to go to conferences and so we have a process that people go through and I think they're pretty well funded for the most part.

I think it's important because it supports people getting out there. It's good for them. It's good for us, good for the university. They bring back all sorts of ideas, meet people, network, and all of those are things that are important to, I think, the culture of the organization.

So, we do encourage, we look for people that have some experience that have been involved that want to be involved in scholarship and service to the profession. So, all of those things maybe come together with the type of people that we get. So, I don't know that it's any particularly magical... I mean we're very fortunate and we have a really good staff, and we really emphasize service.

The director created new positions for department heads for assessment and public relations, and scholarly communication.

Research Question 3

How have the libraries' missions changed during the past five years (2010-2015), and what factors or environmental forces may have been influential catalysts?

Library D exhibited evidence of reframing across all four frames for research question three during the past five years, with the majority of the evidence falling into the symbolic frame, as shown in Figure 4.38.

Symbolic Frame

In 2011, the library published a formal mission and vision statement. This document was updated more recently to closely parallel the parent university's mission and vision, with shared themes of excellence, learning, partnerships the library and university as place, research and discovery, as this excerpt reveals (UCF Libraries, 2015):

Vision Statement: The University Libraries, a center for discovery and intellectual enlightenment, offers outstanding resources and services in support of a large metropolitan research university. The Libraries partners with academic, professional, and local communities in sharing and developing resources, and fostering life-long learning and information skills. (para. 1)

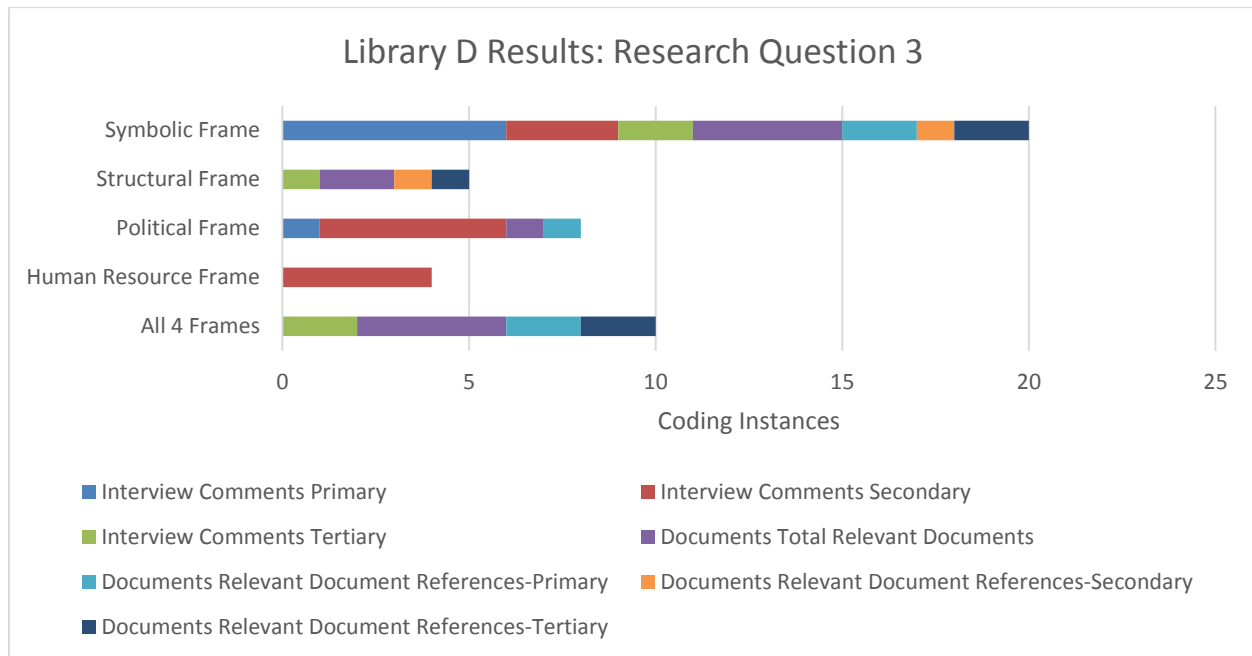


Figure 4.38. Library D: RQ3

The library also expanded its service culture to be more responsive to students and faculty, as the director explained:

We always have, I think, since I've been here, looked at ways that we can improve our services and what we can do. We really wanted to change how we were doing things, focusing really on services and expanding those services out into the university community.

Human Resource Frame

In the human resource frame, one of the most visible service culture shifts the library instituted for faculty was the implementation of liaison librarians (subject librarians), as the dean described:

Another thing that we did just recently too, over the last couple of years, is we started something we call Subject Librarians, and these are people that actually are kind of the first responders if you will. They go out and they meet with the faculty, [and] go to the various departmental meetings. They talk about library issues [and they are] the contact for faculty to find materials from the library. If there are new things that we're doing, like when we get a discovery tool, they talk to the faculty about that.

Political Frame

In the political frame, the library purposefully aligned itself to the QEP for its university, as the dean explained:

So, what was important I think with that is that the QEP, the idea for the QEP came from the library. You could set up a lot of proposals, and the proposal that was chosen by the University to do was our proposal. Ours was Information Fluency. And, so, that was kind of exciting because we were able to have totally new initiative. We partnered with the Center for Distributed Learning to design online modules like one on say Plagiarism or Using Databases or How to Use EndNote, those sorts of things.

Research Question 4

How have the responsibilities and duties of the library dean changed during the past five years (2010-2015)?

Library D exhibited evidence across all four frames for research question four during the past five years, with the majority of the evidence falling into the political frame, as shown in Figure 4.39.

Political Frame

In the political frame, the director indicated his role had changed to include more involvement in state issues and state politics, as he shared in these comments:

There's a lot more involvement in state issues. I mean it's not so much involvement in it, just that they affect us so much. But I guess I'm involved in a lot of the state thing. Of course I'm on CSUL and then I'm on a ...state library network advisory committee. I've been involved in there forever and then just more things going with FLVC. Now we're changing again, and so we're going another big reorganization and that's going to-- we're kind of concerned about that. So there's just a lot of things at the state level.

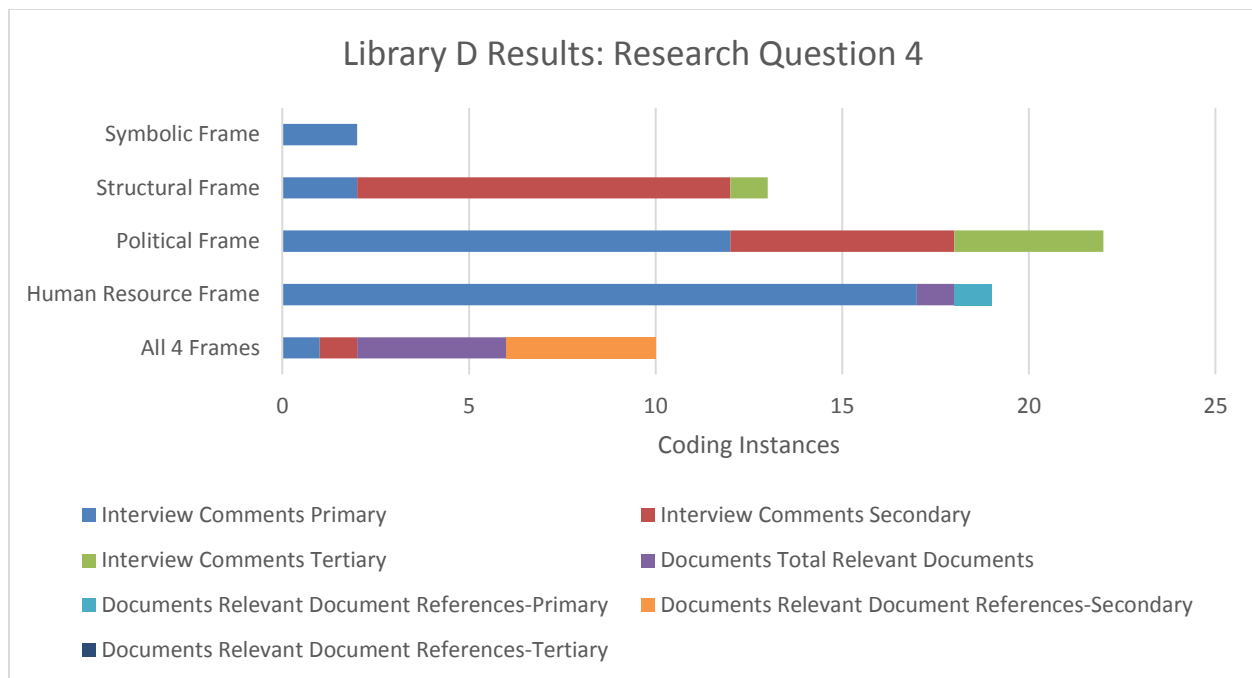


Figure 4.39. Library D: RQ4

Human Resource Frame

In the human resource frame, the director actively engaged in team building for his employees, as he shared in this comment:

I think it's important to encourage that sort of togetherness, esprit de corps, whatever you call it, because I think it's important for people to just work together and share things.

Research Question 5

How have the ways in which the library assesses and communicates its value to its constituencies changed during the past five years (2010-2015)?

Library D exhibited evidence across all four frames for research question five during the past five years, with the majority of the evidence falling into the symbolic frame, as shown in Figure 4.40.

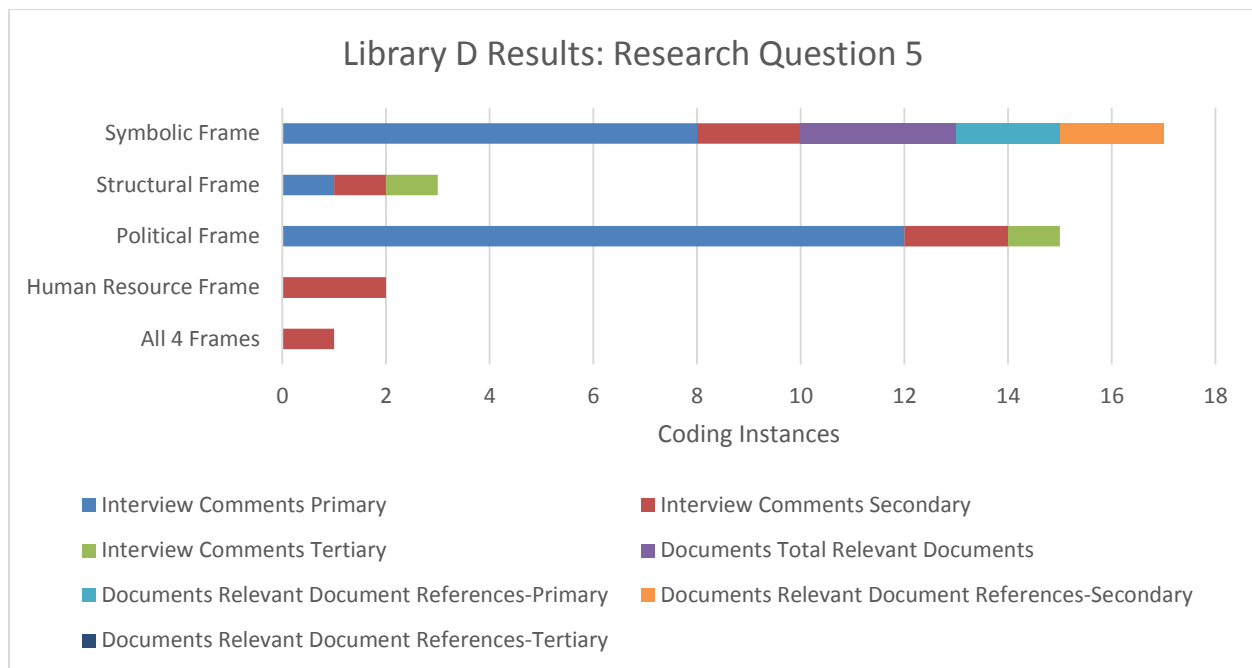


Figure 4.40. Library D: RQ5

Symbolic Frame

In the symbolic frame, the library demonstrated its value in one way by making connections between students' library use and student success, as the director explained:

There are several things that we know what the students are doing when they come into the building and so we are going to look at that and analyze that to see what impact, if any, it has on retention and graduation rates and things like that.

Structural Frame

In the structural frame, Library D continued to collect and communicate traditional quantitative values about the library. These metrics included the number of volumes, serials, and government documents, and maps, as well as the extent of its technological resources. However, while this information was reported on the library's website, it was not included in the university's online fact book. The library also published an annual report, as the director described:

We give them the statistics, of course. We have an annual report that goes over there with everything in it. We tell them about is the usage of the building going up, are the consultations going up, is the library instruction going up, all those things. We keep them involved in that. ...So anybody that wants to see it can see exactly what we said and that's helpful. So we're much more involved in that than we were in the past, but it took a while to get there.

Political Frame

In the political frame, the director focused on a variety of methods to communicate the library's return on investment, much of which has already been discussed in the preceding research questions, however the director added these additional remarks:

We're working with a professor over in statistics. So that's going to be really pretty cool when that comes out because that's another thing see we can do for the university. You mention the return on investment. I should have said this, but [that report] is the kind of thing that they can see. Okay, we did this. They are better because of that. We already know that information literacy things and ... those initiatives have really helped a lot. So that's part of it.

Research Question 6

In what ways have the library's interactions with students, faculty, and the community changed during the past five years (2010-2015)?

Library D exhibited evidence across all four frames for research question six during the past five years, with the majority of the evidence falling into the symbolic frame, as shown in Figure 4.41.

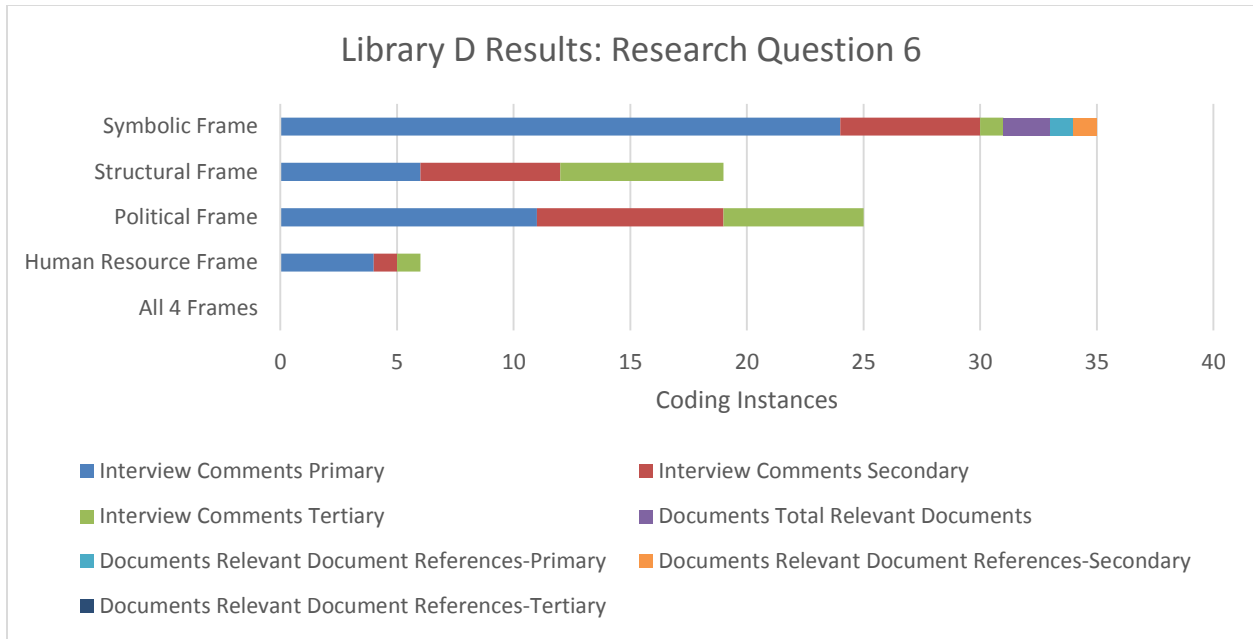


Figure 4.41. Library D: RQ6

All 4 Frames

The relationship of the library with students, faculty and the community have been adequately discussed above in RQ2-5, so there is no need to repeat it here, and there is no additional evidence to discuss.

Research Question 7

When changes occurred, were they library-led or university directed? If they were library-led, in what ways did the library persuade its parent institution (and/or other constituencies) to accept the change(s)?

Library D exhibited evidence across all four frames for research question seven during the past five years, with the majority of the evidence falling into the symbolic frame, as shown in Figure 4.42.

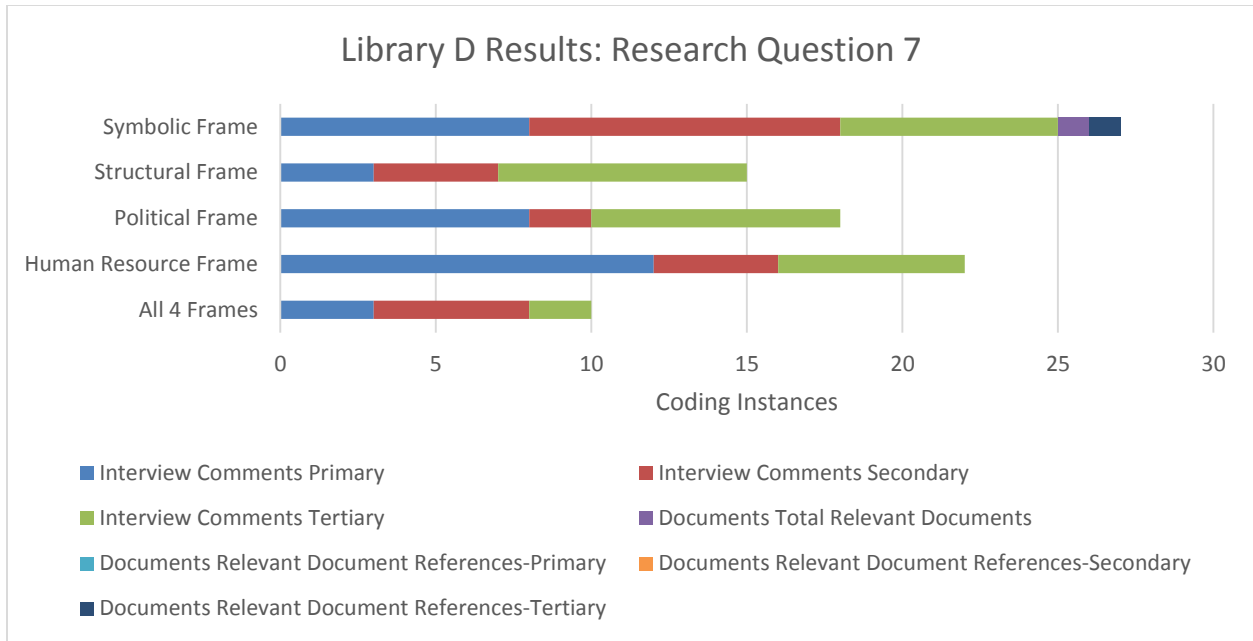


Figure 4.42. Library D: RQ7

All 4 Frames

The relationship of the library with students, faculty and the community has been adequately discussed above in RQ2-5, and there is no additional evidence to discuss. In summary, however, in the case of Library D, the changes which occurred to the library during the timeframe of this study were, for the most part, the result of mutual consensus by both the library and the university. As discussed above, changes initiated by one were supported and reinforced by the other, for an outcome providing benefits to both.

Research Question 8

In what ways has the evolution of the virtual library impacted and influenced changes in the library?

Library D exhibited evidence primarily in the structural frame for research question eight during the past five years, as shown in Figure 4.43.

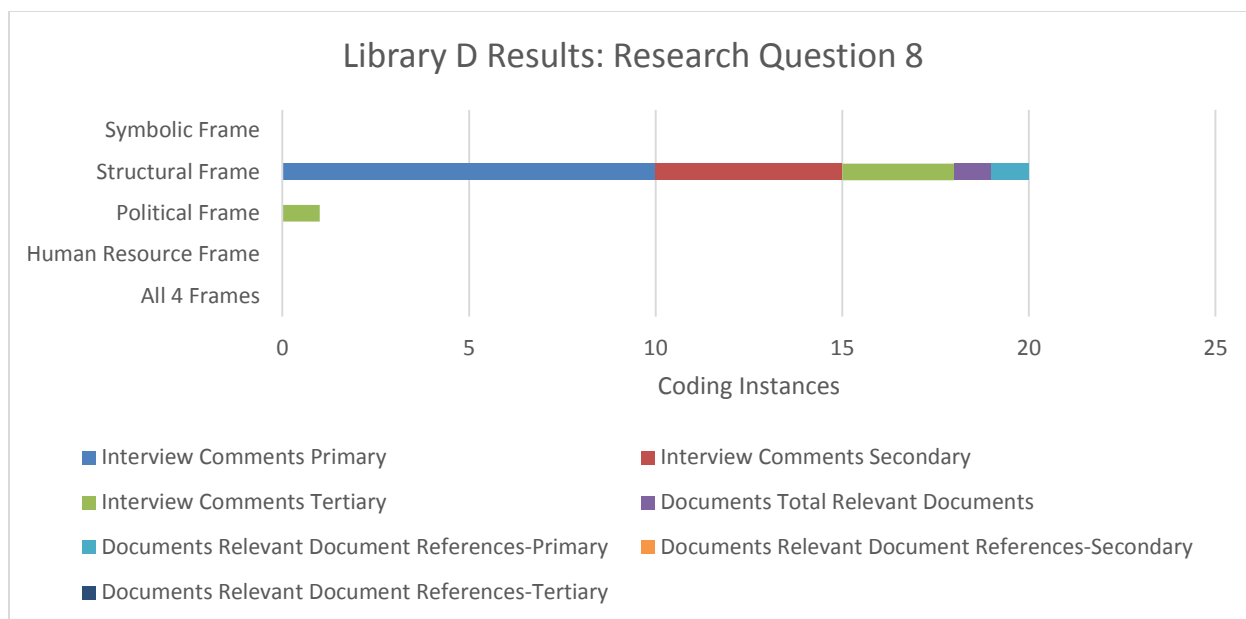


Figure 4.43. Library D: RQ8

Structural Frame

In the case of Library D, the budget impact of the Great Recession influenced the evolution of the virtual library, as these comments from the director reflect:

The amount of money that we spent on e-resources continued to increase, but our budget wasn't going up so something had to give. And, of course, that was ... the print material. In 2007, we spent about 49 percent on e-resources in the budget. ... Now it's 75 percent.

The merger of the College Center for Library Automation with the Florida Center for Library Automation into the Florida Virtual Campus also negatively affected the library's budget, as the director explained:

The Florida Center for Library Automation (FCLA) and the organization CCLA, the College Center for Library Automation, were merged into this FLVC, as you probably know, with ... distance ed[ucation] and all of that. Well, that was bad for a lot [of] reasons, but one of them really hurt us, because we got a lot [of] money from them for I.T. purchases—about \$285- to \$290,000 a year—and when FCLA went away all that money disappeared. The universities will lose about \$1.2 million in funding from FLVC from major databases. Things that we use. So we're going to have to pick those up.

Well, how are we going to pick it up because most of us aren't getting new money? So that's an issue.

The director indicated Library D was one of the first libraries in the state to have an online catalog, and the library is continuing its forward moment by redesigning its Web site to be more compliant with a variety of electronic devices and provide increased access to library resources and social media, as the dean indicated:

We're redoing our website. We're doing that, we have a committee that's working on that. So, it's going to be completely different. We do a lot of social media things with students, Twitter and all those.

We're getting ready to migrate again. I didn't really mention we migrated along in here when we were talking earlier to a new system. We're getting ready to do that again, a next-generation library system.

Research Question 9

How has the library's role in the life of the university changed during the past five years (2010-2015)?

Library D exhibited evidence across all four frames for research question nine during the past five years, with the majority of the evidence falling into the symbolic frame, as shown in Figure 4.44.

Symbolic Frame

In the symbolic frame, the creation of the Knowledge Commons strengthened the role of the library as a student and faculty destination. The library has more than doubled the number of its annual visitors since the renovations were completed, and the director indicated students want to come to the library for a variety of reasons:

The students...want to come to the library. They understand that it's crowded. We don't have enough electrical outlets, so they sit in the stairwells. But they want to be here, and they tell us that.

We have places where [students] can sit together with a screen, with a monitor on the wall, and all plug in their laptops. There [are] other areas where they can sit together. There are areas where they can work in teams or a little bit more or less quiet study, although not completely because it's a pretty busy area most of the time, and different types of seating. So that had a tremendous impact.

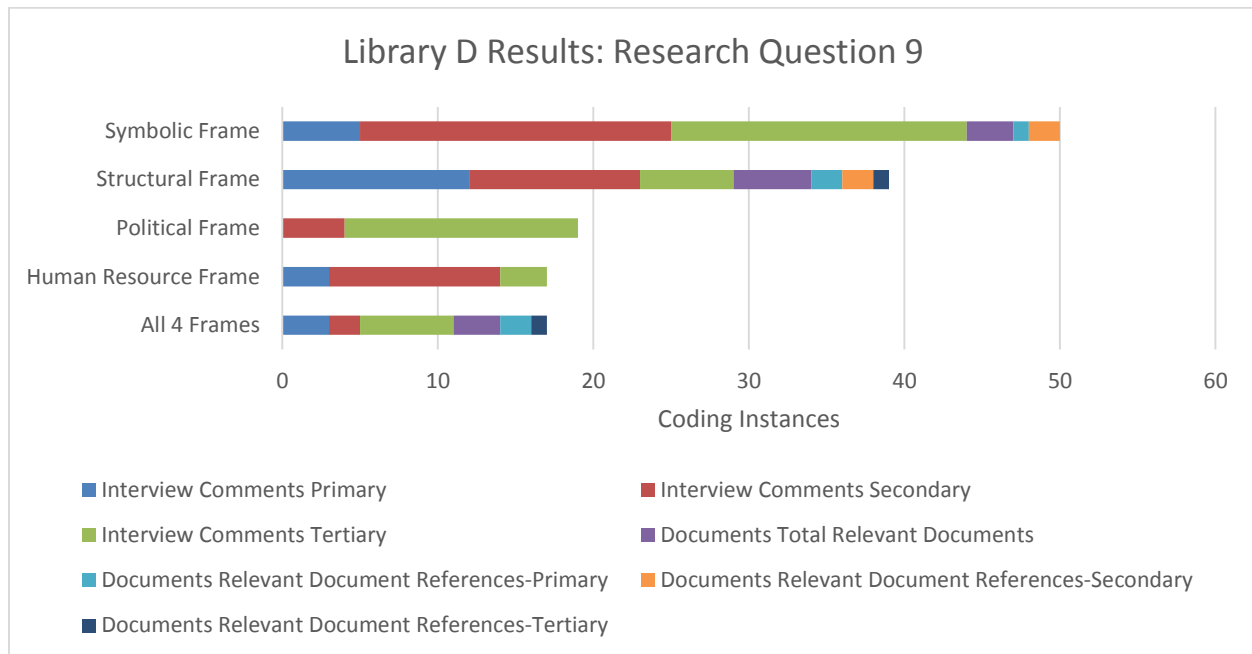


Figure 4.44. Library D: RQ9

In my interview with the director, he used the word “love” seven times to describe the ways he perceived students, faculty, university administrators, and library staff felt about different things in the library. The library’s development of a new mission/vision statement aligned it more closely with the university’s strategic goals and direction, while the library’s creation of its own brand identified it as both integral and distinct, as described above in RQ2 and RQ3.

Political Frame

The director indicated that the changes to his library over the past five years are more important collectively than they are individually. He downplayed the manner in which his past

extensive experience with diverse libraries and service in a variety of professional positions may have enabled him to move his library forward in all four frames.

These are all little minor things, they're really not [individually] all that important because it's all of them together. We planned for how we could cope, and basically people did more with less, really. But at the same time, I think, overall, everybody understood, and there was a lot of still looking to the future, and we were still planning what we were going to do.

I always have liked planning and bringing new things in and exploring new possibilities about ways of doing things, and [discovering] just what can systems do for us and what's out there.

Structural Frame

In the structural frame, the library realigned its services and products to be more closely aligned with its parent university's mission and strategic goals, as discussed in the sections above. The library also partnered with its parent institution to implement joint objectives, such as the QEP and data management, and other strategic initiatives, as discussed in the previous sections.

Human Resource Frame

In the human resource frame, the director strengthened the library's service culture and overall outreach to the university community, as discussed in the previous sections, however, the director provided this additional anecdote of how they assess the success of their service and outreach:

In fact, one of the things that we've been doing for several years, particularly with the public services desk, we use the mystery shopper and you know how that works, I guess. So they come up and pretend like whatever they are. They call in or whatever and then we get reports. You have to pay for the service, but ... they really assess the levels of service. Now, we tell the staff this is going to happen, we're going to do this over some period of time, but they of course don't know what is real and what isn't, but it's helpful to us because we feel like service is very important and we constantly strive to adhere to that.

Summary and Themes

While the themes for this study were a priori the four frames identified by Bolman and Deal (2013), nevertheless, five themes emerged in the data analysis which deserve mention. The evidence revealed the majority of the changes to be the result of *strategic effort*, primarily through the actions and leadership of the dean, indicated by the dean's use of the words "work," "create," "do/did," and "try," as well as indications of proactive "planning." A companion theme to this emerged as *leading change*, indicated by the library's or the director's direct actions, such as "we began to think about other ideas." The director's own leadership style was part of this theme as well, as shown in this example from the interview transcript:

So there were a lot [of] things that I thought I would have done differently after I got here, just because I had seen [at] other places how you do things or how you don't do things.

I always have looked to the future because I always have liked planning and bringing new things in and exploring new possibilities about ways of doing things. I think it's fun, and also [to see] just what can systems do for us and what's out there.

Two additional themes of *relevance to the institutional mission*, and *budget*, have already been discussed in the sections above. The final theme of *relationship with the university* incorporates both the library's relationship with the institution and the director's relationship with the university administration, students, faculty, and staff. As indicated in the sections above, the director had an open channel of communication to the provost, and, through the provost, to other university leaders, indicated by use of the words "talk," "listen," and "working together." For example, the impression the director formed during his initial job interview is representative of this relationship:

I met a lot [of] the administration and liked what I saw there. I thought they were very open, accommodating, very ... down to earth people and so... Yes, I thought they were [supportive].

The director also related this experience with the former provost:

He came over to the library a lot, and he knew a lot about the Library. In fact, when we would have calls for CSUL, we had a big debate about dividing up the resources and who pays for it. ...I'd go over there and ... be there whenever he needed advice about the call while it was going on. He'd put it on mute and then we'd talk and then he'd get back in the discussion. So, he was really good. He kept up. He knew what was going on with the library.

In summary, Library D engaged in activities across all four frames, as shown in Figure 4.45, with the majority of the evidence in the symbolic frame.

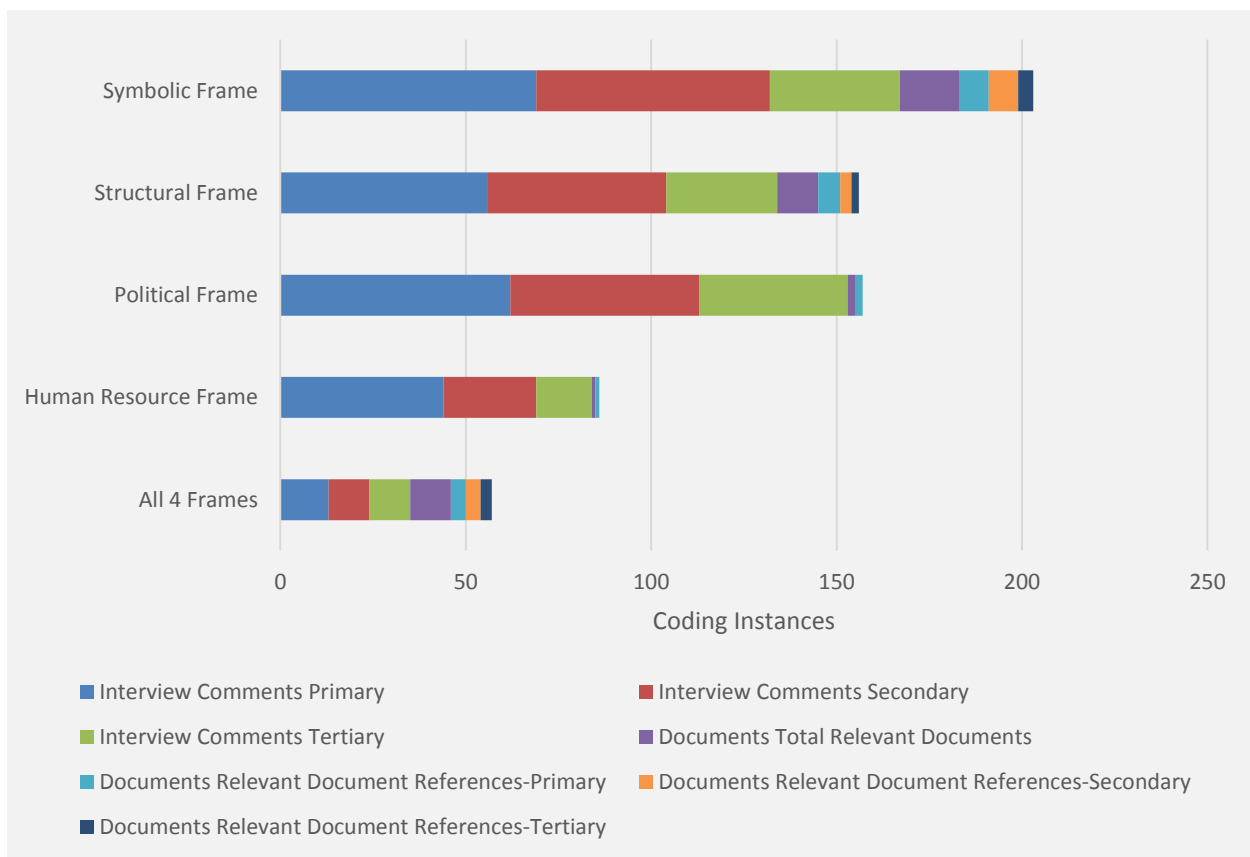


Figure 4.45. Library D: Summary of Results

CHAPTER 5

CROSS-CASE ANALYSIS AND IMPLICATIONS

Introduction

The purpose of this study was to describe ways in which the academic libraries of the four top-tier, Carnegie-classed, public research universities in one U.S. state adapted or changed their role within the university during the past five years (2010-2015). This study examined the activities, services, and administration of the academic libraries of the four public universities in Florida identified by the Carnegie Classification of “RU/VH” with “very high research activity” (Carnegie Foundation, n.d.b, para. 5). Data was collected through semi-structured, open ended interviews with the libraries’ leaders, researcher observation and photographs of the libraries’ facilities, documents, news articles, multimedia materials, artifacts, and the libraries Web sites. A researcher’s journal, written during the data collection and analysis phase of the study, provided additional data. Bolman and Deal’s (2013) theory of reframing organizations provided the framework for analyzing the changes in these libraries during the timeframe of the study to discover evidence of strategic change.

This chapter is organized into several sections. The first section presents the cross-case analysis. The next section includes a discussion of the findings, limitations of the study, and opportunities for future research. Finally, this chapter presents implications for practice and the conclusion.

Cross-Case Analysis

The cross-case analysis of the data for Libraries A, B, C, and D revealed movement across all four frames, as shown in Figure 5.1. Individual cross-case analysis, by research question, is presented below.

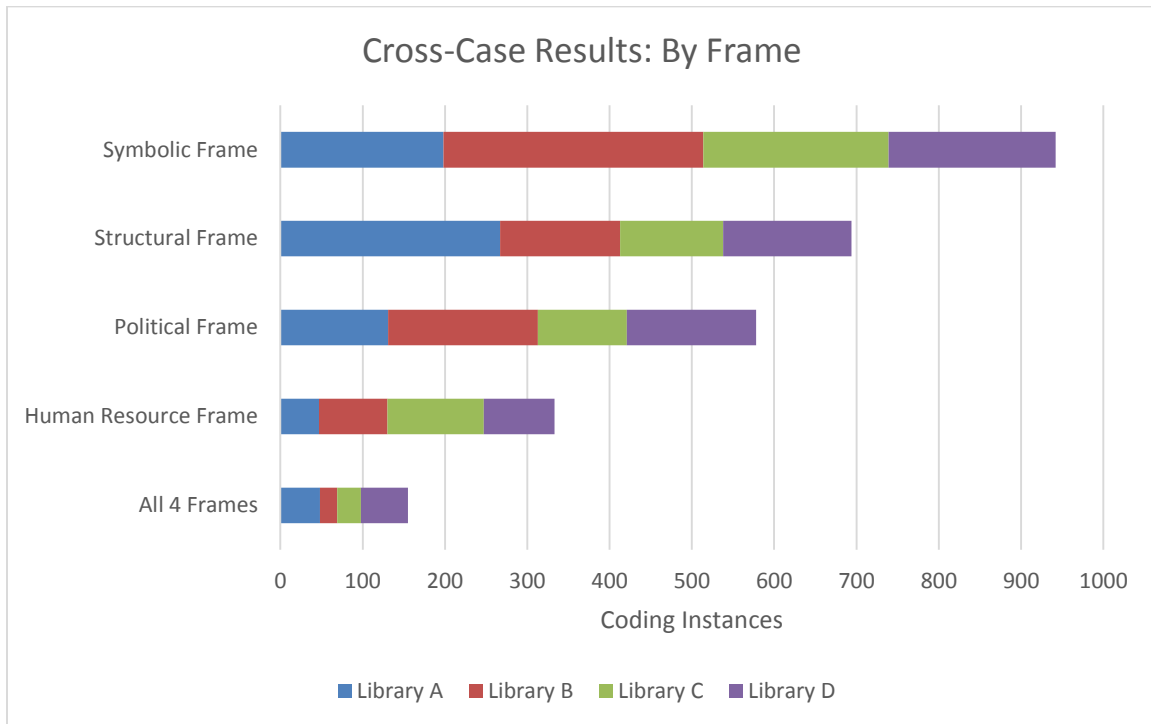


Figure 5.1. Cross-Case Results: By Frame

Research Question 1

As defined by each of Bolman and Deal's (2008) four frames—structural frame, political frame, symbolic frame, and human resource frame—in what ways have the academic libraries of these four universities exhibited evidence of reframing during the past five years: 2010-2015?

All Four Frames

All four of the libraries in this study exhibited evidence of reframing across all four frames.

Structural Frame

In the structural frame, all four libraries engaged in reframing their organizational structure. This reframing primarily involved downsizing, due to decreased budget and personnel.

Political Frame

In the political frame, all four libraries engaged in increased participation in their universities' governance groups. In the cases of Libraries B and C, the position of the director of libraries was purposefully elevated to the level of an academic dean. In the case of Library A, while the position of dean of libraries pre-dated the timeframe of this study, it was an academic leadership position in name only until the dean engaged in a strategic process of engagement with university administration. In the case of Library D, the position of leadership in the library was designated as library director with a reporting structure to the associate provost of the university. However, the director in this case embarked on a concerted effort to build relationships with university and faculty leaders and establish coalitions of support for the library throughout the university.

All four libraries also strategically communicated their libraries' value to internal and external stakeholders, through formal and traditional reporting mechanisms as well as informal personal communications and interactions with university and student leadership.

Symbolic Frame

In the symbolic frame, all four libraries engaged in major renovations to their facilities to create knowledge commons, library cafes, and more student-centered spaces. All four libraries are also planning additional renovations in the near future.

All four libraries purposefully aligned their strategic goals and directions to their parent university's mission and goals. While Libraries A and B did not evolve a formal strategic plan or mission statement until the later years of the timeframe of this study, due to the ambiguous landscape created by the Great Recession, they nevertheless followed a strategic direction established by the libraries' deans and director. In the case of Library C, a formal strategic plan and mission/vision statements were developed by both the library and the university two years prior to the timeframe of this study. However, the dean of Library C purposefully designed and selected projects and priorities to fulfill those goals throughout the timeframe of this study.

All four libraries established new rituals, ceremonies, events, and traditions to project the libraries' central role in the life of the university. All four also became purposefully involved in university-wide activities to project the libraries' central role in the university's academic enterprise.

Human Resource Frame

In the human resource frame, all four libraries engaged in empowering their employees and purposefully aligning employee skills to tasks and roles. All four libraries encouraged a shared ownership of the library by encouraging employees' participation in decision-making about the library, and supported a team-oriented culture.

Research Question 2

During the past five years, 2010-2015, what was the nature of the relationship between the libraries and their parent universities, and how has this relationship evolved during this period?

All Four Frames

All four of the libraries in this study exhibited evidence of reframing across all four frames.

Structural Frame

In the structural frame, all four libraries engaged in reframing their organizational structures to become active partners in the academic enterprise of the university. While Library D enjoyed that perception prior to the timeframe of this study, the library's addition of two new departments directly connected to the university's strategic goals expanded its relationship with the university. In just the opposite situation, Library A was perceived as a siloed institution prior to the timeframe of this study, but by 2015 its internal reorganization contributed to its integration with the university's goal and mission.

Political Frame

In the political frame, all four libraries increased their level of participation in the university's governance groups, as described above. The library deans and director also increased their communication of the libraries' value to their respective parent institutions, and successfully lobbied for financial and institutional support for various initiatives.

Symbolic Frame

In the symbolic frame, all four libraries purposefully aligned their strategic goals and directions to their parent university's mission and goals. The libraries' renovations, institutions of new ceremonies and traditions, and involvement in university-wide projects also re-established the libraries' role as central to the life of their universities.

Human Resource Frame

In the human resource frame, all four libraries either established or transformed their service culture to be more outward reaching and proactive, rather than passively responsive.

Research Question 3

How have the libraries' missions changed during the past five years (2010-2015)?

Symbolic Frame

Bolman and Deal (2008) indicated that activities such as the creation of an organizational mission or strategic plan are important symbols for an organization and provide a shared “sense of purpose” (p. 255). All four of the libraries in this study purposefully engaged in reframing their mission/vision statements and strategic plans. All four also purposefully aligned their goals and mission to those of their parent university.

Research Question 4

How have the responsibilities and duties of the library dean changed during the past five years (2010-2015)?

Political Frame

The leadership *skills* exercised by the deans and director of the four libraries in this study included aspects from all four frames described by Bolman and Deal (2008): “analysis, design, support, empowerment, advocacy, coalition building, inspiration, [and] meaning-making” (p. 356). However, the *changes* in the dean’s/director’s responsibilities and duties fell primarily into the political frame. All the deans and director in this study indicated an increased emphasis on political negotiations for scarce resources, such as budget increases and funding, as well as extended efforts on outreach and relationship-building beyond the university, through collaborations with statewide library coalitions or through involvement in state governmental issues.

Research Question 5

How have the ways in which the library assesses and communicates its value to its constituencies changed during the past five years (2010-2015)?

Structural Frame

In the structural frame, all four libraries in this study continued to utilize traditional assessment and reporting methodologies, such as statistical and budget reports of the total volumes in the library's collection, as well as annual reports of the libraries' activities. Bolman and Deal (2008) explained that these type of reports, identifying progress to goal, fall into the structural frame. The dean of Library C also initiated an innovative project/report to demonstrate correlation of the utilization of the library's new spaces to the progress of the university's goal of student success. The dean of Library B developed a reporting tool comparing the budget of her library with peer institutions. The director of Library D collaborated with a statistics professor to demonstrate the use of library services. All four library leaders also engaged in extensive assessment, formally and informally, of student and faculty needs and desires for the library in order to refine the libraries' future direction, products, and services.

Symbolic Frame

In the symbolic frame, the libraries' transformations of their physical spaces to a more student-focused purpose implied their value of students as patrons, which in turn elevated the perceived value of the library by students—indicated by their increasing number of visits to the libraries—and the library leaders' perceptions that the students like the new library spaces. The physical transformations of the libraries' spaces, financially supported by each of the libraries' parent institutions, also implied the value of the library to the university as a whole, indicated by positive comments from university administrators published in various documents.

Political Frame

In the political frame, all four library leaders increased their interactions with upper-level university administration and faculty and student leadership. Each library leader in this study

engaged in a concerted effort to build relationships and become active in decision-making groups across the university. This participation implied the libraries' central role in the academic enterprise of the university. The dean of Library B extended her political role to lobbying for library support at the state government level. All four library leaders also utilized informal methods of communication to express their libraries' value to their universities. For example, the dean of Library A and the director of Library D brought university administrators into the library for tours and demonstrations. The deans of Libraries B and C networked informally with other deans in their institution.

Human Resource Frame

In the human resource frame, all four libraries enabled their staff to participate on library and university-wide committees and governance groups. This participation implied the value of the libraries contributions to the university as a whole. The libraries' universal support of professional development and recognition for library staff implied the value of the librarians to the academic enterprise of the institution.

Research Question 6

In what ways have the library's interactions with students, faculty, and the community changed during the past five years (2010-2015)?

All Four Frames

All four of the libraries in this study exhibited evidence of reframing across all four frames.

Structural Frame

In the structural frame, all four libraries in this study instituted a variety of new services and products strategically designed to meet the needs of students and faculty, as well as their parent universities' strategic goals.

Political Frame

In the political frame, all four libraries made a concerted effort to reach out to university administration to establish relationships and build support for the libraries. The library leaders also embarked on a campaign to meet with faculty, assess their needs, invite their suggestions, and innovate new programs and services, such as scholarly communications, to build relationships and increase the faculty's positive engagement with the library.

Symbolic Frame

In the symbolic frame, all four libraries in this study transformed their physical facilities into places specifically designed to support student learning and access to technology and electronic resources. In other words, all four libraries in this study established the sense of the library as place, and library use immediately rose and continued to climb for all four institutions. In the case of Library A, this transformation was so dramatic that the library evolved from a "book warehouse," and a place few students wanted to be, to a place students felt so strongly about supporting they held a sit-in, as discussed in the presentation of Library A above. In the cases of Libraries B and C, student government stepped in to pay for the library to be open extended hours.

Human Resource Frame

In the human resource frame, all four libraries in this study shifted their service culture from inward and passive to outward, proactive, and engaged.

Research Question 7

When changes occurred, were they library-led or university directed? If they were library-led, in what ways did the library persuade its parent institution (and/or other constituencies) to accept the change(s)?

All Four Frames

All four of the libraries in this study exhibited evidence of reframing across all four frames. The changes implemented during the past five years resulted from a complex, interwoven tapestry of university-led, library-led, student-led, and collaboratively-led initiatives across all four frames, primarily accomplished through mutual consensus. When the library took the lead, the changes were frequently innovative and pioneering. For example, Library A implemented a textbook affordability project in partnership with the university bookstore, and Library B reinvented their historically cloistered special collections to become open resources in specially-designed spaces for collaboration and research. The dean of Library C established an environment within the library which encourage staff to explore and try out new ideas.

Research Question 8

In what ways has the evolution of the virtual library impacted and influenced changes in the library?

All Four Frames

All four of the libraries in this study exhibited evidence of reframing across all four frames.

Structural Frame

In the structural frame, all four libraries in this study struggled to balance the increasing costs for the acquisition of digital resources and technologies with budgets that remained relatively flat throughout the timeframe of this study. For all the libraries in this study, that balance was reached at the sacrifice of traditional print resources as well as through the institution of innovative partnerships to share resources or strategies to increase funding from outside sources, such as grants and gifts from private donors. Library A and Library D reorganized their technical services departments to accommodate the emphasis on electronic

resources. Library C moved to a new open-source software to manage their digital resources. Library B marked a milestone for digitizing more than 10 million resources by the end of the timeframe of this study.

Political Frame

The environmental pressure to acquire electronic resources required all the library leaders in this study to negotiate for increased financial resources from their parent universities, as well as to engage in collaborative partnerships to share the costs of electronic resources.

Symbolic Frame

In the symbolic frame, the renovations to all four libraries in this study included dedicated spaces for technology, as well as the provision of technological tools, such as 3D printers. The libraries also expanded their computer and tablet rentals, access to their collections from mobile devices, and increased support for distance and online education.

Human Resource Frame

In the human resource frame, the libraries realigned staff roles, provided training for employees in new technologies, and also created new positions designed specifically to manage electronic resources.

Research Question 9

How has the library's role in the life of the university changed during the past five years (2010-2015)?

All Four Frames

All four of the libraries in this study exhibited evidence of reframing across all four frames.

Structural Frame

In the structural frame, all four of the libraries in this study transitioned into more nimble organizations with structures geared to respond to internal and external environmental pressures in a changing environment.

Political Frame

In the political frame, the leadership of all four of the libraries in this study broadened their outreach to students, faculty, administration, and state leaders. All four of the library leaders also became more involved in fundraising efforts for their library. The elevation of two of the library leaders (Libraries A and B) to the position of dean increased their connections with university leadership and their participation in university governance.

Human Resource Frame

In the human resource frame, all four of the libraries in this study empowered their employees and matched role to task to increase employee satisfaction. All four libraries in this study also transformed their service culture to proactively engage with their constituents.

Symbolic Frame

In the symbolic frame, all four of the libraries in this study successfully established the concept of the library as place among their constituents. While all four libraries in this study already occupied prominent physical locations on their respective campuses, the changes engineered in the symbolic frame re-established the libraries in the center of the life of the university. The libraries' involvement in university-wide initiatives also established their perception as a central partner in the university's academic enterprise.

Discussion of Findings

The guiding question for this qualitative, phenomenological, multiple case study considered “in what ways have the academic libraries of four public, doctoral, research universities in Florida, identified by the Carnegie Classification of “RU/VH,” adapted or changed their role within the university during the past five years, 2010-2015, from the perspective of the Deans of the Libraries?” The literature review in Chapter 2 set the stage for the necessity of asking this question by providing a brief history of the evolution of academic research libraries in America, and an overview of the multiple challenges faced by academic research libraries during the 21st century. In the year since that summary was written, new literature has emerged to shed more light on the experiences of academic research libraries and a perspective on what the future may hold. For example, the ACRL recently published a collection of essays on the outlook for academic research libraries. The sections of that document were titled: a) framing the road ahead; b) shifts in positioning; c) responding to opportunity: creating a new library landscape; and d) leadership (Bell, Dempsey, & Fister, 2015, p. 5). The goal of the ACRL publication was to provide insight into the “ways that libraries leverage opportunities that lead to a set of new roles for libraries and librarians over time” (Allen, 2015, p. 8). Many of the issues under discussion parallel the findings in this research study. For example, Dempsey (2015) wrote “academic libraries are a part of the changing education enterprise, and the character of that enterprise is what will most influence an individual library’s future position” (p. 11). All four of the library directors in this study emphasized the importance of their library’s connection to and engagement with their parent university’s mission, goals, and strategic direction. Dempsey (2015) also discussed the ways in which “academic libraries have to make choices about priorities, investment, and disinvestment

in a complex, continually emerging environment” (p. 11). All four of the library leaders in this study described some of the hard choices they have had to make in terms of transitioning away from legacy print collections toward electronic resources and services. For the libraries in this study, this transition often involved literally moving the physical collections into the basement or offsite in order to repurpose the libraries’ physical facilities toward student- and faculty-centered spaces and services. In 2009, these types of physical changes were identified as “experiments” (Stuart, 2009, p. 7), and little research existed to document the impact or value of these changes (Stuart, 2009). In 2015, the American Library Association published a report documenting the value of the library to student engagement, student success, and the library’s support of the academic mission, described by Rosa (2015):

Some 59% of chief academic officers rated library resources and services “very effective”—more effective than on-campus teaching and instruction, online courses and programs, academic support services, research and scholarship, administrative information systems and operations, and data analysis and organizational analytics. ... Academic librarians are working largely with reallocated funds to transform programs and services by repurposing space, migrating collections, and redeploying staff in the digital resources environment. (p. 6)

The reference in the quote above to “reallocated funds” indicates academic libraries’ continuing struggle with budget issues. Lowry (2013) explained the flat budget environment for academic libraries, stalled at nearly the same level for the past five years following the Great Recession, is not anticipated to increase in the near future, as state budgets for higher education are still feeling pressure. Bell (2015) indicated national economic arbiters of financial environments, such as Moody’s, also concur on the financial forecast for higher education. All four of the libraries in

this study indicated a similar struggle with their own financial resources. The dean of Library B described the process as akin to “rearranging the deck chairs on the Titanic.”

Bell (2015) explained higher education itself is experiencing an “evolutionary moment” (p. 14) and the roles of library staff are evolving as well, into more highly specialized functions. For example, Library B in this study hired liaison librarians with degrees in the specific academic discipline in which they would be working rather than a traditional library science degree. Library C created a new position and hired a specialist specifically to help faculty manage big data. Ward (2015) concurred:

Academic libraries are undergoing a public, challenging and frequently contested transformation. The change and obsolescence of academic libraries as we know them represents an event of unprecedented magnitude in higher education. Rarely has a core institutional activity faced such formidable prospects for change. (para. 3)

All four of the library directors in this study indicated challenges and changes on several fronts, from keeping pace with advances in technology to finding more effective methods of demonstrating and communicating the library’s value to the institution and its stakeholders.

Dempsey (2015) revealed academic libraries’ use of space is also undergoing an evolutionary change:

Library space used to be configured around library collections and access to them. Now it is being configured around experiences—group working, access to specialist expertise or facilities, exhibitions, and so on.

All four of the libraries in this study demonstrated a similar repurposing of their space to focus on user needs and a de-emphasis on the physical collections. The libraries’ Web sites also revealed the promotion of collections transitioned to electronic media. In the case of Library B,

however, some of the repurposing of space conversely emphasized special physical collections. For example, the library's renovation of the Judaica Suite created a physical space to not only accentuate the physical collection, but also to serve as a gathering space, event space, and study space. In another example of this reverse engineering, Library B renovated the historic reading room back to its original purpose, but with a new mission of opening up previously closely-guarded physical collections to the broader university community.

To counterbalance the flat budget environment, academic libraries around the country are becoming more involved in fundraising. For example, Brown University recently received a \$1.3 million gift to support digital scholarly publications in the humanities (Brown University, 2015). Notre Dame University recently received a \$10 million gift for its libraries to support renovations to create a center for digital scholarship and a digital research lab (Notre Dame University, 2015). The University of California – San Diego recently received a \$3 million gift to “transform and revitalize the library’s interior public spaces to meet the evolving needs of students, faculty, and other users in the digital age” (UC-San Diego, 2015, para. 2). Carleton College and St. Olaf College recently received a \$1.4 million joint gift to support collaborative efforts in library management systems and staff sharing (Carleton College, 2013). All four of the libraries in this study demonstrated increased involvement in fundraising activities, especially in regard to the role of the deans/directors, who indicated they became more personally involved in communicating funding needs to university administration, lobbying the legislature, and meeting with donors and potential supporters.

The library as place continued to be an important trend. The University of Scranton library recently announced a renovation to redesign their library space into a “campus hub” (Scranton Journal, 2014, para. 1). The Georgia Tech library also announced a “transformational”

(Matthews, 2015, para. 6) renovation to meet the 21st century needs of their students and faculty, the goals of which echo much of what has been presented in this paper:

The Library is and always has been a changing organism. The ability to immediately browse millions or hundreds of thousands of physical print books within highly valuable central campus space worked well for research libraries in the 20th century. But, like many research libraries, we have seen our print utilization rates drop precipitously (from 80,000+ checkouts in 2003 down to under 30,000 checkouts last year), while seeing a concurrent increase in access to the Library's electronic subscriptions (with over 1,000,000 clicks to Library e-Resources in 2013), and –interestingly – a marked increase in physical space utilization over the past decade (we hit 1.33 million user visits last year, up from 875,000 in 2005).

So it is clear the library needs to evolve to meet the changing needs of users for the 21st century. More library space for users, and less for underutilized print collections. More electrical infrastructure, more daylight, more scanning and e-delivery of print materials when feasible, and – importantly – we are being good stewards of the print materials that we do have. (para. 11-12)

Among the libraries in this study, the concept of the library as place was expressed as both a goal and an achievement. Library A's president called the library the heart of the institution. Library B's library was referred to as the DNA of its parent institution. These findings are supported by the predominance of the evidence in the symbolic frame.

Implications for Practice

The experience of the four libraries in this study may provide direction for the administration of other libraries, as Ward (2015) noted:

The future of our libraries is our own future. Higher education is at a turning point, with libraries as one of the most visible signs of change. How we choose to recreate libraries may be a reflection of how we adapt to changing and critical social, political, economic and environmental issues throughout the world. (para. 20)

Bolman and Deal (2013) disclosed “the power to reframe is vital for modern leaders” (p. 438) in order to successfully adapt to changing circumstances, priorities, and societal and environmental pressures. All four of the library leaders interviewed for this study indicated they engaged in a strategic effort to plan and lead the changes in their libraries, either formally or informally. All four of the library leaders related their experiences in viewing their organizations through multiple frames, enacting change in all four frames simultaneously, and breaking frames when necessary in order to innovate. The deans of Libraries A and B had non-traditional backgrounds with extensive experience in diverse organizations. The dean of Library C and the director of Library D had experience in academic libraries in a variety of roles in several libraries around the country. This broad world view may have assisted these four library leaders by providing them with both the knowledge and intuition to understand their library through multiple frames. As academic research libraries continue to cope with a rapidly evolving higher education landscape, an uncertain budget environment, the increasing speed of technological developments, the demands for a workforce more engaged with the new knowledge economy, and the pressure to convey value to their parent universities and the community at large, the leaders of academic research libraries will need to adopt some of the management tactics described by Bolman and Deal (2013):

We want ... to lay the groundwork for a new generation of managers and leaders who recognize the importance of poetry and philosophy as well as analysis and technique. We

need pioneers who embrace the fundamental values of human life and the human spirit. Such leaders and managers will be playful theorists who can see organizations through a complex prism. They will be negotiators able to design resilient strategies that simultaneously shape events and adapt to changing circumstances. They will understand the importance of knowing and caring for themselves and the people with whom they work. They will be architects, catalysts, advocates, and prophets who lead with soul. (p. 438)

Nearly 15 years ago, in 2001, at the start of the new millennium, an article in *The Chronicle of Higher Education* described the institution of the academic library as an entity in the last throes of its existence (Carlson, 2001). The article described several academic libraries as places of “eerie quiet” (Carlson, 2001, p. 2), because the number of students coming to the physical library building were dropping nationwide (Carlson, 2001). The article questioned whether libraries were losing connection with their traditional role as “the social and intellectual heart of campus” (Carlson, 2001, p. 4). This connection of the academic library as the center of campus life as well as the center of knowledge resonated from Thomas Jefferson’s design for the University of Virginia in 1819 (Rector and Visitors of the University of Virginia, 2015). Jefferson situated the library in the most prominent building on campus, in the center of the campus, and in the central space between the main student residences (Rector and Visitors of the University of Virginia, 2015). In his conception of a college campus, Jefferson situated the library as place as well as a source of knowledge (Rector and Visitors of the University of Virginia, 2015):

For Thomas Jefferson, learning was an integral part of life. The “academical village” is based on the assumption that the life of the mind is a pursuit for all participants in the

University, that learning is a lifelong and shared process, and that interaction between scholars and students enlivens the pursuit of knowledge. (para. 1)

Lippincott (2015) noted that amid many predictions of the death of the academic library, librarians have recently taken action in innovative ways to restore the library to its central role in the academic enterprise:

With the rise of the World Wide Web, Google, and ubiquitous, 24-hour access to information in a variety of modes, many people predicted the demise of libraries. However, libraries continue to maintain a vital role in the emerging digital university. Librarians have proven to be insightful leaders, putting into place the kinds of technologies needed for teaching, learning, and research. They are often among the early adopters of new technologies in their institutions. Most academic work in the digital environment is done by teams, not by individuals working alone. In partnership with faculty, students, staff, and their communities, librarians will continue to have a strong role in the digital university. (p. 293)

This research study may shed some light on the ways in which four academic research libraries adapted to change over the past five years, and may help inform future administrators of both academic libraries and universities as they plan their own institutions' futures.

Limitations of the Study

This qualitative case study examined a purposeful sample of the top academic research libraries in one U.S. state to better understand the degrees of change in these four specific institutions, in their unique contexts, in order to gain understanding of their “principles of practice” (Patton, 2002, p. 564). This study is not intended to be generalizable or to imply similar findings at other institutions.

Limitations: Heuristic Inquiry. This research study is the result of heuristic inquiry, in which the researcher served as the data collection instrument (Patton, 2002). While the researcher's background was stated and bracketed in the first chapter of this report, in order to preserve the rigor of this study, the universal limitation of heuristic inquiry in qualitative research allowed the potential for the unintentional influence of the researcher's background and beliefs in both the data collection and analysis of the findings (Patton, 2002). Several of these challenges were described in Chapter 4, such as the researcher's unintentional positive leanings toward the library situated in the university where the researcher is a student, an alumna, and an employee.

Another heuristic limitation which emerged near the completion of the data analysis phase was the fact that the researcher is also the data *organization* instrument and data *analysis* instrument. Any organization scheme must necessarily be guided by the researcher's experience and past history with data organization and management. Equally, any analysis scheme must necessarily be guided by the researcher's experience with, and understanding of, the concept of qualitative analysis, in and of itself, as well as data analysis. Patton (2002) explained the researcher, in this analysis phase, extracts meaning from the data through the filter of their own knowledge, experience, impressions, and understandings. The resulting interpretation of the data, if undertaken by different researchers, might have different outcomes. In the procedures section of Chapter 4, the rationale and procedures were described in detail, to bracket out this effect as much as possible.

In light of this, a final heuristic limitation is that the researcher is the *filter* for the data. This qualitative research study is based on Bolman and Deal's (2013) theory of organizational frames and reframing. However, the researcher served as the filter through which the collected

data were identified as belonging to the different frames. My understanding of Bolman and Deal's theory may not match what the scholars intended, nor the way in which another researcher might parse the data.

Limitations: Participants and Sample Size. The four libraries in this study were selected for certain characteristics, described and explained above in Chapters 1-3, in order to explore the research question for this study. The inclusion of other types of libraries might have yielded different results. Similar libraries in other locations might also have yielded different results. The inclusion of private universities into the mix of cases under study might also have demonstrated different results.

The demographics of the library directors of the libraries under study were not designated in the proposal for this study, beyond the requirement that the directors needed to have at least three years of experience leading the library in the study, in order to provide a longitudinal perspective for the five-year time frame of this study. As described in Chapter 4, the demographics of these directors turned out to be an equal distribution of male and female. However, all four directors interviewed for this study were found to be senior-level administrators, with several decades of experience. If the depth of experience of the directors interviewed had been more diverse, the results of this study might have had a different outcome. Additionally, all the library leaders in this study knew each other for many years prior to the timeframe of this study. Their interactions at statewide library conferences and meetings may have allowed cross-pollination of ideas and strategies. Finally, all the interviews in this case study portray a single perspective—the perspective of the library directors. The inclusion of multiple perspectives, from other library stakeholders such as university administrators, faculty, and students, might have provided greater detail or alternative outcomes. I considered these

options when planning this study, however, as a novice researcher and graduate student engaged in a study for a dissertation, I believed the inclusion of more libraries or more interviewees was outside the bounds of practicality for this study.

The sample size for this study was limited to four cases, and the rationale for this selection was explained in Chapter 3. Patton (2002) confirmed that the sampling strategy for a research study must “fit the purpose of the study, the resources available, the questions being asked, and the constraints being faced” (p. 242). A similar research study with a larger number of cases may yield different results.

Limitations: Interviews. Patton (2002) explained there are several limitations for interview data, including “recall error, reactivity of the interviewee to the interviewer, and self-serving responses” (p. 306). In this study, I asked the library directors to recall five years of their experiences and to relay it in a timeframe of approximately two hours. Most of the directors’ comments matched the confirmatory data collected from documents and artifacts, however some of the directors’ comments expressed a fluid timeline and the directors sometimes included events years prior to the timeframe of this study. I tried to clarify these recollections through follow-up questions during the interviews. Additionally, the interview transcripts and draft of the final report were provided to the library directors for their review and correction (member-check). My role as a novice researcher, interested in their field of expertise, may also have influenced the information the directors shared with me.

Yin (2014) noted issues of reflexivity may also emerge as a threat during qualitative interviews. The researcher and the researched may form a relationship during the interview in which “the conversation can lead to a mutual and subtle influence between you and the

interviewee” (p. 112). Yin (2014) also explained that awareness of this threat can help reduce it. I also followed a structured interview protocol to further mitigate this limitation.

Limitations: Observations. As Patton (2002) indicated, the most obvious limitation of observation data is their external nature and the brief amount of time a researcher can spend in the field. For this study, I was only able to spend two to three hours in each library for the observation data collection, as explained in detail in Chapter 4. The dates of my visits to the libraries were selected, for the most part, for the convenience and availability of the library directors rather than for a more formal purpose of the study. In hindsight, a similar observation time for all of the libraries might have yielded additional data. For example, in one library, my observation took place at the height of final exam week, while in another library, my observation occurred in the most quiet week between the spring and summer semesters. While my observation data collection protocol primarily involved observations about library facilities, some of the observations required noting the number of staff or students visible in the library. As a result of the timing of my observation periods, this information differed greatly among the four libraries, however, I noted this effect in the procedures section in Chapter 4.

Limitations: Documents. I collected two main types of documents: institutional documents (produced by the respective libraries or their parent universities) and news articles. Documents, overall, carry the limitation that they may contain errors or missing information (Patton, 2002). Institutional documents carry the limitation that they may present a biased perspective that is favorable to the institution (Yin, 2014). News articles may also provide only one perspective, that of an “outsider” (Yin, 2014).

Limitations: Electronic Data. One of the benefits of studying public institutions is the public availability of data, especially electronic data. However, one of the drawbacks of

studying electronic data is its instability. For example, in the procedures section of Chapter 4, I explained how the URL for The Internet Archive changed midstream during my data collection process. The Web site for two of the libraries also changed. I had saved the URLs of documents collected for my Document Collection Protocol, however those URLs were non-functional once the Web sites changed. For the remainder of my data collection, I transformed each Web page into a PDF document, but in many cases the previously identified documents were unable to be recovered.

Limitations: Length of Time in the Field. By necessity, due to the distance of each of the libraries under study from my home university, my limited financial resources, and lack of ability to be away from my full-time job for extended periods of time, the length of time I spent in the field was relatively brief. The rationale for the length of time in the field was explained in Chapters 3 and 4. If I could have spent a longer time at each university, perhaps a week, I might have been able to increase the depth of my observation data collection. I might also have been able to increase the richness of my document collection by gaining extended access to the library's physical archives and reviewing historic artifacts.

Opportunities for Future Research

While this descriptive, multiple case study examined the ways in which four top-tier academic research libraries adapted or changed their role over the past five years, it revealed only one view of the full panorama of the evolution of academic libraries and their responses to a barrage of institutional, environmental, and societal pressures. More research is necessary to determine the impact of these four libraries' activities, and to assess the perceptions of the libraries' various stakeholders. Future research is needed to understand whether these four libraries may be the precursors of a national trend, or if they are exceptional cases or outliers.

The forces enacting upon and within academic research libraries are complex and intertwined, and further studies are necessary to understand if the changes in the libraries in this study represent the inception of a major evolutionary process.

For example, future studies might use this report as a springboard to examine the situation at other top-tier academic research libraries in other U.S. states. Additional studies might examine other types of academic libraries. Also, while this study focused only on the academic libraries at public universities, future research might examine the situation at private universities, baccalaureate institutions, community colleges, and other higher education institutions. Future studies focused on gathering the perspectives of university administration, students, or library staff other than the director would offer additional perspectives on the impact of the changes in academic libraries. Additionally, the use of multiple researchers to collect the data, rather than a single researcher, as in this case, might also provide a richer depth of data than would be possible for a sole researcher. Further, deeper analysis of the backgrounds of the library leaders themselves might explore connections between leadership styles and the pace of change, and discover how or if leadership traits or skills influenced the ways in which the library changed or adapted its role.

While the examples above take a macro perspective for future studies, there is also the possibility of engaging in a micro examination of individual libraries' experiences through individual case studies, where the researcher's time in the field could be extended. These studies could provide more in-depth background of the activities in each of the frames, especially with the addition of multiple perspectives from university administrators, students, faculty, and other library staff. This picture would further clarify and document the experiences of academic research libraries in the 21st century. These micro-studies might also be designed as

chronological or longitudinal studies, rather than case studies, to further illustrate a timeline of changes and responses over a period of time.

Conclusion

This study grew from a seed planted by Wendy Lougee (2002, 2009). Lougee (2002, 2009) called for academic research libraries to become “diffuse libraries,” to move away from their passive role as storehouses of information to more a more active role as strategic partners in the academic enterprise of the university. The results of this study indicate these four libraries more than fulfilled Lougee’s prediction. They adapted to changing environments and strategically changed direction to, as Chapter 1 described: a) address severe financial cutbacks; b) embrace new technologies; c) reorganize the organizational structure and retrain staff; c) find ways to demonstrate effectiveness to meet new external and internal metrics; d) more closely align their mission to their respective university’s overall institutional mission; e) explore and meet rapidly changing user expectations; f) redesign their physical facilities; and g) reassess and redesign their role within higher education (Association of College & Research Libraries [ACRL], 2010; Brinley, 2012; Lowry 2010). Additionally, rather than making patchwork changes in response to specific environmental stimuli, these libraries demonstrated engagement in strategic changes across all four of the frames of Bolman and Deal’s (2013) theory of reframing organizations.

Bolman and Deal (2013) explained organizations engage in reframing when their “environment shifts” (p. 86), when “technology changes” (p. 86), when the “organization grows” (p. 86), and/or when there is a transition in leadership (p. 86). Library A experienced all these impacts simultaneously. The onset of the Great Recession caused a major environmental shift for the library, resulting in the permanent loss of nearly three dozen professional positions and a

budget which remained nearly flat during the entire timeframe of this study. Library A underwent a transition in leadership, both when the current dean took over in 2008 and when the loss of so many staff positions as a result of the Great Recession left library employees in a situation of uncertainty. Library A was forced to adapt to rapid technological changes when the demand for electronic resources, multiple platforms to access those resources, and the use of mobile technology became intrinsic in higher education as well as in general society – all areas identified as emerging trends by The New Media Consortium’s *2012 Horizon Report* (Johnson, Adams, & Cummins, 2012). Finally, Library A experienced the conflicting forces of both downsizing and growth as it lost nearly two-thirds of its staff and yet was asked to provide more services and products to wider audiences across the university and cement its place in the academic mission of the institution.

For Library B, the situation exemplified the difference between managing change and “creating change” (Bolman & Deal, 2008, p. 310). Creating change involves leadership that integrates all four frames (Bolman & Deal, 2008). “In other words, change agents fail when they rely mostly on reason and structure while neglecting human, political, and symbolic elements” (Bolman & Deal, 2008, p 394). Bolman and Deal (2008) explained creating change is “a dynamic process moving through time, though not necessarily in a linear sequence” (p. 394). Library B’s dean had experience leading change at the national level and therefore was well-prepared to take on the challenge of leading change at her library. She was the first woman and the second librarian to serve as the Superintendent of Documents with the Government Printing Office, where she successfully led one of the earliest transitions from print to electronic resources. The university purposefully recruited her as a change agent for their library. Her diverse background and wide-angle perspective of the issues affecting libraries nationwide

provided her with the ability to break the traditional frames of the university's century-old library and envision and enact creative solutions in all four frames.

Bolman and Deal (2008) revealed the successful management of “complex organizations” requires “collective endeavors” (p. 7). In the case of Library C, prior to the timeframe of this study, evidence indicated the library was a siloed organization within the university, perceived negatively by faculty, underutilized by students, and with little involvement in the governance or direction of the university as a whole. During the past five years of the timeframe of this study, the dean transitioned the library's role in the university in all four frames into an active partner in the university's academic enterprise, a vibrant resource for students, and a central place for access to resources as well as university experiences. In this, the dean exhibited characteristics of an “artistic manager...[able to] frame and reframe experience fluidly, sometimes with extraordinary results” (Bolman & Deal, 2008, p. 13). She drew on her own background as both an alumnus of the library's parent university and a former employee of the library, as well as her long experience working in various positions in diverse academic libraries, to break frames and imagine new outcomes in all four frames for her historic organization. Bolman and Deal (2008) explained the measure of effective leadership in all four frames includes “analysis, design, support, empowerment, advocacy, coalition building, inspiration, and meaning-making” (p. 356).

Bolman and Deal (2008) explained good leaders often rely on professional intuition resulting from extensive experience and an ability to understand the environment. The evidence from this study indicated the director of Library D was a leader of change within his library and his university. The library's proposal for the university's QEP is just one example. However, in keeping with the director's role as a humble “servant-leader” (Bolman & Deal, 2013, p. 401), he

indicated the changes to his library over the past five years were more important collectively than individually. He downplayed the manner in which his past extensive leadership experience with diverse libraries, and service in a variety of professional positions, enabled him to recognize the importance of moving his library forward in all four frames. The director of Library D demonstrated an inherent capacity to see both the forest and the trees. In the early years of his leadership of the library, he directed its forward momentum and growth. Following the Great Recession, he engineered not only the library's ability to survive extensive change, but also its ability to adapt to its new environment and to become a driver of further change. Bolman and Deal (2008) indicated there are few leaders who are able to successfully direct an organization's expansion as well as its down-sizing. Bolman and Deal (2008) explained "effective restructuring requires both a fine-grained, microscopic assessment of typical problems and an overall, topographical sense of structural options" (p. 97). The director of Library D demonstrated both of these skills. Overall, the director employed an understanding of all four frames to improve the library's quality of services and products, reduce expenditures through creative strategies, and increase the library's intrinsic and implicit value to its parent university.

The guiding question for this research study asked, in summary, how the roles of four academic research libraries have changed over the past five years. This question was inspired by Lougee's (2009) question: "How does a library conceive or re-conceive its role?" (p. 610). Lougee (2002) explained "seizing opportunities for more diffuse roles will require investment in both tangible components and in intangible elements such as leadership and organizational development" (p. 22). Bolman and Deal's theory of reframing organizations provided the framework from which to view these elements in four discrete arrays: through the structural frame, the human resource frame, the political frame, and the symbolic frame. In other words,

Bolman and Deal's theory allowed this research study to systematically break apart a seemingly chaotic process, then enabled the analysis of the activities within each of the four frames, and subsequently provided the opportunity to reconnect all four parts into a cohesive whole which provided a clear picture of the experience of change and change management within these four organizations. The picture which emerged showed these libraries moving well beyond historic boundaries, engaging in innovative practice, connecting with constituents and the academic enterprise in far-reaching ways, envisioning new roles within the academic enterprise through clearly defined mission statements and goals, actively partnering with their parent universities, building services designed around faculty and student needs, and directing all these activities strategically. The evidence from this study revealed these four libraries demonstrated engagement in strategic changes across all four of the frames of Bolman and Deal's (2013) theory of reframing organizations to become innovative, agile, pro-active organizations closely involved in the academic enterprise of their parent universities, and with a reimagined sense of place, and purpose, as the symbolic heart of the campus. A clear understanding of the activities of these four libraries in reframing their organizations may better inform the future evolution of academic libraries in higher education.

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APPENDIX A

TOP TRENDS IN ACADEMIC LIBRARIES 2010 – 2014

	2010	2012	2014
1	<p>Patron-driven Demand for Change Academic library collection growth is driven by patron demand and will include new resource types. (p. 286)</p>	<p>Communicating Value Academic libraries must prove the value they provide to the academic enterprise. (p. 311)</p>	<p>Data: New Initiatives and Collaborative Opportunities Increased emphasis on open data, dataplan management, and "big data" research are creating the impetus for academic institutions from colleges to research universities to develop and deploy new initiatives, service units, and resources to meet scholarly needs at various stages of the research process. (p. 294)</p>
2	<p>Budget Cutbacks Budget challenges will continue and libraries will evolve as a result. The proportion of state budgets spent on public colleges and the proportion of college budgets that come from the state were already declining, with the recession exacerbating a trend whereby state spending on higher education failed to keep up with enrollment growth and inflation. (p. 287)</p>	<p>Data Curation Data curation challenges are increasing as standards for all types of data continue to evolve; more repositories, many of them cloud-based, will emerge; librarians and other information workers will collaborate with their research communities to facilitate this process. (p. 312)</p>	<p>Data: Cooperative Roles for Researchers, Repositories, and Journal Publishers The discovery and re-use of small and large data sets require high-quality metadata and curation, and libraries are uniquely positioned to provide this expertise. (pp. 294-295)</p>

3	<p>Changing Role of the Academic Librarian Changes in higher education will require that librarians possess diverse skill sets. A recent OCLC report calls for academic libraries to “reassess all library job descriptions and qualifications to ensure that training and hiring encompass the skills, education, and experience needed to support new modes of research.” (p. 287)</p>	<p>Digital Preservation As digital collections mature, concerns grow about the general lack of long-term planning for their preservation. No strategic leadership for establishing architecture, policy, or standards for creating, accessing, and preserving digital content is likely to emerge in the near term. (p. 312)</p>	<p>Data: Partnerships Related to Discovery and Re-use of Data While this provides new research opportunities, it may also bring renewed pressure on library budgets to provide access to "big" journal packages to support these types of data-harvesting investigations. (p. 295)</p>
4	<p>Accountability Demands for accountability and assessment will increase. (p. 287)</p>	<p>Higher Education in Transition Higher education institutions are entering a period of flux, and potentially even turmoil. Trends to watch for are the rise of online instruction and degree programs, globalization, and an increased skepticism of the “return on investment” in a college degree. Shifts in the higher education surround will have an impact on libraries in terms of expectations for development of collections, delivery of collections and services for both old and new audiences, and in terms of how libraries continue to demonstrate value to parent institutions. (p. 313)</p>	<p>Mobile Environments: Device Neutral Digital Services It is no longer enough for libraries and their partners to design digital services for only desktops or mobile phones. A solution growing in popularity is responsive design, which facilitates having only one website that automatically adapts to the size of a visitor's screen. (p. 295)</p>

5	<p>Transition from Print to Electronic Resources Digitization of unique library collections will increase and require a larger share of resources. (p. 288)</p>	<p>Information Technology The key trends driving educational technology identified in the <i>2012 Horizon Report</i> are equally applicable to academic libraries: people's desire for information and access to social media and networks anytime/anywhere; acceptance and adoption of cloud-based technologies; more value placed on collaboration; challenges to the role of higher education in a world where information is ubiquitous and alternate forms of credentialing are available; new education paradigms that include online and hybrid learning; (p. 313) New publishing paradigms, such as open content, challenge the library's role as curator and place libraries under pressure to evolve new ways of supporting and curating scholarship. (p. 314)</p>	<p>Open Access There continue to be significant efforts to support and incentivize open access to research and to the benefits of higher education more generally. (p. 295) Following the National Institutes of Health and National Science Foundation mandates for open access to research, there is further emphasis on national legislative and executive activity to promote open access to taxpayer-funded research outputs, including data, articles, and educational resources. (p. 296)</p>
6	<p>Mobile Environments Explosive growth of mobile devices and applications will drive new services. (p. 288)</p>	<p>Mobile Environments Mobile devices are changing the way information is delivered and accessed.(p. 314) An increasing number of libraries provide services and content delivery to mobile devices. (p. 314)</p>	<p>Open Education In addition to supporting payment or reimbursement for open access publishing fees, academic libraries are beginning to provide financial support for and promotion of open educational resources (OERs). (p. 296)</p>

7	<p>Collaboration Increased collaboration will expand the role of the library within the institution and beyond. (p. 288)</p>	<p>Patron Driven E-book Acquisition Patron-Driven Acquisition (PDA) of e-books is poised to become the norm. (p. 314) A report on the future of academic libraries identifies PDA as an inevitable trend for libraries under pressure to prove that their expenditures are in line with their value. It notes that academic libraries will jettison “large collections of physical books in open stacks with low circulation,” in favor of licensing agreements with e-book vendors that will enable libraries to purchase only those books that are in high demand. Although PDA is partly about efficiencies, it also is about aligning a library’s offerings with the demonstrated needs of its constituencies. (p. 314)</p>	<p>Student Success and Assessment An emphasis on student success outcomes and educational accountability by states, accrediting bodies, and individual institutions, as well as a shift in some states from public higher education funding based on enrollment to funding based on outcomes, such as retention and completion, have implications for academic libraries. These changes in the higher education environment necessitate that libraries engage across the institution to contribute broadly to student success as well as articulate and demonstrate their impact through assessment.</p>
8	<p>Scholarly Communication Libraries will continue to lead efforts to develop scholarly communication and intellectual property services. (p. 289)</p>	<p>Scholarly Communication New scholarly communication and publishing models are developing at an ever-faster pace, requiring libraries to be actively involved or be left behind.(p. 315)</p>	<p>Demonstrating Value The increased focus on outcomes (e.g., student learning, retention, persistence, and completion) over inputs (e.g., enrollment,) and the ongoing emphasis on demonstrating these outcomes, will have an impact on academic libraries going forward. (p. 297)</p>

9	<p>Impact of Continuing Changes in Technology Technology will continue to change services and required skills. (p. 289)</p>	<p>Staffing Academic libraries must develop the staff needed to meet new challenges through creative approaches to hiring new personnel and deploying/retraining existing staff. (p.315) Continuing education, professional development, strategic and creative approaches to hiring for vacant or new positions, retooling existing positions, and retraining the staff currently in those positions are some of the ways libraries can “grow” the staff they need. (p.316)</p>	<p>Altmetrics The expanding digital environment drives changes in the criteria for measuring the impact of research and scholarship. As the web matures and the researchers' works are referred to or published on the web, it is important to have a method for tracking the impact of their work in these new media, Altmetrics, short for alternative metrics, is a quickly developing methodology for measuring the impact of scholarly works and research published on the web. (p. 298)</p>
10	<p>Redefining the Role of the Library The definition of the library will change as physical space is repurposed and virtual space expands. (p. 289)</p>	<p>User Behaviors and Expectations Not only is immediate access to electronic sources a critical component of meeting the information needs of students and faculty, but access to human sources also is important.(p. 316) Librarians, too, are making themselves available to students and faculty through a number of channels, including social media, chat, IM, and text reference, as well as making themselves physically available or embedded within academic departments, student unions, and cafeterias. (p. 316)</p>	<p>Digital Humanities DH (digital humanities) can be understood as the place where traditional humanities research methodologies and media/digital technologies intersect. Academic libraries can play a key role in supporting humanities faculty in their research by creating partnerships and collaborations and helping to connect with other campus units needed to implement and carry out digital humanities research. (p. 299)</p>

Note: Adapted from the biennial reports of the Association of College & Research Libraries, *Top Trends*, 2010, 2012, 2014. All excerpts are direct quotes, however quotation marks were removed to increase clarity.

APPENDIX B

RECENT DISSERTATIONS AND THESES ON ACADEMIC LIBRARIES, AND ACADEMIC LIBRARY ADMINISTRATION

Pub. Date	Author, Institution	Title	Research Method	Theory	Summary
2014	Piorun, Mary E. Simmons College	E-Science as a Catalyst for Transformational Change in University Research Libraries	Qualitative: Multiple Case Study of 4 academic libraries that are members of the Association of Research Libraries	First & Second Order Change (Levy & Merry)	This study examines the ways in which the emergence of e-science and big data led to new opportunities for librarians to become involved in the creation and management of research. This study examines librarians' roles related to e-science while exploring the concept of transformational change and leadership issues involved in implementing change.
2014	Weber, Victoria Colorado State University <i>(Thesis)</i>	Convergent Invention in Space and Place: A Rhetorical and Empirical Analysis of Colorado State University's Morgan Library	Qualitative	Theories of Strategies and Tactics (de Certeau)	This study examines spatial practices in Colorado State University's academic library as a representative space of convergent invention.
2013	Cawthorne, Jon Edward Simmons College	Viewing the Future of University Research Libraries through the Perspectives of Scenarios	Qualitative: Multiple Case Study of 4 University Research Libraries	Scenarios in managerial leadership, created by Duane Webster; Delphi Technique	This study examines scenarios outlining possible future directions for research libraries through interviews with library directors, provosts, and human resource administrators. The four case study scenarios introduce potential future roles for librarians and highlight the unsustainability of the current scholarly

					communications model as well as uncertain factors related to the political, social, technical, and demographic issues facing campuses.
2013	Peterson, Nicole K. Iowa State University (Thesis)	The Developing Role of the University Library as a Student Learning Center: Implications to the Interior Spaces Within	Mixed Methods: Case Study	n/a	This study examines the design of an academic library at one Midwestern university as a “third space” for students to study and socialize, and covers recent trends in the design and renovation of academic libraries’ physical environment to include a café, collaborative areas, and large open spaces.
2013	Virgil, Candance L. Lindenwood University	An Analysis of the Academic Library and the Changing Role of the Academic Librarian in Higher Education: 1975-2012	Qualitative: Historical Research	Meta-analysis	This study examines trends and issues regarding the changing role of the academic librarian from 1975-2012
2013	Ward, Dane M. Illinois State University	Innovation in Academic Libraries during a Time of Crisis	Qualitative: Multiple Case Study of 3 universities (a flagship doctoral university, a state university, and a Midwest private college)	Social Movement Theory (McCarthy & Zald); Institutional Theory	This study examines the ways in which academic libraries are implementing innovations—new processes, services, and products—in response to the changing role of academic libraries from an emphasis on information access to one focused on knowledge construction, and explores the processes by which the library staff implements the innovation through a process of collective action.
2012	Lim, Adriene Simmons College	Assigned Leaders in Unionized Environments: Coping with the Economic Recession and its Aftermath in	Qualitative: Multiple Case Study	Grounded Theory (Glaser & Strauss; Locke)	This study examines the changes that occurred in unionized libraries and their assigned leaders’ ability to transform their organizations during the

		Academic Libraries			recent recession, through interviews with university and library administrators. The focus of the study analyzed the effects of unionization on library management and strategies used for handling changes in a unionized, financially stressed environment.
2012	Shupala, Christine M. Texas Woman's University	Measuring Academic Library Efficiency and Alignment with Institutional Resource Utilization Priorities Using Data Envelopment Analysis: An Analysis of Institutions of Higher Education in Texas and Their Libraries	Quantitative	Data Envelopment Analysis	This study examines efficiency measurement related to teaching and research in academic libraries in institutions of higher education in Texas during the timeframe 2007 – 2008, using data from the IPEDS Academic Library Survey and TALS Academic Library Survey.
2011	Casey, Anne Marie Simmons College	Strategic Priorities and Change in Academic Libraries	Mixed Methods: Multiple Case Study of 3 Carnegie Classed "Masters L" public academic libraries in California and Michigan	Leadership Theory (Northouse, P.G., & Sullivan, M.)	This study examines ways in which library managers use strategic planning to guide their decision-making and planning in response to external change, such as the recession of 2007-2009.
2010	Baird, Lynn N. University of Idaho	Colliding Scopes: Seeing Academic Library Leadership through a Lens of Complexity	Qualitative: Meta-Analysis	Complexity Leadership Theory	This study examined ways in which academic library deans effectively lead their organizations in times of change, and successful leadership actions and decisions, with an emphasis on the context of human resources.
2010	Tripuraneni, Vinaya L. University of La Verne	Leader or Manager: Academic Library Leader's Leadership Orientation	Quantitative: Descriptive	Leadership Orientations (Bolman & Deal)	This study examines the preferred leadership orientation of academic library administrators identified through interviews with faculty,

		Considered Ideal by Faculty, Administrators, and Librarians at Private, Nonprofit, Doctoral Universities in Southern California			administrators, and librarians in private, nonprofit, doctoral universities in Southern California.
2010	Zhixian, Yi Texas Woman's University	The Management of Change in the Information Age: Approaches of Academic Library Directors in the United States	Quantitative	Theory of Reframing Organizations (Bolman & Deal)	This study examines how library directors report the way they manage large-scale change, the factors which influence their leadership approach (age, gender, education, length of employment, and library characteristics). The study also shows whether these leaders manage change using one or several organizational frames. Data were collected from a survey of 1,010 library directors in the U.S.
2009	Milewicz, Elizabeth Jean Emory University	"But is it a library?" The Contested Meanings and Changing Culture of the Academic Library	Qualitative: Phenomenological, Ethnographic Case Study	Discourse Theories (Fairclough; Chouliaraki & Fairclough; Foucault)	This study examines the academic library at Emory University to explore the meaning of the library's public spaces among its stakeholders about the changing use of those spaces, and how those beliefs connect to the broader understanding of the role of the library within the university.
2009	Stewart, Christopher University of Pennsylvania	The Academic Library Building in the Digital Age: A Study of New Library Construction and Planning, Design, and Use of New Library Space	Mixed Methods	Theories in Educational Architecture	This study examines library construction projects at 85 stand-alone academic library buildings or significant additions completed between 2003 and 2008 in the U.S.
2008	Barlow, Rachael Elizabeth	Stakes in the Stacks: Library Buildings and Librarians'	Qualitative: Multiple Case Study of 3	An adaptation of Tia Denora's <i>musical event</i> .	This study examined ways in which library buildings shape librarians'

	Indiana University	Professional Identities	U.S. Academic Libraries		interpretations of their professional roles.
2008	Peak, Margaret Lee University of Virginia	Organizational Change and the Research University: The Exploration of Technological Transformation in an Academic Research Library	Qualitative: Case Study	Contextualist Model for analysis of organizational change (Pettigrew); Processual Model (Dawson), Sensemaking (Weick)	This study examines two decades of technological changes impacting one academic library at a public research university. The study focused on the change processes in four areas: leadership roles, internal and external environmental conditions influencing change, and participant sensemaking.
2007	Silver, Howard Simmons College	Use of Collaborative Spaces in an Academic Library	Mixed Methods: Case Study	n/a	This study examines the use of collaborative spaces in one academic library in New England to quantify the impact on student learning behaviors.
2001	Fulton, Tara Lynn Pennsylvania State University	Integrating Academic Libraries and Computer Centers: A Phenomenological Study of Leader Sensemaking about Organizational Restructuring	Qualitative: Phenomenology	Organizational Sensemaking (Weick, & Gioia)	This study interviews 7 Chief Information Officers from medium-sized institution, and their individual stories are used to portray the essence of the experience of leading the creation of a new organizational vision and structure.
1997	Fowler, Rena Kathleen University of Michigan	The University Library as Learning Organization for Innovation	Mixed Methods: Exploratory Case Study	Learning Organizational Model (Senge, P., Watkins, K. E., & Marsick, V. J.)	This study examines the mechanisms by which organizational learning facilitates innovation in one academic library. Three aspects of a learning organization model were considered: continuous learning, team learning, and shared vision.

APPENDIX C

INTERVIEW PROTOCOL

Time of Interview:
Date of Interview:
Place of Interview:
Respondent:
Respondent's Institution:

Offer general greetings and thank the respondent for participating in the interview/research.

Briefly reiterate the research purpose and explain to the respondent why she/he was selected for the interview.

Ensure the respondent understands their informed consent to participate in the research.

Briefly explain the guiding question and main research questions.

Interview Questions

1. To begin, please tell me a little about yourself and your professional background.
2. What were your impressions of the library when you first arrived there?
3. Thinking back over the last five years at the library, how do you perceive the ways in which your library was impacted by external forces (i.e. state funding, donor support, public opinion, accreditation review, etc.)?
4. Can you describe some of the ways in which your library was impacted by internal forces (i.e. budget cuts, staffing changes/reductions, etc.)?

5. How did your library cope with or adapt to these pressures? Did you perceive any of these to be factors contributing to the need for changing the way the library did things? What kinds of changes were considered and implemented?
6. In what ways did your library communicate and interact with University leadership/administration during this time, and how did the relationship evolve?
7. Did the library's mission statement change during this period? If so, how was the change implemented? If it changed, did it correspond to a change in the university's overall mission/goals/strategic plan?
8. In what ways did the library's role within the university change during the past five years? Please describe what occurred.
9. In what ways did the library's services or programs change during this period? Please describe those that changed and how they changed.
10. In what ways did the library's staffing (or the responsibilities of library faculty/staff) change during this period? Please describe those that changed and how they changed.
11. In what ways did the physical spaces of the library change over the past five years? For example, please describe any physical renovations to the library and why they occurred.
12. In what ways did the use of existing spaces change? Please describe these changes and some of the thinking/planning you perceive contributed to the changes.
13. In what ways have the library's interactions with students, faculty, and the community changed during the past five years?
14. In what ways has the evolution of the virtual library impacted and influenced changes in your library?

15. Libraries have traditionally demonstrated their value to their institution through quantifiable assets. In what ways did your library demonstrate value to the university over the past five years and how did that change?
 16. Did there ever come a time when a realization was made for the need for the library to lead change rather than react to change? How was this realization reached? Please describe what occurred.
 17. If reframing/reorganization was something you wanted to implement, but were unable to, can you describe some of the situations which may have been a factor in preventing it?
 18. From your perspective, how have the responsibilities and duties of the dean of libraries changed during the past five years? How do you perceive your role to have changed?
 19. What are your perceptions of the concept of a diffuse library? Is that something you would want your library to become or do you have a different vision?
 20. What do you envision for the future for your library?
-

Close the interview by thanking the respondent again, and assuring them they will have the opportunity to review the research draft and ensure the accuracy of their comments and portrayal in the research report.

APPENDIX D

E-MAIL REQUESTING INTERVIEW

From:

Sent:

To:

Subject: Request for Interview from USF Doctoral Student Recommended by Dean

Dear Dean _____,

Good morning! My name is Victoria Stuart, and I am contacting you at the recommendation of Dean _____ at USF. He has let me know that you would be willing to be interviewed for my dissertation. I would be very grateful for your time and participation.

The interview would only take an hour, scheduled at your convenience, in your office, or a location of your choice. I plan to visit your campus on the day of our appointment, and also explore your library.

To give you a brief background about myself, I am currently a doctoral student at USF, embarking on my dissertation. I earned my MLIS in Library and Information Science, and my doctorate is focused on higher education administration. My dissertation combines both these interests.

Just about five years ago, the CLIR report, *No Brief Candle*, and other articles, such as Wendy Lougee's call for "diffuse libraries," identified an urgent need for strategic change in academic libraries. I plan to do a multiple case study of four academic research libraries to document their changes over the past five years, from the perceptions of the library directors.

(continued)

If you are still willing to allow me to interview you, please let me know a convenient time for the appointment. I will send you my initial questions by e-mail two weeks prior to our interview, but since my study will be qualitative, our conversation may evolve beyond these guiding questions. Depending on our conversation, I may also request a follow-up interview by phone, a few weeks after our initial appointment.

The interview will be audio-recorded, and professionally transcribed, and I will send you a copy of the transcription for your review, in order to catch any errors or inconsistencies.

If you decide to do the interview, please let me know if I may have your permission to share your name with my professor, or if you would prefer complete anonymity. I will also send you a draft copy of the transcription for you to review, as well as a final copy.

I am so delighted that Dean _____ recommended you and your library! I very much look forward to speaking with you! Please feel free to call me or e-mail me, at your preference.

Sincerely,

Victoria Stuart

APPENDIX E

LETTER OF INFORMED CONSENT



Informed Consent to Participate in Research Involving Minimal Risk Information to Consider Before Taking Part in this Research Study

IRB Study # Pro00021541

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher or study staff to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand. We encourage you to talk with your family and friends before you decide to take part in this research study. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.

We are asking you to take part in a research study called:
**Reframing the Academic Research Library in the U.S.: Perceptions of Change from
Library Leaders**

The person who is in charge of this research study is Victoria Stuart. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. She is being guided in this research by Dr. Kathleen King, USF College of Education.

The research will be conducted at USF, but your interview will occur in your own campus' mail academic library or your own office, whichever is most convenient for you.

Purpose of the study

The purpose of this study is to: to document changes in university academic libraries over the past five years to identify transformational changes and strategic administrative strategies to manage those changes.

This research is being conducted by a doctoral candidate for her dissertation.

Why are you being asked to take part?

We are asking you to take part in this research study because you are the dean/director of one of the academic libraries selected for the study, and may have experienced these changes firsthand. The libraries were selected because they are the top four public doctoral research universities in Florida identified by the Carnegie Classification RU/VH.

Study Procedures: What will happen during this study?

If you take part in this study, you will be asked to: participate in two short interviews with the researcher. The list of interview questions will be sent to you via e-mail prior to the interview.

The procedure of the research involves asking you about your perceptions of the changes in your university's academic library over the past five years (2010-2014) and the administrative strategies employed to manage those changes. There will be two interviews: the first interview will occur in person, in your office or wherever it is most convenient for you, and will last one hour. The second, follow-up interview will be conducted by phone, and will last approximately 1 hour or less. This second interview will be to enable you to provide clarification or additional detail to your responses to the initial interview.

These interviews will be digitally audio recorded, with your permission, and professionally transcribed. You will be able to review the transcripts of both interviews and make changes/corrections. These files will be kept on a private password-protected drive for five years. Only the research team will have access to these files during this time. At the end of five years, the digital files will be permanently deleted, and the paper transcripts will be shredded.

Total Number of Participants

About 1 individual will take part in this study at USF. A total of 4 individuals will participate in the study at all sites.

Alternatives / Voluntary Participation / Withdrawal

You do not have to participate in this research study.

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. The decision to participate or not to participate will not affect job status.

Benefits

The potential benefits of participating in this research study are educational, that is, it may contribute to the literature in the fields of library science and higher education administration.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study.

Privacy and Confidentiality

We will keep your study records private and confidential. Certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

- The research team, including the Principal Investigator and study coordinator, and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.
- Any agency of the federal, state, or local government that regulates this research. This includes the Department of Health and Human Services (DHHS) and the Office for Human Research Protection (OHRP).
- The USF Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, staff in the USF Office of Research and Innovation, USF Division of Research Integrity and Compliance, and other USF offices who oversee this research.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are. However, as your institution is a public university, with public records, a description of your library and institution may be recognizable by readers of the final research report, and your identity may be inferred by readers of the final report.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an unanticipated problem, contact: Victoria Stuart, 813-731-7665, vlstuart@usf.edu

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638.

Consent to Take Part in this Research Study

It is up to you to decide whether you want to take part in this study. If you want to take part, please sign the form, if the following statements are true.

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I hereby certify that when this person signs this form, to the best of my knowledge, he/ she understands:

- What the study is about;
- What procedures will be used;
- What the potential benefits might be; and
- What the known risks might be.

I can confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in the appropriate language. Additionally, this subject reads well enough to understand this document or, if not, this person is able to hear and understand when the form is read to him or her. This subject does not have a medical/psychological problem that would compromise comprehension and therefore make it hard to understand what is being explained and can, therefore, give legally effective informed consent.

Signature of Person obtaining Informed Consent

Date

Victoria Stuart
Printed Name of Person Obtaining Informed Consent

APPENDIX F
CRESWELL'S (2013) PROTOCOL FOR DESCRIPTIVE
AND REFLEXIVE OBSERVATIONAL NOTES

Length of Activity:	
Descriptive Notes	Reflexive Notes

APPENDIX G

INTERVIEW PROTOCOL ANALYSIS

Interview Question	Question Type and Level	Alignment with Research Questions	Alignment with Bolman & Deal's 4 Frames
1. To begin, please tell me a little about yourself and your professional background.	Tour Question Level 1	GQ RQ.4	Human Resource Frame
2. What were your impressions of the library when you first arrived there?	Tour Question Level 1	GQ RQ.1	All 4 Frames
3. Thinking back over the last five years at the library, how do you perceive the ways in which your library was impacted by external forces (i.e. state funding, donor support, public opinion, accreditation review, etc.)?	Tour Question Level 2	GQ RQ.3	All 4 Frames
4. Can you describe some of the ways in which your library was impacted by internal forces (i.e. budget cuts, staffing changes/reductions, etc.)?	Tour Question Level 2	GQ RQ.3	All 4 Frames
5. How did your library cope with or adapt to these pressures? Did you perceive any of these to be factors contributing to the need for changing the way the library did things? What kinds of changes were considered and implemented?	Probe Level 2	GQ RQ.1 RQ.4	All 4 Frames
6. In what ways did your library communicate and interact with University leadership/administration during this time, and how did the relationship evolve?	Probe Level 2	GQ RQ.2	Political Frame Structural Frame
7. Did the library's mission statement change during	Probe	GQ	Symbolic Frame Structural Frame

<p>this period? If so, how was the change implemented? If it changed, did it correspond to a change in the university's overall mission/goals/strategic plan?</p>	<p>Level 2</p>	<p>RQ.2 RQ.3</p>	<p>Political Frame</p>
<p>8. In what ways did the library's role within the university change during the past five years? Please describe what occurred.</p>	<p>Probe Level 2</p>	<p>GQ RQ.2 RQ.3 RQ.4 RQ.9</p>	<p>Political Frame Structural Frame Symbolic Frame</p>
<p>9. In what ways did the library's services or programs change during this period? Please describe those that changed and how they changed.</p>	<p>Probe Level 2</p>	<p>GQ RQ.1 RQ.4 RQ.6</p>	<p>Structural Frame Human Resources Frame Symbolic Frame</p>
<p>10. In what ways did the library's staffing (or the responsibilities of library faculty/staff) change during this period? Please describe those that changed and how they changed.</p>	<p>Probe Level 2</p>	<p>GQ RQ.1</p>	<p>Human Resources Frame Structural Frame Political Frame</p>
<p>11. In what ways did the physical spaces of the library change over the past five years? For example, please describe any physical renovations to the library and why they occurred.</p>	<p>Probe Level 2</p>	<p>GQ RQ.1</p>	<p>Symbolic Frame Structural Frame Political Frame</p>
<p>12. In what ways did the use of existing spaces change? Please describe these changes and some of the thinking/planning you perceive contributed to the changes.</p>	<p>Probe Level 2</p>	<p>GQ RQ.1</p>	<p>Symbolic Frame Structural Frame Political Frame</p>
<p>13. In what ways have the library's interactions with students, faculty, and the community</p>	<p>Probe Level 2</p>	<p>GQ RQ.1</p>	<p>Symbolic Frame Human Resource Frame Political Frame</p>

changed during the past five years?		RQ.6 RQ.9	
14. In what ways has the evolution of the virtual library impacted and influenced changes in your library?	Probe Level 2	GQ RQ.1 RQ.8	All 4 Frames
15. Libraries have traditionally demonstrated their value to their institution through quantifiable assets. In what ways did your library demonstrate value to the university over the past five years and how did that change?	Probe Level 2	GQ RQ.1 RQ.4 RQ.5	Political Frame Structural Frame
16. Did there ever come a time when a realization was made for the need for the library to lead change rather than react to change? How was this realization reached? Please describe what occurred.	Probe Level 2	GQ RQ.1 RQ.2 RQ.4	Structural Frame Political Frame Symbolic Frame
17. If reframing/ reorganization was something you wanted to implement, but were unable to, can you describe some of the situations which may have been a factor in preventing it?	Probe Level 2	GQ RQ.1 RQ.2 RQ.4 RQ.7	Structural Frame Political Frame Human Resource Frame
18. From your perspective, how have the responsibilities and duties of the dean of libraries changed during the past five years? How do you perceive your role to have changed?	Probe Level 2	GQ RQ.4	All 4 Frames
19. What are your perceptions of the concept of a diffuse library? Is that something you would want your library to become or do you have a different vision?	Follow-up Level 3	GQ RQ.8	All 4 Frames

20. What do you envision for the future for your library?	Follow-up Level 2	GQ RQ.1 RQ.9	All 4 Frames
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APPENDIX H

DOCUMENT COLLECTION PLAN

2010-2014 inclusively	Library A Available: Yes/No	Library B Available: Yes/No	Library C Available: Yes/No	Library D Available: Yes/No
Library Strategic Plan				
University Strategic Plan				
Library Mission Statement				
University Mission Statement				
Library History				
University History				
Library Annual Reports				
University Annual Reports				
University President State of the University Addresses				
University Fact Book or View Book				

University Student
Newspaper (for news
articles about the
Library)

Major University-area
City/Regional
Newspaper(s) (for
news articles about the
Library)

Library Newsletter (for
articles about changes
in the library)

Library Administrative
Internal
Communications
(provided by Library
Director's Office)

Library Organizational
Chart

Library Floorplan from
2010

Library Floorplan from
2014

Library Director's CV

Library Budget

List of Library
External
Committees/Groups
(ex: Friends of the
Library)

Library Fundraising
Statistics

Minutes from the
University's Board of
Trustees Meetings
(related to the
academic library)

List of Library
Community
Partnerships,
Collaborations

List of Library Staff
(denoting faculty status
of librarians)

Director's Message
(from website)

Other Miscellaneous

APPENDIX I

OBSERVATION DATA COLLECTION PLAN FOR LIBRARY A (REPEAT FOR LIBRARIES B, C, D)

Data collected during a 3-hour window on Date: _____, Time: _____.

Observation Area	Location (floor, area)	Photo	Description
Location on Campus			
Building Architecture/Size/ Exterior			
Building Landscaping/ Surrounding Areas			
Main Entrance			
Learning Commons			
Main Reference Desk			
Refreshment Station			
Computer Center			
Career/Job Center			
Tutoring/Writing Center			
Digital Media Commons			
Student Study Rooms			
Student Collaborative Spaces			

Student Computer
Stations

Student Computer
Lab

Dedicated Faculty
Area(s)

Library Interior
Signage (Policies,
Directions,
Promotions, etc.)

Library Interior
Electronic
Communications
Boards

Library
Administrative
Offices

Technology
Resources for check
out

Renovations in
progress

Number of students
visible (per floor)

Number of
professional staff
visible (per floor)

Number of student
staff visible (per
floor)

Books/Stacks

Lighting

Windows

Furnishings/Décor

Flooring

Ambiance (sounds,
noise level, activity
level, etc.)

Activities (what are
patrons engaged in
doing?)

Other

APPENDIX J

WEBSITE DATA COLLECTION PLAN

	Library A 2011	Library A 2015	Library B 2011	Library B 2015	Library C 2011	Library C 2015	Library D 2011	Library D 2015
Navigational Tools								
Site Map								
Quick links drop boxes								
Publication date								
Direct link to university home page								
Site search engine								
Text-only version								
Direct link from university home page								
Graphics								
Audio								
Photos								
Questions/Comments								
Video								
Options for customized Library home page								
Library Information								
Library news								
Library history								
Online displays								
Job opportunities								
Strategic plan								
Library statistics								
Library budget								
Quick facts								
Surveys								
Friends of the Library								
FAQs								
New Acquisitions								
Annual Report								

Employee Information								
Maps/Floorplans								
Dean's welcome								
Mission statement								
Library hours								
Upcoming events								
Fundraising information								
Contact us/address information								
Description of holdings								
Library Directories								
Staff directory								
List of subject specialist librarians								
Department directory								
Directory of faculty liaisons								
Library Policies								
Reserve policy								
Copyright policy								
Food policy								
Special collections policy								
Disabled patrons policy								
Multimedia use policy								
Library instruction policy								
Computer use policy								
Collection development policy								
Gifts/donations policy								
Laptop policy								
Confidentiality policy								
Serials policy								
Emergency procedures manual								
Library Bill of Rights								

Reference policy								
Circulation policy								
Study room policy								
Cell phone policy								
Code of ethics								
E-mail reference policy								
Display/exhibits policy								
Interlibrary loan policy								
Library security/behavior policy								
Library carrel policy								
	Library Departments/Faculty Pages							
Library instruction								
Reserves								
Collection management								
Serials								
Inter-Library Loan document delivery								
Reference services								
Acquisitions								
Curriculum materials								
Media services								
Administration								
Computer services								
Distance education								
Special collections/archives								
Government documents								
Technical services								
	Access to Information							
E-books								
E-journals								
Electronic reserves								
Live Ask-A-Librarian Online								

chat reference service								
E-mail reference								
Online catalog								
Instructions for using website/databases								
Links to outside collections								
Links to other library catalogs								
Criteria for Web site evaluation								
Links to Web search engines								
Online bibliographies for specific subjects								
Enriched content options (author biographies, book reviews, book covers, etc.)								
Guides, Instructions, and Tutorials								
Guides to individual databases								
Library tutorials								
Virtual tour of the library								
Library workshops/schedule								
Resource pages for specific subjects								

Note: Adapted from Tolppanen, Miller, Wooden, and Tolppanen (2008); and Detlor and Lewis (2006).

APPENDIX K

CERTIFICATE OF COMPLETION: USF IRB RESEARCHER WORKSHOP

Certificate of Completion

Victoria Stuart

Has Successfully Completed the Course in

USF IRB Student Researcher Workshop

On

Tuesday, September 09, 2014



9/16/2014 10:19:29 AM

APPENDIX L

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Victoria Stuart
vstuart@usf.edu
+1 (813)7317665
Payment Method: n/a

Order Details

Qualitative Research & Evaluation Methods

Order detail ID: 66162214
Order License Id: 3570810262434
ISBN: 9781412972123
Publication Type: Book
Publisher: SAGE Publications, Inc
Author/Editor: Patton, Michael Quinn

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Format	Print
Portion	chart/graph/table/figure
Number of charts/graphs/tables/figures	1
Title or numeric reference of the portion(s)	Exhibit 2.2: Reflexive Questions: Triangulated Inquiry
Title of the article or chapter the portion is from	Chapter 2: Strategic Themes in Qualitative Inquiry
Editor of portion(s)	n/a
Author of portion(s)	Michael Quinn Patton

APPENDIX M

CODE BOOK

Code	Category	Subcategory	Definition	Excerpt	Library
17	52	31			
Adapting to Change			Any occasion in which the library indicated a response to an environment shift.	By her negotiating skills with vendors in licensing this stuff. So that we sort of gradually started this transformation.	A
	Budget		Any occasion when the budget was mentioned, in the context of this code.	But last year in the spring, we were looking at having to cut a journal package, just because we couldn't maintain [it].	A
		Negotiations	Any occasion when budget negotiations were mentioned, in the context of this code.	By her negotiating skills with vendors in licensing this stuff.	A
	Communications		Any occasion when the library purposefully engaged in communication strategies with employees, students, or faculty/staff.	Two times a year at least I would hold an all staff meeting where we would talk about things.	A
	Employee Attitudes		Any occasion in which employee attitudes were mentioned or discussed.	I got a lot of pushback initially.	A

		Job Security	Any occasion in which employee job security was indicated as a factor of employee attitude.	people started saying, "You're giving our space away." Well, it's like, no, I'm protecting your jobs, you know	A
	Strategic Planning		Any occasion when the library dean indicated engaging in a purposeful (not necessarily formal) plan of action. (Different from strategic reframing, because the planning follows breaking frames).	I managed to get the president and the provost in a room in the library at the same time to lay out what we were doing.	A
Background of the Dean			Any description or mention of the background of the dean, to provide context for the role of the dean during this study.	My primary background was in what at the time was called technical services,	A
	Education		Any occasion indicating the educational background of the dean.	I was primarily a foreign language major.	A
	Length of Service		Any occasion indicating the dean's length of service with the current institution.	[I arrived in] 2008.	A
	Professional Background		Any occasion indicating the dean's professional/career history.	Northwestern had a contract with the National Library of Venezuela, and they put me onto that bibliographic project	A
		Adaptability to Change	Any occasion indicating the dean's experience with organizational change.	Although I was the only one who did not know Spanish, which I quickly learned.	A

		Experience at top-notch institutions	Any occasion indicating the dean's past professional experience with other universities, libraries, or institutions at a top national level.	From Northwestern I moved to Stanford University.	A
		Non-traditional Background	Any occasion indicating an aspect of the dean's background which is non-traditional (by self-report or by inference). (i.e. an alternative route from English in college to MLIS in grad school to Ph.D. in Library Science)	So I did not have a library degree, so I was in a paraprofessional position.	A
		Technical Background	Any occasion indicating the dean's past professional experience with technology or in technical services.	my primary background was in what at the time was called technical services	A
Budget			Any occasion when the budget was mentioned.	Our budget for purchasing materials has been flat for seven years.	A
	Fundraising		Any occasion in which the library is a participant in or recipient of fundraising campaigns.	And we're about to start a big capital campaign and that library collections and services should be a central element of the campaign.	B
	Impact of the Great Recession		Any occasion in which the impact of the Great Recession was indicated as a factor affecting the budget in some way.	It was already here.	A

	Strategic Planning		Any occasion when the library dean indicated engaging in a purposeful (not necessarily formal) plan of action in relation to the budget.	So the commitment was to try to come up with a better solution this year that would give us some recurring funds.	B
	Technological Innovation		Any occasion indicating when the budget environment forced drastic changes, but strategic thinking and planning turned the situation into one of innovation rather than mere survival.	So the way this kind of works is we will work with a publisher and say "Okay, give us your e-books."	A
		Risk-taking	Any occasion when the technological innovation involved a perceived or implicit or obvious risk, financially.	So if you use the catalog, you find one of these, you don't know that we don't own it, so you click through, you get access to it, and then the publisher will basically say "Okay, so now that's bought. You've now bought this because it was used."	A
Determining Value			Any occasion when the library demonstrated or attempted to demonstrate ROI or implicit or intrinsic value to the university.	They know what it is we're doing	A

	Alignment with University Mission		Any occasion indicating the library's purposeful movement toward engaging in fulfillment of the institutional mission and strategic plan/goals.	It's been an effort on my part to constantly make sure that we're walking in lock step with the University strategically.	A
	Budget		Any occasion when the budget was mentioned, in context of determining value.	We know we rely on the library. We want the library to be well-funded, but, you know, it's that rearranging the deck chairs on the Titanic thing.	B
	Library as Place		Any occasion indicating the symbolic perception of the library as a destination, a site for events, or the symbolic heart of campus.	Partly because we're the busiest facility on campus, they see that students want to be here.	A
	Reputation in the Community		Any occasion indicating a perception of the reputation of the library or the parent university in the wider community.	when I came for the interview, I had never heard of University of Central Florida	C
	ROI		Any occasion indicating the library's return on investment to the university.	it relates the investment that we make in the building, in the staff, and in the collections to the academics of the campus.	B
	Usage Statistics		Any occasion when the value of the library was attributed to quantifiable data.	the average foot traffic in and out of the building was about 445,000 a year and it went up almost immediately to 1.4 million.	B

Leadership			Any occasion when the dean took initiative or was proactive in reframing the library.	we were the ones that suggested they might want to bring companies into the library to do recruiting.	A
	Alignment with University Mission		Any occasion indicating the library's purposeful movement toward engaging in fulfillment of the institutional mission and strategic plan/goals.	It's been an effort on my part to constantly make sure that we're walking in lock step with the University strategically.	A
	Building Coalitions		Any occasion when the dean engaged in the political frame to build coalitions and networks of support.	Then we started working with the Career Services people.	A
		Partnerships	Any occasion indicating the engagement in more formal partnerships than informal coalitions. (Noted by use of the word: "Partner" or "partnership")	So that was yet another partnership that we formed.	A
		With University Administration	Any occasion indicating purposeful linkages with university administration.	so I began forming I would say really close relationships with the deans of the colleges	A
		With University Faculty	Any occasion indicating purposeful engagement with faculty in the political frame.	So I've been in to the Faculty Senate at least twice now.	A
		With University Students	Any occasion indicating purposeful engagement with students in the political frame.	Well, I've been pretty active with student government.	B

	Collaboration		Any occasion indicating the library purposefully sought out opportunities to engage with other university units or groups or faculty, or library groups or employees	My ears are always open for what's happening, whether it's in Student Affairs or, you know where can we fit in, where can we help.	A
		Alignment with University Mission	Any occasion indicating the library's purposeful movement toward engaging in fulfillment of the institutional mission and strategic plan/goals.	My ears are always open for what's happening, whether it's in Student Affairs or, you know where can we fit in, where can we help.	A
		Shared Governance	Any occasion indicating purposeful employee/faculty participation in decision-making processes of the library.	So working with my team there were several things I did.	A
	Communication		Any occasion indicating the library director's purposeful communication -- used to persuade (in the political frame)	Now let's sit down and talk about what that message needs to be.	A
	Heroic Leader		Any example of the library director demonstrating the characteristics of B&D's "heroic leader" (p. 257).	So I started sort of fighting that battle.	A
	Negotiating for Scarce Resources		Any occasion when the library director purposefully engaged in negotiations with other groups to initiate a course of action with the end result of benefit to the library.	So we started talking, and that was the first time we redid the first floor.	A

	Power		Any occasion indicating the dean's interaction with university leadership, either positive or negative.	So there was this huge taskforce that was formed, and the provost put me on that, on the lead group for it.	A
		Building Coalitions	Any occasion when the dean engaged in the political frame to build coalitions and networks of support .	It was the group that was really invested in this and making it work.	A
		Collaboration	Any occasion indicating an example of the use of power, or the association with power, in collaboration with other individuals.	So we were sitting in the group where the decisions were being made.	A
		Negotiating for Scarce Resources	Any occasion when the library director purposefully engaged in negotiations with other groups or individuals to initiate a course of action with the end result of benefit to the library, in the context of the political frame.	Well, naturally there wasn't enough money to do this, so we went into these big negotiating sessions about it,	A
	Role of the Dean		Any occasion indicating an area of emphasis or a shift in the role of the dean.	I think the biggest shift for me has been the emphasis placed on fund-raising	A
		Negotiating for Scarce Resources	Any occasion when the library director purposefully engaged in negotiations with other groups or individuals to initiate a course of action with the end result of benefit to the library, in the context of the political frame.	So I was up in Tallahassee a couple of weeks ago pounding the pavement.	B

		University-led	Any occasion indicating the shift in the role of the dean was perceived to be due to actions led by the university/administration.	in the phone interview it became very clear that they were interested in change management	B
	Risk-taking		Any occasion indicating the library director or the library engaged in an activity or plan of action that was new, untried, innovative, or involved risk.	No one on campus was doing anything about it. So we had discussions internally and we jumped in with both feet.	A
		Data Management Plan	Any occasion indicating the library's involvement with data management plans.	we started doing consultation work with faculty who were applying for grants on the data management planning that they needed to do.	A
	Shared Leadership		Any occasion in which the library director indicated purposeful engagement in sharing leadership decisions with other individuals or groups.	I also encouraged my directors to think not like I think.	A
	Strategic Planning		Any occasion when the library dean indicated engaging in a purposeful (not necessarily formal) plan of action. (Different from strategic reframing, because the planning follows breaking frames).	I was trying very hard at that point to say "Okay, we need to change here.	A

Liaison Librarians			Any occasion in which liaison librarians were mentioned or involved.	It was really with those people that had liaison responsibilities.	A
	Communication		Any occasion indicating the liaison librarians' purposeful interaction with the university community.	Yeah, she's everywhere.	A
Mission			Any activity or process indicating the library's mission, past, present, or future.	We in no way, shape or form were viewed as partners in the academic enterprise.	A
	Alignment with University Mission		Any occasion indicating the library's purposeful movement toward engaging in fulfillment of the institutional mission and strategic plan/goals.		A
	Physical Facilities		Any occasion in which the physical facilities of the library were mentioned or involved--in relation to the mission of the library.	We are a building for everyone.	A
		Focus on Students	Any occasion indicating the renovations were purposefully crafted to meet student needs	And if you look at the priorities on each of our campuses so better managing our collections and reusing the space we have to be more effective for students has been a really important part of what we've been doing.	B

		Library as Place	Any occasion indicating the symbolic perception of the library as a destination, a site for events, or the symbolic heart of campus--in relation to the mission of the library.	We are a building for everyone.	A
	Strategic Plan		Any occasion in which the library's engagement in creating, using, or modifying their own strategic plan or mission/vision statement was indicated.	Out trotted a strategic plan and out trotted a new mission statement about a month before I started.	A
Physical Facilities			Any occasion in which the physical facilities of the library were mentioned or involved.	We have four renovation projects going on this summer.	A
	Library as Place		Any occasion indicating the symbolic perception of the library as a destination, a site for events, or the symbolic heart of campus--in relation to the physical facilities of the library.	We created a space there for tutoring and learning to come in.	A
		Perception	Any occasion indicating the university community's perceptions of the library as place -- either positive or negative.	It was dark, it was dingy, it was unfriendly, it just felt cold and not welcoming	A

	Relocations		Any occasion indicating the library purposefully relocated staff offices/services or other library holdings in order to fulfill the reframing goals of the library or align more closely to the institutional mission	It includes offsite space in the-- it's going to be built adjacent to the existing storage facility. And so a lot of our tech services will be in there so we'll have offsite tech services consolidated there.	B
	Renovations		Any occasion in which renovations to the library's physical facilities were indicated.	So we have four renovation projects going on this summer.	A
		Focus on Students	Any occasion indicating the renovations were purposefully crafted to meet student needs	And so in this process they just turned the whole original part of the building almost totally into space for students.	B
		Focus on Faculty	Any occasion indicating the renovations were purposefully crafted to meet faculty needs	e couldn't really support scholars, on campus or off, who came to use the collection. Now, we do.	B
		Library as Place	Any occasion indicating the symbolic perception of the library as a destination, a site for events, or the symbolic heart of campus--in relation to the physical facilities of the library.	We are a building for everyone.	A

		Letting in the light	Any occasion indicating renovations purposefully designed to let in the light -- natural daylight or the "light" of a fresh, student-centered perspective	there's a distinctive wing on the back where most of the books are and they're in compact shelving in the wing and then the perimeter where the windows are is the student study space.	B
Realigning Staff			Any occasion when the library purposefully took the initiative to change staff roles and responsibilities.	he would let me fill those positions if I promised him I would fill them strategically with where we were going	A
	Positions Matched to Employee Skills		Any occasion when a change in staff indicated purposeful matching job responsibilities to employee skills.	I have one person who I don't know what I'm going to do when she retires. She routinely saves us \$300,000 dollars a year.	A
	Positions Matched to Mission		Any occasion when a change in staff indicated a closer alignment to the library's mission.	He would let me fill those positions if I promised him I would fill them strategically.	A
Relationship with Faculty			Any occasion when the library engaged with the faculty or vice versa.	in order to do that it meant we really had to start engaging with the teaching faculty	A
Rituals & Ceremonies			Any occasion indicating rituals and ceremonies to celebrate achievements or mourn transitions.	We're getting ready to do a big celebration of our 10 millionth digitized page.	B

	Library as Place		Any occasion indicating the symbolic perception of the library as a destination, a site for events, or the symbolic heart of campus--in relation to the physical facilities of the library.	people beg to come in there for special events, and for classes, and we had a chess tournament in there.	B
	Culture of the Library		Any occasion indicating the rituals and ceremonies of the library are indicative of the overall organizational culture.	We have an annual holiday party and everybody brought in food in the staff lounge	C
Shifting the Service Culture			Shifting the service culture meant strategically changing the library's mission and role, as well as re-orienting employees to embrace the new paradigm. (B&D, p. 142)	So we started shifting the service culture here where you need to be friendly	A
	Friendliness		Any occasion indicating a shift in the service-culture to a more "friendly" environment. Evidenced by the use of the word "friendly" or the inference of friendliness.	So we started shifting the service culture here where you need to be friendly	A

Strategic Planning			Any occasion when the library dean indicated engaging in a purposeful (not necessarily formal) plan of action. (Different from strategic reframing, because the planning follows breaking frames). The plan of action could be specifically directed toward a formal Strategic Plan (either the library's or the university's) or the informal process of strategic planning to reach a targeted goal.	So the provost saw what was going on, and overall he knew what my plan was.	A
	Alignment with University Mission		Any occasion indicating the library's purposeful movement toward engaging in fulfillment of the institutional mission and strategic plan/goals.	So we carefully crafted what we were doing to feed into the university's strategic plan.	A
		Determining Value	Any occasion when the library demonstrated or attempted to demonstrate ROI or implicit or intrinsic value to the university.	So the provost saw what was going on, and overall he knew what my plan was.	A
	Collaboration		Any occasion indicating the library purposefully sought out opportunities to engage with other university units or groups or faculty, or library groups or employees--in relation to the strategic planning process.	There are many faculty doing research there, so we also poured resources into building that up. So we began to shape where we were going, what collections we wanted to build.	A

Strategic Reframing			Any occasion when the library purposefully took the initiative to break frame(s). While "framing involves matching mental maps to circumstances, . . . Reframing requires another skill--the ability to break frames" (B&D, p. 12).	What you see is the transformation of this organization from a book warehouse to one where we partner with the academic deans and the colleges.	A
	Risk-taking		Any occasion indicating the library director or the library engaged in an activity or plan of action that was new, untried, innovative, or involved risk.	For far too long, libraries have been reactive rather than proactive. And as much as I can do it, I try to be proactive.	A
	Shared governance		Any occasion indicating purposeful employee/faculty participation in decision-making processes of the library.	The provost who was then in place who was the one who actually hired me had contracted a sort of an elite distinguished faculty kind of study the year before I came called the "Future of the Libraries"	B
Student Success			Any activity or process in which the library engaged with students.	We not only need information literacy, we need digital media literacy. How are they going to get that when they don't have a place to learn it? So that's where we jumped in.	A

	Library as Place		Any occasion indicating the symbolic perception of the library as a destination, a site for events or studying or socializing, or the symbolic heart of campus--in relation to student success.	Those places are not open 24 hours a day. So where are the kids going to get it? So we thought, well we want to help to make sure that some of the kids if they want it, they can get this high end stuff here, so that when they go out, they've got more marketable skills.	A
	Research to Determine Student Needs		Any occasion indicating the library director or the library engaged in purposeful research to determine student needs in the library.	What I'm going to say comes from some focus groups that we've done with students.	A
	Technological Innovation		Any occasion indicating the library's strategic adoption and distribution of new technologies to students and/or education/training in how to use them.	So now the students, the general student body can come here. You know, we'll show them how to use a video camera. We'll show them how to use the audio equipment.	A
The Environment Shifts			Bolman & Deal's definition of the causes of environmental shifts.	So from '08 to '11, the library lost 35 positions, just gone, which amounted to way over a million-dollar budget cut	A
	Budget		Any occasion when the budget was mentioned, in the context of an environmental shift.	At least initially the library did not receive direct dollar cuts.	A

		Impact of the Great Recession	Any occasion when the environmental shift to the budget was perceived to be attributable to the impact of the Great Recession.	And so in the aggregate over the first three years that I was here, so from '08 to '11, the library lost 35 positions.	A
	Change in Leadership		Any occasion when the environmental shift was due to a change in leadership in either the library or its parent university.	And at that time the University was recruiting for a dean	B
	Change in Organizational Structure		Any occasion when the environmental shift was a change in the organizational structure.	So it [the organizational structure] just flattened.	A
		Impact of the Great Recession	Any occasion when the environmental shift to the organizational structure was perceived to be attributable to the impact of the Great Recession.	And so in the aggregate over the first three years that I was here, so from '08 to '11, the library lost 35 positions.	A
	Technology Changes		Any occasion when the environmental shift was perceived to be due to changes in technology.	So they have these massive collections that they were trying to manage and they were frustrated by the lack of pace of change	B
Virtual Library			Any occasion indicting aspects of digital librarianship, library/university engagement with technologies, or the impact of technologies.	We were a leader in the purchase and licensing of electronic books.	A

	Technological Innovation		Any occasion indicating the library's strategic adoption and/or use/distribution of new technologies and/or education/training in how to use them.	I used money from a foundation account that I have to license software from Bepress.	A
		Scholarly Communication	Any occasion indicating the library's engagement with scholarly communication.	We're publishing 15 open-access journals through there.	A
		Strategic Planning	Any occasion when the library dean indicated engaging in a purposeful (not necessarily formal) plan of action in relation to the virtual library.	All kinds of things, which was another direction of working with the faculty, making sure we could capture the intellectual output of the university, which was not happening in any other way before.	A

APPENDIX N

SAMPLE OF CODING ANALYSIS SPREADSHEET

Item #	Count: Total Coded	Count: Total Sig. Cmts.	Interview Transcript	Frame	R Q 1	R Q 2	R Q 3	Theme	Code	Category	Sub-Category	Analytic Memo
38	1	124	Dean: And so the other thing that happened along with that was that <u>it forced us to really look at every single thing we were doing from top to bottom. Do we need to do this? Are we doing this in the most efficient and effective way? How are we going to continue to move forward? How are we going to just make it work so that we're doing things as efficiently and effectively as we can?</u>	All 4 Frames	1	7	9	Leading Change	Adapting to change	Strategic planning		Library-led changes. Identified need to be strategic and pro-active in approach to change, rather than merely reacting to change. Change affects all 4 frames (Bolman & Deal, 2008, pp. 378-379).