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Reconceptualising the Instructional Roles of Academic Librarians in Order to Better Serve Underserved Students at a California Public University

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Abstract

The need to equip society with information literacy (IL) has become essential, as evidenced by the 2016 and 2020 U.S. elections, COVID 19 pandemic, and QAnon. A deficiency in information provenance and credibility, combined with internet users' poor information-seeking habits, has fostered the perfect environment for misinformation. In this atmosphere, higher education institutions (HEIs) must take the lead in developing a citizenry with the necessary IL skills to make informed judgments. The need to impart IL is even more crucial among the underserved student population (i.e., low-income, first-generation college students, and students of colour) who suffer from a deficiency in IL, because of the digital divide, when arriving at HEIs. The problem of practice (PoP) addressed here concerns the impact of Golden State Academy – Valley (GSA-V) not implementing an academic librarian (AL) taught IL credit-bearing course, crucial for its large underserved student population. GSA-V continues to underutilize its AL concerning the development of such courses, despite their expertise in IL and the literature demonstrating the positive impact on academic success. As a proponent of the critical paradigm, I envision this PoP as an opportunity for empowering marginalized voices. Using Kotter's eight-stage process, combined with distributed and servant leadership principles, this Organizational Improvement Plan (OIP) proposes the development of an experimental AL-taught IL credit-bearing course. The aim is to utilize this course as an entryway for improving AL instructional roles and developing the IL skills of GSA-V's underserved student population. The hope is that the experimental course can act as a catalyst for creating a general education IL requirement, thereby significantly increasing the reach and impact of such instruction.

Keywords: underserved students, information literacy, credit-bearing course, academic librarians, digital divide.

Executive Summary

The overarching goal of this Organizational Improvement Plan (OIP) is to expand Golden State Academy - Valley's (GSA-V) information literacy (IL) instruction for its underserved student population, while simultaneously expanding the instructional roles of academic librarians (AL). The problem of practice (PoP) in this OIP was identified through careful reflection on practice, dialogue with colleagues, and analysis of the research and literature in the field of library and information science (LIS).

As a result, the PoP aims to address the impact of GSA-V not yet implementing an AL-taught IL credit-bearing course, which is especially needed for underserved students.

Underserved students, commonly described as low-income, first-generation, and students of colour (Tucker et al., 2020), are particularly prone to deficiencies in IL when arriving at higher education institutions (HEIs) due largely to a phenomenon known as the digital divide. Despite this vulnerability, GSA-V continues to underutilize AL in relation to the development of credit-bearing courses integrating critical aspects of IL. This underutilization occurs in spite of their subject-matter expertise in IL and the literature demonstrating the positive impact of IL on student academic success. The result is that underserved student groups remain underprepared concerning IL and thus often fall behind academically.

In Chapter 1, I provide the reader with an understanding of the contextual factors that led to the current status quo. Besides detailing the curriculum review process at GSA-V, I discuss the institution's mission, values, and goals. Additionally, I also outline my leadership position and lens statement. Agency is a crucial component of this OIP, and I emphasize how AL as faculty hold the necessary agency to bring about curricular change in relation to the PoP.

Moreover, I describe the PoP as inspired by my adherence to the critical paradigm, which emphasizes the empowerment of traditionally marginalized voices.

Anchored by the critical paradigm, I designate the distributed and servant leadership approaches as the most suitable for realizing change in relation to the PoP. In combination, the approaches work as a hybrid which accounts for my preference to lead from behind, the faculty status of AL, the autonomy of faculty at HEIs, and the distributed nature of leadership at the University Library. This is followed by an examination of the wide-ranging set of internal and external forces that shape the PoP. Finally, the chapter concludes by attempting to both determine the desired organizational state and the level of readiness in relation to said state.

Guided by the critical paradigm, I utilize Chapter 2 as an opportunity to illustrate how the chosen leadership approaches, when combined with Kotter's eight-stage process, provide a strategy for leading change. I then move to give a clear definition of the desired future state in contrast to the organization's current reality related to the PoP. To achieve this comparison, I conduct a gap analysis looking at gaps in beliefs and perception and how these gaps work to facilitate or restrict possible solutions in relation to IL instruction for underserved students. This analysis acts as a precursor to the articulation of a specific solution to address the identified gap.

Upon completing the gap analysis, the OIP moves to articulate three possible solutions that can be utilized to grow the instructional roles of AL, all the while supporting underserved students' academic success. The three proposed solutions are: maintaining the status quo, comprehensive embedded librarianship, and credit-bearing IL courses. For each solution, I examine the background, resources, and limitations and conclude with a comparison of all three solutions. The examination of the proposed solutions demonstrates that an experimental elective

AL-taught IL credit-bearing course is the best solution for addressing the PoP and bringing about deep change.

In Chapter 3, the focus shifts to offering a detailed plan for the implementation of the selected solution. The chapter begins with a clear articulation of the goals of implementation. Three goals are identified, which are then directly used to drive the implementation plan. The implementation plan for developing and deploying an IL course is divided into two phases. The first phase revolves around the curriculum review process at GSA-V, while the second focuses on completing course design, teaching, and assessing the proposed IL course. Kotter's eight-stage process is used once again; however, its use here aims to operationalize the proposed solution. One of the key components of implementation is creating a working group that will lead the development and deployment of the IL course.

Chapter 3 also includes methods for monitoring, evaluating, and adjusting the implementation process. However, to remain consistent with the selected leadership approaches, I ensure that the strategies put forth remain open to significant or minor alterations based on the working group's preferences. This guarantees that when implementation occurs in real-time, it is a democratic process. Lastly, a communication strategy is outlined to convey how implementation will unfold to stakeholders.

The OIP ends with an overall summary and articulation of future considerations. A single experimental IL credit-bearing course is by no means a perfect solution, and it is clear it will be limited in its reach. Thus, it is imperative that this OIP be viewed within the context of what can be achieved within a single change cycle. Looking forward, it is hoped that the IL course will act as a catalyst for an expanded solution that can have greater reach, such as a course designated as an elective general education requirement.

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List of Acronyms

- ACRL (Association of College & Research Libraries)
- ALA (American Library Association)
- AL (Academic Librarians)
- EPC (Educational Policies Committee)
- GSA (Golden State Academy)
- GSA-V (Golden State Academy, Valley)
- HEI (Higher Education Institution)
- IL (Information Literacy)
- LIS (Library and Information Science)
- LMS (Learning Management Systems)
- OCC (Organizational Capacity for Change)
- OIP (Organizational Improvement Plan)
- PDSA (Plan, Do, Study, Act)
- PEST (Political, Economic, Social and Technological)
- PoP (Problem of Practice)
- R1 (Doctoral Universities – Very High Research Activity)
- TF (Teaching Faculty)

Definitions

Academic library: A library associated with a degree-granting institution of higher education, responsible for supporting the curriculum and research of faculty, staff and students (American Library Association, n.d.).

Digital divide: The economic, educational, and social inequalities between those who can access and effectively use digital technologies and resources and those who cannot (Buzzetto-Hollywood et al., 2018; Cullen, 2003; Hindman, 2009).

Faculty: Academic employee engaged primarily in instruction and is employed and compensated on the basis of class and rank (GSA, 2018).

Information literacy (IL): A set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning (ACRL, 2015).

On-demand one-shot library session: A course-specific single-class visit, at the behest of teaching faculty, by an academic librarian to provide information literacy instruction. The specific time allotted and the content to be covered is dictated by the teaching faculty member who has invited the academic librarian (Wang, 2016).

Teaching faculty (TF): Faculty who teach credit and or non-credit-bearing courses (Galbraith et al., 2016).

Underserved students: Low-income students, those who are first in their families to attend college, and students of colour (Tucker et al., 2020).

Chapter 1: Introduction and Problem

In the current information environment, there is a growing demand for higher education institutions (HEIs) to prepare students with information literacy (IL) skills and knowledge. These skills are vital for students' academic, professional, and personal success and allow HEIs to play a central role in developing a responsible and democratic citizenry. Attaining these skills is especially important for underserved students, typically described as low-income, minority status, and first-generation students (Tucker et al., 2020), who often lack them at the beginning of their postsecondary journeys (Buzzetto-Hollywood et al., 2018). As subject experts in the field of IL, academic librarians (AL) are poised to play a central and proactive role in helping these students develop such skills. However, despite their potential, AL at most HEIs work on the instructional periphery. To address this issue, this Organizational Improvement Plan (OIP) will outline a specific leadership approach and change strategy to determine how AL can work collaboratively to expand their instructional roles in support of underserved students' academic success.

Chapter 1 of this OIP is focused on providing a systematic introduction to the problem of practice (PoP). This will be achieved through a thorough examination of the key terminology, assumptions, and definitions that are the foundations of this OIP. Additionally, the chapter will present the organizational context, which will include the history and background of the organization, organizational structure, governance structures, and its vision, mission, and values. The chapter will also articulate and examine the PoP that drives this OIP, describe the leadership-focused vision for change, and evaluate the organization's readiness for the specific change process.

Organizational Context

Organizational context has a considerable impact on underserved students' success and the instructional roles of AL in achieving said success. The Golden State Academy (GSA) system (a cryptonym) is comprised of over 20 campuses that educate nearly 500,000 students annually, making it one of the largest public university systems in the United States (GSA Chancellor's Office, n.d.-a). GSA is one of California's largest producers of bachelor's degrees, driving a significant portion of the state's economy in a variety of employment sectors. Created in the 1960s under the California Grand Plan for Higher Education Act (a cryptonym), GSA is home to one of the most diverse student bodies in North America. Under the plan, many of California's state colleges were brought together and tasked to function as one system. The Grand Plan Act assigned different functions to the various public HEIs in the state, mandating that the primary function of GSA would be undergraduate and master's level instruction. Doctoral degrees would be authorized only if offered jointly with institutions designated as R1 (research universities) under the Carnegie Classification of Institutions of Higher Education.

Golden State Academy - Valley (GSA-V a cryptonym) is one of the key campuses in the GSA system and is located in Southern California (GSA Chancellor's Office, n.d.-a). The institution was founded as a satellite campus, becoming an independent college in the late 1950s, and initiated classes with approximately 1,500 students. Today, with an enrollment of nearly 40 thousand students, GSA-V has one of the largest and most diverse undergraduate populations in the United States. The campus employs over 800 tenured and tenure-track faculty and circa 1,300 lecturers. Eighty percent of students are from the local area, and over 52% of the population self-identifies as Latinx. This population has garnered the university the federal designation of Hispanic-serving institution. Most students enrolled at GSA-V study on federal or

state grants and are first-generation college students. The average age of undergraduates is just over 22, and the average age of graduate students is slightly over 23.

The GSA-V University Library, which is at the core of this OIP, is classified as a college and provides resources, services, and instruction to nearly 1.5 million students, faculty, and staff annually (University Library, 2017). The library prioritizes the provision of educational, cultural, and informational services and resources to students, faculty, and staff. Based at the geographic center of the campus, the library functions as a central hub for students and is heavily used: approximately 13 million uses of its webpages and a gate count of nearly 1.5 million annually. In addition to many staff members and students, the University Library employs 30 full-time AL, of whom the vast majority are either tenured or tenure-track faculty.

Organizational Governance

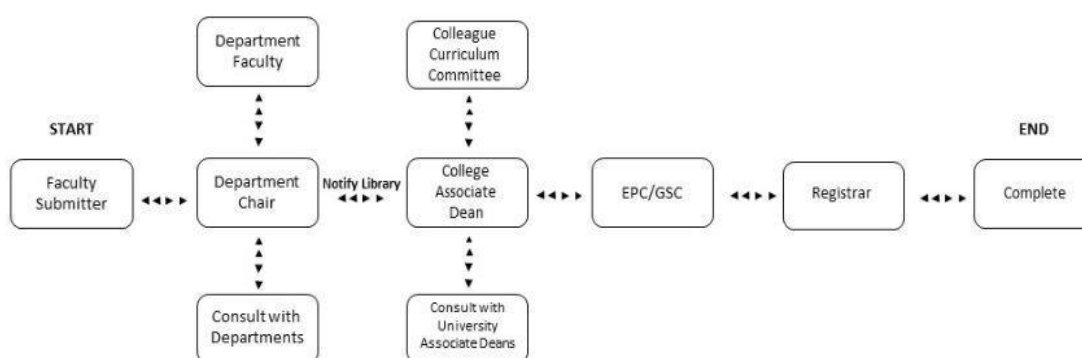
A key component of campus governance related to this OIP is the curriculum review process at GSA-V. Curriculum review occurs at the campus level, and the process can differ from campus to campus. Generally, a faculty member or a team of faculty can initiate the process to launch courses by submitting a proposal that includes course type, value, level, justification, grading, prerequisites, description, use, impact, outcomes, assessment, supporting documentation, syllabus, bibliography, and outline (GSA-V, n.d.-a). Proposals for curriculum review can be submitted by any faculty member, regardless of rank or status. Moreover, new courses can be submitted as “experimental,” allowing for a low-stakes option in which a course can be piloted for several semesters to test potential success. Such a course can be cancelled at any time and provides departments with the flexibility to try out, change, and improve a course before making it a permanent offering. Once approved, an experimental course can be offered up to four times in a six-year period and cancelled much more easily than a conventional course. The GSA-V

workflow for the curriculum review process (see Figure 1) begins with developing a curriculum proposal, which is routed to the department chair and circulated within the department or to the department's curriculum committee if one exists.

Once reviewed by the department faculty or the curriculum committee, the chair will return a decision or require changes. An approved proposal will move to the college's associate dean, where the associate dean can require changes or, if approved, forward the proposal to the college curriculum committee. Upon review, the committee will provide a final decision or once again return the proposal for changes. An approved proposal will be circulated by the associate dean with the other university associate deans, the chair of the educational policy committee (EPC), executive secretaries, and recording secretaries. Once the proposal is reviewed by the EPC, a decision is entered, or the proposal is returned, requiring further changes. At this final stage, an EPC-approved proposal will be routed by the committee's recording secretaries to the university registrar, thereby formally launching the course.

Figure 1

GSA-V Curriculum Review Workflow



Mission, Values, and Goals

Although the organizational structure and governance of GSA-V are dictated by the state and the board of trustees, the campus retains a significant degree of autonomy in its

organizational culture and curriculum. As a result, the campus is very much influenced by the racial, ethnic, and socioeconomic make-up of the local community and its values and principles. GSA-V asserts that its primary mission is to help students realize their educational goals (GSA-V, n.d.-c). The mission is primarily achieved by promoting all students' welfare and intellectual progress. Specifically, GSA-V aims to design programs and activities that develop accomplished citizens with academic competencies, professional skills, critical and creative abilities, and ethical values who will thrive in a democratic society, an interdependent world, and the digital age. These goals are realized through the laborious understanding of the liberal arts, sciences, and professional disciplines. The university's mission is shaped by a commitment to utilizing educational opportunity, inclusion, and excellence to help students achieve their potential.

The University Library aligns itself with the mission of the GSA-V by outlying its own mission to provide transformative IL education and diverse educational and cultural programming in support of student success (University Library, 2017). This mission connects the library to the university's mission to prepare students for the digital age. The library envisions its role as being at the center of the campus and continually supporting the vision of educational opportunity, inclusion, and excellence.

Leadership Position and Lens Statement

As an AL and tenured faculty member at GSA-V, this author is well-positioned to effect change and address the PoP that anchors this OIP. Faculty status and rank provide me with the equivalent privileges and responsibilities of teaching faculty (TF). Though the meaning of faculty status for AL varies by institutions nationally (Bolin, 2008), systemwide, the only distinguishable factor between TF and AL is the length of their annual appointment: 10 or 12 months (GSA, 2018). Like all faculty, prior to attaining tenure, I was required to demonstrate my

effectiveness in teaching, research, and committee work. I achieved this goal by establishing, maintaining, and submitting an annual personnel information file for retention, tenure, and promotion for a 6-year period.

As faculty, AL do not hold formal leadership roles and thus have a significant degree of autonomy. This autonomy provides me with a large degree of freedom in determining the trajectory of my research, the projects I take on, and the degree to which I collaborate with other AL and TF. Nevertheless, I coordinate regularly with other AL and TF on curriculum, student performance, and specific projects related to my research interests. However, I have come to recognize that the academic projects on which I embark, and the collaborative relationships I have built with colleagues at GSA-V, have been influenced by a worldview shaped largely by the critical paradigm.

Paradigms function as a basis for theories, providing academics a worldview that guides the research questions they should ask and the guidelines to follow when interpreting results (Olaisen, 1985). Burrell and Morgan (1979) identify four paradigms (functionalist, interpretive, radical humanist, and radical structuralist) and assert that each assists in providing meta-theoretical assumptions that can guide the thinking of theorists who operate within them. The term “paradigm” emphasizes the commonality of perspective, but does not insinuate complete unity of thought. Although scholars may share a worldview shaped by a paradigm, there remains room for debate and disagreement. Paradigms can also be used to examine leadership practices to provide insights into meaning-making, symbolism, and the role of values (Kezar et al., 2006).

Although there are some similarities, each paradigm defines leadership differently. In the field of library and information science (LIS), a crucial body of literature for this OIP, the functionalist paradigm, with its focus on empirical and measurable qualities of leadership, has

dominated (Olaisen, 1985). Functionalist leaders value, above all, analysis and data and focus on setting clear goals and holding followers accountable. This is achieved through an emphasis on performance and on solving problems with policies, rules, or restructuring (Bolman & Deal, 1991). The functionalist paradigm's dominance in academic libraries is grounded in the assumption that the leader-follower relationship has a real and concrete existence and a systematic character producing quantitative and qualitative results (Olaisen, 1985). At GSA-V, to demonstrate the value of the University Library to campus leadership, AL and library administration have sought to establish their worth through empirical data. However, this has proved problematic, as this approach ignores the needs of traditionally underserved students (Brooks et al., 2007). With this in mind, I continue to embrace the critical paradigm and its emphasis on social change and empowerment.

The critical paradigm has always suited my emphasis on working with students who are not necessarily a priority for HEIs. Smyth (2005) asserts that functionalist approaches to leadership often focus on operating to solve particular issues or problems. This focus stands in contrast to a critical approach in which organizations should be imagined as containers that hold people in relationships based on power dynamics. As a result, power itself is continuously being exercised to shape participants' attention, transmit information, and construct agendas. The emphasis on power dynamics (Asghar, 2013) in the critical paradigm allows me to better understand how the marginalized voice is silenced in academia and how groups can be restricted from speaking, acting, or questioning. The critical paradigm's emphasis on empowerment (Bohman, 2005), both among marginalized groups and the follower in the leader-follower dynamic, has played a significant role in determining the two leadership approaches I gravitate towards when analyzing the PoP identified in this OIP.

Distributed Leadership

Possessing a specific status, rank, or role does not necessarily bring change to fruition in HEIs. The task necessitates leadership approaches grounded in theory. Two leadership approaches align well with the critical paradigm that underpins my worldview. These approaches are relevant due to their applicability to the institutional context and the nature of the PoP. The first of these is distributed leadership (Gronn, 2010), which was selected because it describes the current landscape of leadership at the University Library and because it fosters increased collaboration, coalition building, innovation, and AL empowerment.

Gosling and colleagues (2009) assert that distributed leadership has become a popular catchphrase in HEIs despite its use not necessarily being aligned with its meaning. Its interpretation, they purport, may have as much to do with meaning-making as with describing a commonly perceived phenomenon. Thus, the term becomes one of rhetorical convenience, effective within HEIs because it resonates with faculty and staff's experiences and expectations, as it embraces notions of collegiality and autonomy while addressing the need for management. However, I contend that the ambiguity may result from the fact that leadership in academia is itself challenging to articulate, as HEIs can be far more dynamic, complex, and challenging organizations than their corporate counterparts (Fish, 2004).

Distributed leadership envisions the process of leading as dispersed across the organization, within systems, activities, practices, and relationships (Bolden et al., 2009). Drawing on concepts outlined in activity theory, distributed leadership acknowledges the multifaceted interplay among subjects, objects, instruments, rules, community, and division of labour to build leadership capabilities (Jones et al., 2014). Spillane (2006) describes two aspects of distributed leadership. The first is a leadership-plus aspect that recognizes that leading and

managing can involve multiple formal leadership and non-formally designated positions. The second aspect involves individuals in non-formal leadership roles who contribute to the overall leadership in an organization like a school or, in the case of this OIP, an HEI. While distributed leadership theory is well suited for description, it is often difficult to identify due to its basis in leadership as an activity rather than a formal role. This appears to be a direct result of the fact that distributed leadership encourages the development of networks for knowledge sharing rather than relying on a traditional hierarchical structure of decision-making and communication. This attribute does not trouble me, as I find the inherent elasticity of the approach appealing due to the complex nature of leadership in HEIs.

In distributed leadership, individuals' interactions on a team or at an organization are crucial (Spillane, 2005). Sharing influence allows team members to step into a leadership role when specific situations necessitate it and then step back to allow others to lead (Northouse, 2018). Although distributed leadership may be more of a rhetorical exercise, it suits HEIs because faculty maintain significant freedom, making the organizational environment unique (Mainardes et al., 2011). Gronn (2010) asserts that distributed leadership exists in such settings because the totality of influence is not monopolized by one individual, as it may be in a corporation. Instead, power and authority are dispersed among various players, so there are several sources of influence.

Distributed leadership is also well suited for supporting this OIP because it can be used effectively in an academic library. The LIS literature on distributed leadership in academic libraries emphasizes that dispersing decision-making responsibilities places a smaller burden on individual AL to be all things to all people (Goulding & Walton, 2014). Moreover, when leadership is distributed in this manner, change and the resulting transitions are viewed as less

disruptive and cumbersome, resulting in a decrease in resistance (Lesniaski et al., 2001). Thus, LIS literature seems to support the notion that when autonomy and empowerment are fostered through distributed leadership for a specific task or change process, creativity and innovation are unleashed, as the talents and skills of a broader group of AL are maximized (Pan & Howard, 2010). As a result, academic libraries and AL become more responsive and innovative, critical characteristics required to address the issue of expanding the instructional roles of AL as related to underserved students.

Servant Leadership

The existence of distributed leadership within the University Library and its utilization in this OIP should encourage greater collaboration and innovation. However, its presence alone will not necessarily trigger the change process. This is evidenced by the fact that change in relation to AL instructional roles has failed to manifest despite a desire among many AL to see such change. Therefore, a catalyst is needed, in the form of a change agent, to initiate and navigate the change process. I recommend servant leadership, which I have used frequently in my work, as the second approach to help lead GSA-V and the University Library through this OIP.

Coined in the 1970s by Robert K. Greenleaf, an AT&T executive, servant leadership is an approach that emphasizes followers' personal development (Dierendonck, 2010). After retiring, Greenleaf embarked on a journey to explore how organizations could better serve society. He became increasingly intrigued by power dynamics and authority in an organization (Greenleaf, 2008). Greenleaf credited the development of the servant leadership approach to Herman Hesse's novel *Journey to the East*, in which a group of travellers realizes that, throughout their journey, their servant had been leading and holding the group together through selfless care. Although influence is usually considered the critical element in most leadership

approaches, servant leadership flips this focus by emphasizing the ideal of service within the leader-follower dynamic. With an emphasis on strong moral behaviour towards followers, the organization, and stakeholders, an ideal servant leader leads without appearing to be leading and is focused on service to others (Spears, 1996).

For several decades, servant leadership remained a set of vaguely defined characteristics rather than a structured theory of leadership (Northouse, 2018). More recently, theorists have begun to develop a robust approach to validate and clarify the phenomenon that is servant leadership and provide a framework for understanding it (Liden et al., 2008). With this in mind, and due to its emphasis on follower performance and growth, organizational performance, and societal impact, this approach provides a roadmap for me to follow as a change agent. This is especially necessary for a context where I, as a faculty member and AL, hold no formal leadership position or authority over internal stakeholders (i.e., within the library), and I will have to foster collaboration and coalition building to enact change.

In combination, the distributed and servant leadership approaches work well as a hybrid approach to addressing the PoP in this OIP. At HEIs, change processes are vastly different from those in corporate organizations because, as mentioned, HEIs are far more dynamic and complex organizations. Therefore, change processes in HEIs often require hybrid leadership approaches (Mainardes et al., 2011). Kezar (2018) argues that simplistic methods of addressing change are inadequate and fail to account for the organizational context of HEIs, which includes key factors influencing change, such as tenure, faculty status, and distributed leadership. Thus, when considering my preference to lead from behind, the faculty status of AL, the level of autonomy faculty hold, and the distributed nature of leadership at the University Library, the combination

of distributed and servant leadership provides the best possibility to bring about the expansion of the instructional roles of AL in relation to underserved students.

Leadership Problem of Practice

Although the digital age has, to some extent, democratized information, it has also provided significant access to information of uncertain quality (Koltay, 2011). HEIs have attempted to help students assess the quality and accuracy of information by incorporating critical faculties such as IL into the curriculum. These skills have become a core value at many HEIs and emphasize how students can recognize information quality, authenticity, and credibility (Hobbs, 2006; Schuster, 2007). Therefore, for post-secondary students, developing IL skills and knowledge becomes essential in addressing misinformation in their academic, professional, and personal lives. These skills are even more crucial for underserved students because many arrive at HEIs lacking the IL knowledge required for academic success (Buzzetto-Hollywood et al., 2018; Fisher & Heaney, 2011). In a large-scale study, Dixon (2017) found that students do not arrive at universities and colleges with an equal level or baseline of IL skills. This deficiency is a direct result of a phenomenon known as the digital divide, which results in underserved populations lagging in both physical access to and effective use of digital technologies (Hindman, 2009). This divide results in inequalities that can manifest as academic barriers (Buzzetto-Hollywood et al., 2018; Cullen, 2003).

I believe AL are uniquely positioned to teach underserved students how to mitigate the effects of misinformation via IL (Vedder & Wachbroit, 2003). Cooke (2017), a proponent of expanding the roles of AL in academia and beyond, has suggested that AL should help information users become critical and savvy information consumers. Yet, despite this, the degree to which AL are utilized to impart and instill IL knowledge and skills remains highly

inconsistent. Moreover, literature in LIS has demonstrated that inadequate and basic forms of instruction such as on-demand one-shot sessions have become the dominant means by which IL instruction occurs in HEIs (Wang, 2016). This format of library instruction is empirically proven to have a weak impact on student achievement (Wong & Cmor, 2011). Moreover, on-demand one-shot sessions are largely dependent on the whims of TF. As a result, if TF do not incorporate on-demand AL-taught instruction into their courses, students do not receive any IL instruction (Bowles-Terry & Donovan, 2016).

A pedagogically more complex alternative to on-demand one-shot library sessions remains AL-taught IL credit-bearing courses. However, national studies have established that the proportion of academic libraries offering IL courses and programs in the U.S. has been as low as 19% (Jardine et al., 2018) despite a body of literature demonstrating their positive impact. Such studies indicate the overall positive impact of such instruction on a variety of academic performance indicators, including academic achievement and retention (Anderson & Vega García, 2020; Blake et al., 2017; Brown & Malenfant, 2017; Cox et al., 2019; Daugherty & Russo, 2011; Kot & Jones, 2015; Krieb, 2018; Krysiwski, 2018; Laskin & Zoe, 2017; Samson, 2010; Soleymani, 2014). In addition to studies analyzing the impact of IL on postsecondary students as a whole, Buzzetto-Hollywood and colleagues' (2018) recent study demonstrates the positive impact of IL instruction specifically on the underserved student population.

Despite the strong empirical evidence, most HEIs in the U.S. have largely neglected developing IL credit-bearing courses. Thus, my PoP addresses the impact of GSA-V not yet implementing an AL-taught credit-bearing course on IL concepts, which are especially needed for underserved students. Specifically, GSA-V continues to underutilize its AL in developing credit-bearing courses integrating critical aspects of IL. The underutilization of AL occurs

despite their faculty status, subject-matter expertise in this field, and the literature demonstrating IL's positive impact on academic success. To date, AL have shown their value to the academy primarily through on-demand one-shot library sessions and service-based efforts, rather than more effective and complex forms of instruction. The result is that many underserved students at GSA-V remain vastly underprepared in the skills necessary to use information ethically, generate new knowledge, and understand the subtleties and dynamic nature of the world of information. Therefore, this OIP will address how AL at GSA-V, as IL experts, can work collaboratively to expand their instructional roles to better support underserved students' academic success by providing choices in the form of elective credit-bearing IL courses provided by the University Library.

Framing the Problem of Practice

To provide a strong impetus for change in relation to the instructional roles of AL as related to IL and underserved students, it is imperative that this OIP also examine the various forces, both internal and external, that have led to the status quo. Events can unfold in ways that are not always easily predicted or anticipated. The pace and complexity of change today creates an environment of unpredictability, and thus it is crucial that one recognize the notion that change is often a set of nested sequences of events that unfolds over time and shapes the organization, but is also shaped by the organization (Garud & Van de Ven, 2000). In such a chaotic environment, analysis of environmental forces can help determine factors that act as both opportunities and or challenges for addressing the PoP. Therefore, the following section will frame the PoP in relation to internal and external influencing forces.

Internal Influencing Forces

AL at HEIs in the United States have had to constantly justify their professional role to TF and university administration (Loesch, 2017). This need to validate the existence of one's profession or role to institutional stakeholders is especially common in HEIs where AL hold faculty status. The topic of faculty status for AL has become a professional obsession (Applegate, 1993; Silva et al., 2017). This assertion is quickly confirmed with a broad examination of LIS literature, demonstrating that the subject receives substantial attention within the field. The scholarly attention is unsurprising, as the issue of faculty status has significant implications for the profession. A key theme in this literature is the tangible impact of faculty status on the rank and status of AL. According to Torras and Saetre (2009), even at HEIs where they do hold faculty status, AL are rarely viewed by TF and university administrators as equal to TF, regardless of their rank or position.

The obsession with the topic of AL and faculty status is not shared with other disciplines. The topic receives almost no attention in higher education literature (Christiansen et al., 2004; Fagan et al., 2019; Kingma & McCombs, 1995). The little it has received has been largely negative, with most academics outside the field of LIS declaring that AL are not worthy of the title as they are not genuine educators (Polger & Okamoto, 2010). Yet, the evolution and trajectory of faculty status for AL has not been as linear as the divergence in views makes it appear.

Until the early 20th century, at most HEIs, AL were routinely selected from the ranks of regular TF (Walters, 2016). Academic libraries were typically operated by individuals who considered themselves scholars first and foremost, and not necessarily librarians. In time, a deviating evolution occurred, resulting in TF and AL becoming two separate and distinct

occupations (Hill & Hauptman, 1986). This divergence became apparent during the postwar era when the role and function of AL as we know it today began to reveal itself. As the collections and programs of academic libraries grew and there was a new emphasis on the use of library resources in university courses, the need for better trained and more specialized librarians arose (McAnally, 1975). Similarly, during this period, the field became dominated by females, a factor that immediately began to shape both the inward and outward perception of the profession (Fagan et al., 2019). AL were no longer envisioned as faculty operating a library but as a different type of professional. Yet, as the need for AL continued to rise and their roles became more specific and complex, AL began to feel dissatisfied with their status, which was often seen as inferior to TF, resulting in a movement towards equity.

The rationale for equality in faculty status was embedded in the idea that AL were themselves educators with scholarly interests and knowledge on par with TF (Werrell & Sullivan, 1987). Faculty status became the sole means by which AL could once again become active members in HEIs and obtain the recognition, respect, and privileges they felt they deserved. However, the push to attain equity in rank and status did not occur overnight. Although some HEIs proposed and instituted faculty status for AL on an individual basis, it was not until 1959 that the Committee on Academic Status of the Association of College & Research Libraries (ACRL) became the first association to formally call for faculty status for AL (Silva et al., 2017). In 1971, the association drafted standards for faculty status and, in 1972, issued an official statement jointly prepared by the American Association for University Professors and the Association of American Colleges (Werrell & Sullivan, 1987). The ACRL defined faculty status as “an official recognition by an institution of higher education that librarians are part of the

instructional and research staff by the conferment of rank and titles identical to those of faculty and commensurate benefits, rights, and responsibilities” (Werrell & Sullivan, 1987, p. 95).

Currently, in the U.S., AL hold faculty status at approximately 50% of HEIs (American Library Association, 2018). Bolin (2008) asserts that the implications of faculty status for AL differ widely among HEIs, with implementation rarely being uniform and in stark contrast to the uniformity of TF appointments, assignments, and workloads. Inconsistency in what faculty status entails for AL, from one institution to another, has a tangible impact on studying the phenomenon (Walters, 2016) and how TF and administration perceive the profession at HEIs.

At GSA-V, the policy of granting AL faculty status (GSA, 2018) largely reflects the national timeline (Sand, 2014). The process began in 1951 with the formation of a committee to study the matter. During this period, the California Department of Finance recommended to the GSA system that AL be classified as faculty, reporting that faculty status was necessary as AL were suffering from a general dissatisfaction with the lack of privileges afforded to them, including professional study and sabbatical leave. Following a decade of deliberation, the GSA’s committee released its own recommendation of full faculty status. Both recommendations were ignored by the GSA Board of Trustees. AL in the GSA remained in limbo, functioning as para-academics until 1983 when the system finally conceded, mainly for logistical purposes, and granted AL faculty status.

The tumultuous journey to gain faculty status played a significant role in how academic administrators and TF view the current status and roles of AL. Many academics from both within and outside the field of LIS believe AL are not authentic faculty. This sentiment is often connected to the instructional roles of AL and the belief that AL merely inform students and do not teach them (Hoggan, 2003). Polger and Okamoto (2010) argue that AL are not genuine

educators and, therefore, cannot and should not be classified as faculty. Other research states that, as generalists, AL simply react to content, unlike TF who put considerable effort into generating and disseminating it (Mitchell & Morton, 1992; Peele, 1984; Wilson, 1979). This view has a perceptible influence on the instructional role of AL in HEIs (Christiansen et al., 2004; Fagan et al., 2019) and brings to head the tensions between the service and research aspects of librarianship (Silva et al., 2017). Moreover, it spurs a discussion about qualification and the perspective that AL do not hold the necessary terminal degree required to teach at a university (Cronin, 2001). The two concepts of generating research and possessing a doctorate can result in TF viewing AL as subordinates (Christiansen et al., 2004).

The notion of not deserving faculty status is complicated by uncertainty regarding the current roles and functions of AL. The profession views its role in relation to IL instruction as vital to the educational mission of HEIs. Yet, university administrators and TF often see AL as playing only a supplemental role in accomplishing this mission (Lynch et al., 2007). The deep-rooted ambiguity of the function of AL is very much connected to the issue of status, academic training, and scholastic ability (Lynch et al., 2007). Badke (2005) contends that TF and university administrators at most HEIs have little understanding of the skills and qualifications of AL and may fail to distinguish between professionals and non-professionals in their own academic libraries.

This ambiguity about the roles of AL is spurred on by the profession itself, which has begun to emphasize the ideal of service above all as a key characteristic of academic librarianship. AL instructional roles continue to be affected by the notion that librarianship is largely a service-oriented profession (Freedman, 2014; Galbraith et al., 2016). The perception is shared by many within the field who believe that AL should not enter occupational spaces, such

as credit-bearing courses, dominated by TF (Owusu-Ansah, 2007). Fobazi (2018) identified this self-limitation as embedded in the predominance of women in the profession. As such, librarianship reflects a deeply sexist sentiment of women as exemplars of servility and service. Nalani and Carr (2013) assert that this ideal of servility plays out daily in the instructional relationship between TF and AL. AL often acquiesce to the demands of TF despite requests that may be demeaning or condescending. This appeasement nurtures an unproductive relationship and feeds into the general ambiguity about AL roles. However, this unequal and unproductive relationship between TF and AL does not exist in a vacuum, as it is further encouraged by the current on-demand one-shot instructional approach in place at most HEIs. This instructional format, as discussed earlier, places most control in the hands of TF, and AL simply comply with demands, believing that any classroom time (i.e., virtual or physical) with students is better than not being invited into courses.

The internal forces of faculty status, the vagueness about the instructional role of AL, and the emphasis on service means that, in most HEIs, AL do not function as professional and autonomous educators and are unable to make independent and theoretically founded choices in teaching (Torras & Saetre, 2009). As a result, these forces heavily restrict the ability of AL at GSA-V to play a central and more independent instructional role in the academic success of the underserved student population.

External Influencing Forces

In addition to internal forces, external forces in an organization can also have an impact on the change process (Deszca et al., 2020). The principal external force that shapes the immediate need to advance the role of AL in relation to underserved student academic success is a GSA systemwide initiative called Grad 2025 (a cryptonym). The initiative is a direct result of

state legislation that allotted a significant amount of one-time monies to the system to support student success by meeting increased graduation rates and closing achievement gaps (GSA Chancellor's Office, n.d.-b). Each campus was tasked by the state of California and the GSA board of trustees to develop short and long-term efforts for the implementation of this initiative.

One of the critical functions of Grad 2025 is to address the large achievement gap and low graduation rates among underserved students (GSA Chancellor's Office, n.d.-b). As noted above, these students make up a large percentage of the GSA-V campus, and internal data demonstrates that underserved students do not fare as well academically as their traditional counterparts. The University Library, as the only college that does not graduate students or offer credit-bearing courses or programs, has struggled to demonstrate empirically how it plays a direct role in relation to the achievement gap and graduation rates or how it plans to do so moving forward. This is problematic as the university is demanding quantitative evidence of impact on student success, and the current on-demand one-shot library session model does not provide a strong pedagogical foundation by which to demonstrate such a connection. Though the University Library has sought to show quantitative empirical evidence to the contrary, thus far no strong correlation can be drawn to demonstrate what effect IL instruction currently has or could have on closing the graduation gap or increasing underserved students' academic success.

PEST Analysis

There is little uncertainty about the impact of the Grad 2025 initiative as an external force in relation to AL instructional roles and underserved students. Nevertheless, tools such as a political, economic, social, and technological (PEST) analysis can also help to determine other external forces that may act as both challenges and opportunities, enabling me to make predictions about future change (Leyva et al., 2018). Tools such as a PEST analysis allow one to

determine how external forces act to drive and push the need for change in an organization (Deszca et al., 2020). Moreover, they provide a means by which to predict environmental shifts and allow for environmental scanning in relation to a particular change process or event, factors that will shape how I plan to address the PoP.

Politically speaking, the force that had the most substantial impact on HEIs in our time is neoliberalism (Busch, 2017). The phenomenon has resulted in a multitude of changes in the way HEIs function as well as their societal roles. Neo-liberalism has resulted in public pressure on HEIs and a significant decrease in government support for public education while requiring greater accountability. Yet, the lack of financial support appears to be a symptom of the public's lack of knowledge on the function and role of HEIs and the real-world applicability of post-secondary education. To promote a democratic society (Delbanco, 2012), HEIs have begun to prioritize lifelong learning to demonstrate the real-world value of post-secondary education, and thus there remains an opportunity to expand IL-related curricula. AL are not ignorant of the public's increased demand for real-world skills. This is demonstrated by the American Library Association's decision to position IL as a critical skill that could fulfill such demands (Seale, 2016).

Economically, there has been a considerable reduction nationally in government funding for public HEIs as a direct result of neoliberal policies (Santos, 2006). This shift, which continues to affect HEIs, has resulted in HEIs seeking alternative sources of funding (Busch, 2017). Although many theorists strongly warn against completely capitulating to the market forces that drive neoliberalism (Busch, 2017; Giroux, 2010; Kandiko, 2010), I contend that HEIs could utilize their ability to impart lifelong learning skills to increase funding and shift public opinion. This shift is already occurring as many HEIs partner with corporations to provide post-

graduate certificates focused on the supplemental needs of working professionals (Pelletier, 2012). Imparting strong IL skills and knowledge can help fulfill the private sector's need for skilled graduates.

Socially, this PoP is influenced by the phenomenon known as the digital divide. According to Hindman (2009), digital technologies have not resulted in the total democratization of information as expected. Thus, the digital divide, which negatively affects underserved populations, results in members of said groups lagging in both access to and use of digital technologies. This lag has resulted in a societal class divide (Cullen, 2003; Hindman, 2009). The digital divide is replicated in HEIs, creating inequalities that act as significant hurdles for underserved students (Buzzetto-Hollywood et al., 2018). However, increased IL instruction can help address this issue and significantly reduce the social inequity resulting from the digital divide.

Technologically, the result of the digital divide is also evident in HEIs. At institutions with large populations of underserved students, there remains a lack of access to technology and, more importantly, a lack of preparedness and knowledge among underserved students to effectively use the internet, core computer applications, and scholarly resources for academic pursuits (Buzzetto-Hollywood et al., 2018). This gap in access perpetuates societal inequity. Thus, access to technology and the ability to properly use it can present both a challenge and an opportunity for HEIs and academic libraries. Addressing this issue through pedagogically effective IL instructional approaches can demonstrate the usefulness of HEIs in addressing a real-world societal issue.

In summary, a wide range of both internal and external forces play a role in shaping the PoP. Internally speaking, some of the most significant forces include the issue of faculty status

for AL, the emphasis on service in the profession, and the instructional roles of AL within academia. Externally, the Grad 2025 initiative is by far the biggest driver for the need for change, followed by the digital divide and the various neo-liberal forces shaping the future of HEIs. When accounting for these forces, it is clear to me, as a faculty member looking to champion change, that such forces should be perceived as opportunities, especially if one is championing proactive change.

Questions Emerging from the Problem of Practice

Both internal and external forces raise important guiding questions demonstrating the complexity of the PoP and its multifaceted nature. These questions will be presented here. However, a more in-depth discussion of strategies to address said questions will occur later in Chapters 2 and 3.

The Question of Resistance

By far, the largest unknown for an OIP that aims to expand the instructional roles of AL in relation to underserved students will be stakeholder resistance and the forms and degree to which such resistance will manifest. It must be noted that internal (i.e., within the library) and external (i.e., within the university) stakeholders may resist this change process for different but, possibly, overlapping reasons.

The Question of Sustainability and Longevity

An OIP to institute a new curricular direction for IL instruction, possibly in the form of courses or a program, will have to contend with how the chosen resolution will be a long-term solution. The long-term goal of the change process outlined in this OIP is a sustainable and permanent change integrated into the library's IL vision, mission, and instructional offerings.

The Question of Logistics

The issue of logistics is crucial for an OIP that aims to provide a tangible and practical solution. As the GSA-V University Library has never provided instruction beyond on-demand one-shot library sessions, solutions such as courses or programs will require new processes to address unfamiliar issues. These can include but are not limited to monetary compensation for faculty instructors, workload issues, adjustment to policies and procedures, and impact on retention and tenure.

Leadership-Focused Vision for Change

Less than a decade ago, following a wide-ranging campaign of advocacy, the University Library and other stakeholders at GSA-V convinced university leaders of the importance of integrating IL into the university's core competencies for learning (GSA-V, n.d.-b). These competencies function as the fundamental goals of students' collegiate experience and define the skills, knowledge, and abilities students can expect to gain through coursework. The competencies guide course development and are intended to be embedded and interconnected throughout courses. At face value, the act of including IL is commendable, but closer analysis demonstrates its inclusion is largely symbolic. With little to no oversight into how individual TF incorporate IL, TF remain free to determine what role, if any, IL plays in their courses. As discussed earlier, this arrangement is inherently problematic, as it places control of IL-related instruction in the hands of TF.

Current State

Despite the inclusion of IL into GSA-V's core competencies for learning, TF and university administrators still have little if any knowledge about IL. The current on-demand one-shot model of library instruction is ineffective as it relies far too heavily on TF willingness to

include IL instruction in their courses (Owusu-Ansah, 2007). Thus, as AL are brought into courses to provide on-demand one-shot library sessions as guest lecturers, the length of the presentation and the content to be covered is also dictated by TF. As a result, IL instruction at GSA-V remains inconsistent, a phenomenon common to most HEIs (Bowles-Terry & Donovan, 2016). This inconsistency and the weak pedagogical nature of on-demand one-shot library sessions leaves little opportunity for GSA-V AL to advance learning beyond surface-level instruction, conduct educational scaffolding, or assess student learning. In addition, the lack of consistency is especially concerning as underserved students often have significantly less IL knowledge than their peers (Fisher & Heaney, 2011). As IL plays an integral role in academic research, the disparity between traditional and underserved students' IL knowledge at GSA-V has resulted in an academic disadvantage.

The current dynamic means that AL are not in a strong position to guarantee all students, especially those from underserved populations, at GSA-V will gain the IL skills necessary to successfully navigate their academic, professional, and personal lives. This status quo remains despite AL holding faculty status and being eligible for the same curricular and pedagogical privileges and responsibilities as TF. The shortcomings of this model have spurred a growing consensus among AL and library administration at GSA-V about the need for change.

Desired Organizational State

The purpose of the following OIP is to effectively transition IL instruction and the roles of AL as instructors into better alignment with the library and university's mission in an effort to better serve underserved students at GSA-V. The GSA-V mission statement asserts that one of the institution's primary goals is to provide opportunities for individuals to develop intellectually, personally, and professionally (GSA-V, n.d.-c). University Library leaders align

their efforts with this mission statement by articulating the library's own mission of providing transformative IL education in support of student success (University Library, 2017). However, I theorize that the goals of the University Library cannot be satisfactorily achieved in the current state. AL working collaboratively with internal (i.e., within the library) and external stakeholders (i.e., within the university) must strive towards achieving a greater and more independent instructional role. This type of instructional independence, often a taboo subject in LIS literature which heavily emphasizes dependency through collaborative efforts between TF and AL, will enable the library to better support the mission of the institution (Owusu-Ansah, 2007).

Thus, a shift to a more comprehensive and complex IL curriculum, in the form of AL-taught credit-bearing courses or a program, is necessary. This shift serves a dual purpose by allowing AL to positively impact underserved students' academic success and take a more central and essential instructional role on campus. Owusu-Ansah (2007) points out that, while on-demand one-shot library instruction may be the easier and more widespread practice, credit-bearing courses act as a currency of recognition in HEIs. It is credit-bearing courses that represent the significance or value of an educational activity or experience for students, TF, and university administration. Therefore, it is imperative that AL direct greater effort to advancing the case for credit-bearing solutions, as credit offerings command the attention of stakeholders and indicate what an institution considers essential in students' education.

It must be noted that any credit-bearing IL course offering provided by AL and the University Library at GSA-V cannot be made mandatory. Although the library is formally designated as a college, it does not offer majors or minors; thus, such a course would be designated as an elective. However, given the faculty status of AL and the curriculum review process at GSA-V, AL hold the necessary agency to achieve this goal individually or as a group.

However, this OIP will demonstrate that a truly long-term and sustainable solution will require a collaborative effort among AL to submit a proposal to move beyond the one-shot model for curriculum review.

Moving beyond one-shot sessions into more complex curricular offerings may be difficult for a college that has never provided a course or program of any kind. Therefore, such a shift will require a transformation of the roles and perceived roles of AL. A proposed move towards more comprehensive and in-depth IL instruction will also require a shift in how AL view their own roles as instructors. They will need to envision themselves as more than service-oriented faculty (Bowles-Terry & Donovan, 2016). This shift cannot occur in a vacuum. A university is comprised of various faculty and administrative stakeholders involved in curricular and instructional affairs. Thus, any change will necessitate a significant modification in the way university administrators and TF view both the status and instructional capabilities of AL.

These shifts will necessitate coalition building and collaboration among AL, between AL and TF, and between AL and university administrators. This type of coalition building, both within the library (internal) and within the university (external), is necessary for a variety of reasons (Deszca et al., 2020). First, coalitions will ensure that a change process has support prior to the approval process (Babak & Carol, 2017). Both internal and external stakeholders can assist a change agent in gaining the momentum necessary for reaching a tipping point in the change process that can help ensure the eventual approval of the change (Gladwell, 2000). In addition, as the University Library has never offered any curricular offerings beyond the one-shot approach, coalitions could also provide the ability to guarantee sustainability and longevity for any proposed plan for change.

Moreover, such coalitions will demonstrate to the university administration that the need for change is shared among TF and AL in a united front to expand library instruction beyond on-demand one-shot sessions. This will demonstrate that any proposal for change has broad university support, thus ensuring significantly less resistance (Hearn, 1996) in the curriculum review process. Overall, the envisioned future state will allow GSA-V to better serve the academic needs of its large population of underserved students, and allow the library to better fulfill its own mission and properly align itself with the university's mission.

Organizational Change Readiness

Drivers of Change

Although a shift to the desired state may appear logical and necessary to a change agent, one cannot assume that organizational stakeholders will view the need for change the same way (Kezar, 2018). Thus, I must demonstrate that GSA-V and the University Library are well suited for the type of change proposed in this OIP. However, before discussing institutional readiness, it is also crucial to identify the specific internal and external drivers for change. Whelan-Berry and Somerville (2010) suggest that change drivers are events, activities, or behaviours that facilitate change implementation. The term can be used to describe either the internal drivers that allow for the individual adoption of change or external drivers of the necessity for change.

Internal Drivers

Internally, four change drivers directly impact expanding the role of AL in relation to IL instruction for underserved students. The first of these is AL dissatisfaction with and the ineffectiveness of the on-demand one-shot library instructional approach. The literature in the field of LIS is clear that this model fails to provide AL with a firm pedagogical footing to adequately address the topic of IL with students in a productive way (Badke, 2008; Bowles-

Terry & Donovan, 2016; Hollister & Coe, 2004; Kempcke, 2002; Owusu-Ansah, 2007). The second internal driver is the status and roles of AL at GSA-V. As non-teaching faculty, AL are often viewed as para-academics and second-class faculty. The phenomenon has been studied, and some researchers have suggested that the root cause is embedded in various factors, including faculty status, the role of AL in HEIs, and the general ambiguity among TF and university administrators about their exact function (Christiansen et al., 2004). The perspective is reinforced by the view of AL as merely service providers (Bowles-Terry & Donovan, 2016), breeding a sense of resentment among AL.

The third internal change driver, and one we have discussed, is the academic achievement gap between underserved and traditional students at GSA-V and how this affects GPA, retention, and graduation rates. This gap is the focus of a systemwide initiative known as Grad 2025 (GSU Chancellor's Office, n.d.-b) and holds the immediate attention of both the GSA system leadership and the GSA-V campus leadership. AL have struggled within the limits of the current IL instructional approach to play a significant role in student success as related to the achievement gap. This is because on-demand one-shot library sessions are notoriously hard to connect to student achievement (Wang, 2016). Thus, in the eyes of campus TF and administration, they play a negligible role in assisting with the achievement gap. However, the ability to play a more significant instructional role could act as an impetus for change and a means to combat stakeholder resistance. The final driver is a growing consensus among groups of AL at GSA-V regarding the need to move beyond the current IL instructional approach. If properly fostered through the combination of distributed and servant leadership, this dissatisfaction can empower AL to advocate for and collaborate with TF and university administrators to address resistance and gain buy-in for the change process.

External Drivers

External drivers that influence the PoP are derived from Kezar's (2018) eight overarching issues, which act as drivers for change in HEIs. Of the eight, two are particularly relevant due to their applicability to the PoP. The first of these is the connection of higher education to the global economy. As an entry ticket into the knowledge economy, HEIs ability to impart critical thinking and higher-order skills is invaluable. Yet, enrollment and graduation rates in the U.S. are down. Thus, this driver requires GSA-V to begin expanding instructional offerings to play a more impactful role, thereby justifying the expansion of IL instruction efforts. The second driver is the increasingly diverse student population who engage campuses differently. As the underserved student population grows exponentially (Stich & Reeves, 2017), universities such as GSA-V that harbour large populations of underserved students must address this student population's unique needs. This will include but is not limited to issues such as the digital divide and the resulting inequities.

Understanding the Need for Change

Despite the evidence for moving beyond on-demand one-shot sessions and the various internal and external drivers, it is clear that the current state of IL instruction at GSA-V does not reflect its critical function in assisting underserved students. However, I am confident that the cultural climate at GSA-V is well aligned and primed for a change to instructional roles of AL and the way IL is taught. In the following section, I will address critical elements that demonstrate GSA-V and the University Library's level of change readiness. To achieve this, I will employ Judge and Douglas' (2009) eight dimensions related to change readiness.

A survey of organizational theory literature demonstrates that several theories and frameworks exist to measure an organization and its employees' appetite for change (McKay et

al., 2013). Many of these theories are aimed at courses of action for developing and fostering readiness in relation to a specific change process. However, this aspect of change readiness will be examined partially in Chapter 2 and largely in Chapter 3 of this OIP, following the articulation of a specific solution for the PoP. The following section will aim to determine if GSA-V and the University Library have the qualities and traits required to make it worthwhile to develop a solution to the PoP.

This component of change readiness is essential as the vast majority of planned organizational change initiatives fail even before they begin (McKay et al., 2013). This can be linked to the failure to utilize reliable and validated diagnostic instruments that can assist in assessing and tracking an organization's capacity to change. Therefore, Judge and Douglas (2009) propose a means by which to measure organizational capacity for change, defined as a “combination of managerial and organizational capabilities that allows an enterprise to adapt more quickly and effectively than its competition in changing situations” (p. 635). I chose to employ this particular instrument for several reasons. First, I appreciate that the instrument focuses on the relationship between the organization's internal and external situation, which is especially important for an OIP that prioritizes context, forces, and drivers in the change process. Second, I find, as do the authors, the connection between perceived environmental uncertainty and organizational capacity for change to be strong. Third, the instrument's prioritization of an organization's structure, its members' behaviour and attitude, and organizational efficiency facilitate the proper examination of why an institution may be more or less capable of change (Heckmann et al., 2016). Lastly, I feel confident in the instrument's reliability, as its validation rests on a large-scale longitudinal study. The authors provide eight dimensions to measure readiness for change, including trustworthy leadership, understanding the need for change,

trusting followers, capable champions, involved middle management, innovative culture, accountable culture, effective communication, and systems thinking. Below, I will apply each of the eight dimensions to measure GSA-V and the University Library's change readiness capability.

Trustworthy Leadership

GSA-V and the University Library have and continue to prioritize trust among faculty through open and consistent channels of communication such as retreats, regular open and informal meetings with the president, provost and library dean, and regular visits by administrators to individual colleges and departments. However, there has been significant turnover among the upper echelon of leadership at GSA-V in the past several years. As a result, new leaders appear to be extremely eager to demonstrate their trustworthiness to university stakeholders. As for trust between the library's administration and AL, the level of trust has been high mainly due to the implementation of the distributed leadership approach by the dean.

Trusting Followers

Although faculty have much autonomy (Hearn, 1996), the ability to dissent or follow a new path can vary from the institutional level to the college level. At the institutional level, faculty at GSA-V have demonstrated their ability to dissent in the past through various means, including strikes and walkouts. At the college level, the ability to dissent is dependent on the leader-follower dynamic in place. As described earlier, at the University Library, the dean's implementation of the distributed leadership approach has, for the most part, relied heavily on the input and consensus of AL when making most decisions, which has led to a high degree of trust.

Capable Champions

GSA-V has been able to attract, retain, nurture and empower change leaders among faculty through the tenure and retention process. GSA-V is far more generous than neighbouring R1 institutions with hiring for tenure-track positions and conferring tenure on faculty. As a result, faculty feel incentivized to proactively seek opportunities to enact change in line with the university's mission, goals, and values. This, combined with faculty autonomy, has led to an atmosphere in which faculty feel empowered to pursue roles as change agents both throughout the institution and within their colleges and departments.

Involved Middle Management

In HEIs, the term middle management can describe a variety of positions. However, here I will use the definition outlined by Pepper and Giles (2014), who describe the role as personnel occupying positions below the dean. Though the University Library has an associate dean, this position is responsible solely for staff rather than faculty supervision. Thus, the middle managers relative to faculty would, by default, be the two department chairs, one assigned to the instruction department and the other to the technical services department. The chair of instruction is very involved, as the individual plays a significant role in guiding the instructional and outreach programs and a key role in the tenure process for AL. The chair also functions as a direct liaison between faculty and library administration. There has been little turnover for this position at the University Library, as the current chair has fulfilled these responsibilities capably. In relation to the PoP, the chair of instruction will play a pivotal role in the curriculum review process and efforts to build internal library coalitions and support for this OIP.

Innovative Culture

Generalizing whether the University Library and the university are innovative is difficult because HEIs do not function as uniformly as corporations. The University Library's faculty are certainly more innovative now since the hiring of many new tenure-track faculty over the last decade, coinciding with large numbers of retirements. Junior faculty have been much more willing to develop and implement new and experimental ideas, at times resulting in tensions between older and newer faculty. Such tensions are often connected to technological issues, as soon-to- retire academics are not as comfortable with technological developments (Watty et al., 2016). The disagreements can be problematic if senior faculty hold tenure, as the status can be used as a barrier to change. However, as the GSA-V library's faculty age profile continues to skew younger, innovation appears to be flourishing, a fact that is being encouraged by the dean.

Accountable Culture

As with innovation, the degree of accountability is also challenging to predict due to faculty autonomy. However, for endeavours involving the library as a whole or that significantly impact critical services (e.g., instruction), the University Library has fostered a culture of accountability through assessment. In addition to a dedicated assessment AL position, the library also maintains a formal assessment committee that works one-on-one with AL that are proposing innovative changes. Both the assessment AL and the assessment committee are in place to assist library change agents in assessing readiness and the effectiveness of specific strategies and changes throughout the change process. Another process used frequently to encourage accountability and change readiness from a user perspective at the library has been user behaviour studies. This type of assessment has been a mainstay in academic libraries (Malliari &

Kyriaki-Manessi, 2007) and is primarily focused on current or traditional services and innovation related to such services.

Effective Communication

Open lines of communication, both formal and informal, have been engrained in the culture of GSA-V and its library. The library's dean acts as the faculty's liaison to university leadership. Moreover, the dean annually announces his open-door policy to all faculty and schedules regular coffee-with-the-dean events in which faculty can meet to informally discuss any topic or issue. This open-door policy has also been echoed by the chairs of the two departments at the library. Additionally, a monthly all faculty meeting in addition to a departmental meeting means that AL have significant and consistent face time with colleagues as well as library administration in a supportive and collegial atmosphere.

Systems Thinking

Accurately determining the level of systems thinking at the institutional level is extremely difficult at an institution as large as GSA-V. However, at the University Library level, AL are keenly aware, whether they agree or not, of the current role the library plays within the instructional mission of the institution and the future potential of the IL instructional program. Though there has been a general hesitancy to make the connection stronger and clearer, AL understand how vital the instructional program is for demonstrating the library's value to the university.

Chapter 1 Conclusion

Chapter 1 elucidates the organizational context in which the PoP is embedded and the various factors that shape and influence it. It is clear that this OIP will be shaped by factors that concern the profession of academic librarianship as well as those that impact how to best serve

underserved students. Deep and lasting change as related to this PoP is fundamental and will be of crucial concern for the implementation plan. The selection of distributed and servant leadership in combination works to address key components of the PoP, such as the lack of AL formal authority, stakeholder resistance, faculty autonomy, and issues related to the function, status, and instructional roles of AL. Furthermore, the two leadership approaches will support this OIP's emphasis on developing context-driven change. Both approaches take into account the unique nature of HEIs and the power dynamic within. Chapter 2 of this OIP will detail how the leadership approaches I selected will help identify a possible solution for the PoP.

Chapter 2: Planning and Development

As stated in Chapter 1, the PoP addressed in this OIP concerns the impact of GSA-V failing to offer an AL-taught IL credit-bearing course, which would be particularly beneficial for its large underserved student population. The failure to provide such courses occurs despite AL expertise in IL and the empirical literature demonstrating its positive impact on student academic success. In Chapter 1, my aim was to provide both an in-depth description of the organizational structure and a comprehensive analysis of the current and future state related to the PoP. In addition, I identified the paradigm that shapes my worldview and the two leadership approaches that best suit attempts to address the problem. Lastly, to situate the PoP in a broader context, I discussed various internal and external forces and drivers that directly and indirectly shape the PoP. In the following chapter, I build on this foundation by describing how the two leadership approaches and Kotter's eight-stage process provide a framework, grounded in theory, for leading the change process. I conclude by examining what needs to change through a gap analysis, which will lead to an investigation of three potential solutions and the selection of one to address the PoP.

Leadership Approaches to Change

Regarding leadership and change related to the PoP, my work is informed by the distributed and servant leadership approaches. This is because the approaches are the best match for the PoP and align well with the critical paradigm. The critical paradigm demonstrates how leadership activities can reinforce but be separate from individual traits, personalities, and advantaged social location. Moreover, its emphasis on social justice works well in conjunction with shared forms of leadership to facilitate practice with the distinct goal of empowering leaders to serve traditionally marginalized groups (Brooks et al., 2007). The emphasis on social justice is

a direct by-product of a key feature of the paradigm. Paulo Freire (1989) articulated this notion as critical consciousness, which is the ability to learn to observe social, political, and economic contradictions and act against oppressive elements. This action can be undertaken through an awakening of sorts, as one begins to mindfully recognize, understand, and address the reality one lives.

The critical paradigm's emphasis on social justice is attractive not simply due to its emphasis on equity, as the theory also advocates for a connection to practice. Like Freire (1989), I advocate for a connection and balance between theory and practice. Thus, guided by the critical paradigm, I purposefully selected the distributed and servant leadership approaches as they work to reinforce shared and democratic forms of leadership. Working to reinforce the collegial and democratic spirit of governance in HEIs, both approaches demonstrate that individual top-down leadership has limited application (Kliewer, 2019). The limited application is a by-product of an overemphasis on an Anglo-Saxon, heterosexual, patriarchal, and corporate perspective that often fails marginalized groups (Kliewer, 2019). Therefore, in the following section, I utilize the distributed and servant leadership approaches to inform the change process outlined in this OIP.

Distributed Leadership

Distributed leadership is a popular contemporary approach in education (Bush & Crawford, 2012). Gaining prominence in educational leadership discourse fairly recently (Gronn, 2000; Harris & Spillane, 2008; Spillane, 2006), its popularity lies in its potential to bring about improvement in an educational context (Harris, 2012; Spillane & Healey, 2010). Despite its utility, understanding of distributed leadership has been broad and, at times, contested (Harris & DeFlaminis, 2016). A second concern has been that research on distributed leadership is frequently not grounded in empirical methodologies. Still in its early stages (Hairon & Goh,

2014), the empirical research on its use in education is less developed than its conceptual articulation (Harris & Spillane, 2008; Tian et al., 2016).

The definition of distributed leadership is broad (Hairon & Goh, 2014), likely due to the leader-follower relationship being more dynamic in the educational environment. Thus, criticisms of this approach primarily center on issues of its ambiguity. Nevertheless, some academics have attempted to make the concept more comprehensible by providing a set of characteristics or principles. Harris (2008) identified nine facets of distributed leadership: broad-based leadership, requiring multiple levels of involvement in decision making; focused on improving classroom practise, including formal and informal leaders, linking vertical and lateral leadership, encouraging the voices of students, flexible and versatile, fluid and interchangeable, and concerned with improving leadership practice. Reflecting on these facets, I surmise that the distributed leadership approach is currently in operation at the University Library.

In light of its existence at the library, the question becomes what makes this leadership approach viable for addressing the PoP. I believe the distributed leadership approach provides the ideal conditions to bring about deep sustainable change. Kezar (2018) defines deep change as one that challenges existing assumptions and beliefs to align an organization with the external environment. The ability of distributed leadership to achieve such change is rooted in what Woods and colleagues (2004) identify as its three underpinning elements: concrete action, movable boundaries, and movable expertise. I will now examine how these three underpinning elements can work in the context of this PoP to bring about change.

Concrete Action

With concrete action, AL can work collaboratively through the pooling and aggregation of individual initiative and expertise. The notion of concrete action is appealing, as

it is consistent with the critical paradigm's emphasis on challenging top-down hierarchical leadership approaches and the monopolization of power in individual role holders (Shah, 2014). This monopolization of power at the individual level can lead to inequality and imbalanced relations between leaders and followers (Collinson, 2011). Although, as noted in Chapter 1, proposing an IL course or a program for curriculum review can be achieved individually, this would not be an ideal strategy. The University Library has never offered any curricular programming beyond on-demand one-shot library sessions. Therefore, the development of any such offerings will require a significant amount of planning and strategizing to address issues like resistance, logistics, marketing, workload issues, course content, and more. A more thorough analysis of these issues will occur later in this chapter.

Nevertheless, these issues demand that any proposed solution is a genuinely collaborative effort between AL and administration at the University Library. This collaboration is vital to ensure buy-in during a change process, especially one that redirects how the University Library achieves its instructional mission. In a shared governance environment such as the University Library, concrete action ensures the development of a shared vision for change, thereby reducing resistance and resentment among AL during and after the change process (Buller, 2015). Such opposition must be taken seriously, as the curriculum review process is designed to allow all AL to provide feedback and request changes.

Movable Boundaries and Movable Expertise

The notions that leadership roles are flexible and that influence can be shared are vital in an environment as dynamic as HEIs. In a collaborative change process facilitated by distributed leadership, AL involved in the process must be permitted to step into leadership roles when a specific situation necessitates it. This type of fluidity, where expertise is valued over formal

status, is vital for an OIP that has to account for factors related to the current and future desired state of IL instruction at GSA-V, including historical context, existing policies and governance structures, and stakeholder influence. Distributed leadership will empower AL to step into leadership roles when they believe they can utilize their institutional memory, experience, expertise, and networks of influence to positively affect the change process (Kezar, 2018).

Yet, despite the applicability of the distributed leadership approach to the PoP, I reiterate that its existence alone is not adequate to bring about change. Although an organization may embrace shared forms of leadership, a leader is still required to help harness employees' potential and advance the change process (Kezar & Holcombe, 2017). Fletcher and Kaufer (2003) refer to this as the paradox of shared forms of leadership. Though, in contrast to traditional forms, distributed leadership advocates for a broader conception of leadership, the approaches are not mutually exclusive. Distributed leadership still requires vertical leaders. These leaders can encourage and empower team members, facilitate the sharing of leadership, and assist the group in effectively navigating intra-organizational conflicts (Kezar & Holcombe, 2017).

Although environments with shared forms of leadership still require vertical leaders, HEIs present a unique scenario in which faculty hold significant autonomy. Buller (2015) argues that faculty at HEIs are nearly unmanageable, as they innately resist hierarchical management. This dynamic can mean that traditional top-down approaches are not always effectively combined with distributed leadership. Therefore, servant leadership's emphasis on leading from behind, empowerment, and growth serves as a suitable and complementary approach to address this PoP.

Servant Leadership

Servant leadership is grounded in the principle that leaders must rely on communication to better understand followers' capabilities, needs, desires, and goals (Lord et al., 1999). Using followers' unique characteristics and interests, a leader can work to assist them in realizing their potential by encouraging and building their self-confidence (Lord et al., 1999), and by acting as a role model, developing trust, and providing information, feedback, and resources (Greenleaf, 1977). However, despite this understanding, the literature on servant leadership offers an inconsistent set of dimensions needed to define it (Northouse, 2018). Liden and colleagues (2008) offer a solution in the form of a study to test the existing dimensions. This study resulted in the development of a seven-factor solution describing the behaviours of an effective servant leader (and they are): conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community. Below, I will utilize the seven characteristic behaviours to detail how I can apply them to the PoP to further facilitate change.

Conceptualizing

A thorough understanding of an organization's purpose, complexities, and mission is vital for identifying a problem and addressing the issue creatively and in line with the organization's goals. In the case of this PoP, I, as a leader, must be versed in the contextual factors and forces involved in the current IL instructional program at GSA-V. I must share those with stakeholders involved in the change process. This information will demonstrate both my competency and my value as a servant leader to internal stakeholders. Buller (2015) suggests that innovation can be fostered via a continuous flow of information within a network. As a result,

innovation can be stifled when stakeholders involved in the change process are unaware of crucial information like resources and expert knowledge available to them (Buller, 2015).

Emotional Healing

Being sensitive to followers' concerns by recognizing problems and being willing to address them demonstrates a commitment to support. This commitment is vital for the PoP, as GSA-V AL do not share a single view on the current state of IL instruction and the need for change. A proposal to move in a new curricular direction will inevitably meet resistance from those uncomfortable with the prospect of change. Everett Rogers (1971) designated this group of resisters as the so-called late majority and laggards. It is crucial to acknowledge and address this faction's concerns if the aim is to generate buy-in and develop a sustainable long-term solution. Moreover, this behaviour is vital in an environment like the University Library, where distributed leadership is in place and AL have a say in the library's instructional programming and curriculum review process.

Putting Followers First

The implication here is to use actions and words to demonstrate concern and prioritization of a follower's interests and success ahead of one's own. A broad view of this PoP reveals that any proposed solution must be situated and positioned as a solution for the University Library as a whole. The effort must be categorized as aiming to improve the status of all AL in relation to instruction and one that seeks to secure the longevity of library instruction. If I fail to position change in such a manner, the process may appear to some as an effort to fulfill self-centered ambitions and interests.

Helping Followers Grow and Succeed

Servant leaders must aspire to know and help followers achieve their goals and develop themselves by mentoring and providing support. Addressing the PoP will require a change in AL instructional roles from instructors who teach one-shot sessions to those who provide more complex forms of instruction. Moving away from on-demand one-shot library sessions must be envisioned as a change process that will require support from AL who choose to be involved in the proposed solution. As a servant leader, I envision my role as a liaison between AL and campus and library services to provide this level of support.

Behaving Ethically

Taking the correct actions requires adhering to a set of ethical standards and principles. The PoP at hand involves several ethical issues, many of which will be examined later in this chapter in a section dedicated to discussing ethics. Nevertheless, with a change process that will involve a significant number of AL, transparency will be crucial for clearly demonstrating the process's integrity and intention.

Empowering

A servant leader empowers followers by encouraging them in the task of identifying and solving problems. A variety of large and small tasks will be involved in any proposed solution to address the PoP. As a servant leader, I intend to utilize the distributed leadership approach and the expertise, knowledge, and networks of individual AL for this change process. To achieve this, I must clearly and consistently communicate, to AL and library administrators, that I do not hold all the answers and that the solutions rest on the group's expertise and experience. Additionally, it is imperative that I empower my fellow AL to see the current situation of IL instruction through new lenses. Ginsburg and Tregunno (2005) assert that worldviews can restrict neutrality. Effective leaders can challenge these views by providing followers with

competing perspectives, increasing constructive conflict, and making peoples' opinions more objective.

Creating Value for the Community

A servant leader links an organization's goals to the community's broader purposes by deliberately creating value and encouraging followers to do the same. Giving back to the community and social change aligns well with the critical paradigm. The aim is to expose existing beliefs and values that restrict freedom and focus on knowledge generation toward social change (Antrobus & Kitson, 1999). The University Library sees its current instructional program as playing a pivotal role in encouraging students' academic, professional, and personal success. However, as a servant leader, I must demonstrate to AL how change can actively improve and grow the positive impact of IL instruction. Moreover, it is necessary to connect the potential growth and improvement involved in the change to the Grad 2025 initiative and its focus on the underserved student population. Such a proposition would also be viewed positively by library administration, as it could improve the University Library's ability to demonstrate value to the institution.

In summary, when properly aligned with the critical paradigm, the distributed and servant leadership approaches provide practical leadership strategies for fostering change with an orientation towards shared and democratic forms of leadership. This orientation guarantees that the change process discussed in this OIP prioritizes stakeholders' empowerment and values both social justice and equity. Such a direction works to strengthen the collegial and democratic spirit of governance that exists within HEIs.

Framework for Leading the Change Process

Understanding a leader's role in moving the change process forward through distributed and servant leadership is an integral component of this OIP. However, thoughtful analysis of how to proceed with a change process is necessary to provide a planned response to change (Deszca et al., 2020). Planned change requires pre-emptive responses to external and internal forces impacting an organization before things deteriorate. Buller (2015) asserts that three types of change exist in HEIs: reactive, proactive, and interactive. First, reactive change is forced upon an institution and is beyond the institution's control. Second, proactive change is eventually forced on an HEI. In this case, an institution will need to alter its course to avoid a looming or future crisis. Lastly, interactive change is the type of change that is needed due to internal mitigating factors. Here, change is implemented in response to a present or future issue requiring alterations. These alterations are typically due to internal factors that make it difficult for an institution to fulfill its mission.

In Chapter 1, I demonstrated that various forces and factors, both internal and external, limit the instructional roles of AL in relation to underserved students. This has led to a misalignment between the current and desired state, stifling the University Library's ability to support the mission of GSA-V. Considering this, I assert that the PoP requires both proactive and interactive change (Buller, 2015). The failure to address the lack of IL skills among underserved students does not pose an imminent threat to the University Library. However, change theorists advocate for HEIs to be more pre-emptive with internal and external forces that may require change (Kezar, 2018). The assertion is that HEIs must remain vigilant and respond effectively to forces and drivers that can have a future impact.

Such a response must be grounded in organizational change models, as such models facilitate change enactment based on careful planning (Deszca et al., 2020). Organizational change models provide the ability to address factors that impact change in HEIs, such as ineffective leadership, faculty resistance, financial issues, public scrutiny and accountability, competing values, and conservative institutional culture and traditions (Kezar, 2011). Yet, a change agent must be aware that HEIs may require a unique approach. Approaches may need to account for shared governance, tenure and promotion systems, and multiple and bureaucratic power structures with numerous and or unclear goals (Buller, 2015; Fish, 2004; Kang et al., 2020; Kezar, 2011, 2018). Taking these factors into account, various organizational change models were considered for their particular appropriateness and applicability to the PoP.

Prescriptive and rigid organizational change models are routinely used outside the HEI context and typically emphasize deterministic, pre-planned, top-down, and linear change (Van de Ven & Sun, 2011). Though these models can be difficult to apply in HEIs (Buller, 2015), the task is not impossible. Although a change model's prescriptive nature may deter a change agent within an HEI context, I believe it offers a clear and structured guide to navigate the dynamic and unpredictable nature of change in HEIs. With this in mind, I have considered two highly favoured prescriptive models for their suitability in addressing the PoP: Kotter's (1996) eight-stage process and the Beckhard and Harris (1987) model. Deszca and colleagues (2020) assert that these, and most organizational change models, have more in common than differences. Yet, what makes these two models particularly attractive, is their prescriptive nature and their emphasis on change at the organizational level.

Although they describe many of the same processes, the two models describe these processes at varying levels of specificity and with different leadership perspectives in mind

(Deszca et al., 2020). To determine which model would best suit the PoP, I considered the dynamic nature of leadership and change in HEI, the significant autonomy of AL at GSA-V, the fact that the University Library has never offered a course or program, the logistics involved in addressing the PoP, the possibility of stakeholder resistance, and the need for collaboration and coalitions. In light of these factors, I selected Kotter's (1996) eight-stage process (see Figure 2) as it provides a clear and linear path with particular emphasis on organizational context, creating urgency, and leader responsiveness (Deszca et al., 2020). These factors, which will be discussed in greater detail below, are particularly attractive given the context of the PoP. Change at the University Library is often hindered by a lack of clear direction, which results in drawn-out change processes that often stall. Kotter's eight-stage process provides a clear step-by-step guide to moving the process in a specific direction while still emphasizing a shared vision, empowering employees, and creating coalitions. This emphasis on empowerment and shared visions aligns perfectly with the critical paradigm's focus on recognizing and addressing how marginalized voices of stakeholders might be silenced. When combined with the tenets of distributed and servant leadership, the model will allow me as a leader to positively foster planned and inclusive change.

Applying Kotter's Eight-Stage Process

Despite its prescriptive nature, Kotter's (1996) eight-stage process has been used to guide change in HEIs successfully (Calegari et al., 2015; Guzman et al., 2011; Kang et al., 2020; Wentworth et al., 2018). Admittedly, one of the model's limitations is that it is often used to address administrative or technological changes in HEIs (Kang et al., 2020). However, this does not preclude it from being used outside this scope. Kang and colleagues (2020) demonstrate the ability to use the model in an iterative and non-linear way and for other change processes in an

HEI. Although Kotter was firm about the need to proceed through stages in sequence, Kang and colleagues (2020) treated the stages as linear with the condition that one can revisit past steps as needed. This type of application of Kotter's model will be employed during the change process. Below, I will outline each of the eight stages and address how they are tied to facilitating a planned change process.

Stage 1 Establish a Sense of Urgency

The first stage is especially important in HEIs, as change at these institutions occurs slowly (Kezar, 2018), and the status quo of IL instruction at GSA-V is one of apathy. One-shot library sessions have become the standard by which the University Library fulfills its instructional mission. In addition, many (especially senior) AL are satisfied with the current state and have little appetite for change. Conversely, TF and university administrators believe that the current approach is the best option the University Library has at its disposal. This belief is due to various reasons, including lack of knowledge about AL roles, status, and instructional capabilities. This complacency and rationale must be addressed directly.

Kang and colleagues (2020) assert that a sense of urgency can be manufactured. As a result, it is vital that I demonstrate, through servant leadership, the urgency with which the issue of IL instruction as related to underserved students must be addressed. I can do so by drawing a clear connection for AL regarding the lack of IL skills, the digital divide, and the impact on underserved students' academic, professional, and personal success. Drawing such a connection and demonstrating value in the change process is a crucial characteristic of an effective servant leader. It allows the leader to incentivize change and garner buy-in by linking an organization's goals to the community's broader purposes (Liden et al., 2008). Developing a sense of urgency must begin among AL within the University Library. This sense is vital if the primary aim of

change remains to facilitate greater instructional independence for AL and better serve underserved students. In addition to giving AL primary control over the process, it will demonstrate a unified front and a high degree of consensus regarding the PoP to external stakeholders. Developing a similar sense of urgency among external stakeholders within GSA-V will rely on the distributed leadership approach and the ability of AL as a group to tap into their networks of influence on campus.

Stage 2 Create a Guiding Coalition

The aim in this stage is to select a group of individuals who hold the influence to lead the change process. As faculty hold significant autonomy and because HEIs use shared governance, a coalition could be categorized as AL who subscribe to the sense of urgency developed in the first stage. As the University Library utilizes the distributed leadership approach, there does not need to be a single leader in such a coalition. Distributed leadership allows individuals to step in and out of leadership roles as needed. Thus, shepherded by a servant leader, the task at hand can dictate or demand who within the coalition should lead at particular points. This can depend on a variety of factors like contextual knowledge, skills, networks of influence, and formal authority. Despite the presence of distributed leadership, it is vital that the change process also leverage library administration's (i.e., chair of instruction and dean) formal authority. These individuals' authority could help facilitate and manage change as related to both external and internal stakeholders.

Stage 3 Develop a Vision and Strategy

The following stage requires the change agent to work towards an overarching dream of a positive future, which can be easier in theory than practice. In HEIs, faculty autonomy can make it particularly difficult to develop a shared vision (Buller, 2015), especially when accounting for

the broad and multifaceted nature of faculty perceptions about the need for change (Kezar, 2011). My instinct as a change agent who ascribes to distributed and servant leadership is to embrace the inevitable divergence in perspectives as related to the PoP. I anticipate this phenomenon and will not work against it. A benefit of the University Library's decision to embrace distributed leadership is that AL are not foreign to developing a shared vision within a shared governance environment. Such a vision can be developed via persistence and planning while utilizing servant leadership to ensure the process continues even as stakeholders become fatigued or interest diminishes.

Stage 4 Communicate the Change Vision

Open and consistent communication lines that work to convince stakeholders of the need for change are essential. Kotter (1996) offers a range of communication vehicles, yet Kang and colleagues (2020) assert that Kotter fails to provide sufficient guidance about communicating to gain faculty buy-in. Nevertheless, I feel this stage relies on stage three, as a shared vision does not occur without prioritizing communication. I will need to tap into existing and popular lines of communication at the University Library and encourage others involved to do the same. As for communicating with external stakeholders, I will rely heavily on AL and library administration's networks of influence to connect with TF and university administration as required.

Stage 5 Empower Employees for Broad-Based Action

In this stage, the model is focused on facilitating empowerment through a shared vision, thereby gaining organizational support. Kotter's model appears geared towards a corporate audience who utilize top-down leadership approaches. In HEIs, autonomy and tenure provide faculty with a high degree of freedom. Yet, I cannot assume that this will inherently facilitate

support for the change process. I must work as a servant leader to steer AL to utilize their autonomy to work towards the shared vision.

Moreover, I must also assume and account for the fact that untenured junior AL may be hesitant to support change due to their rank. This group will likely be much more open to innovation, and, thus, their support in the change process is crucial. As a servant leader, I can help junior faculty involved in this change process to grow and develop by demonstrating that they have a say in the library's instructional programming.

Stage 6 Creating Short-Term Wins

As change can take several years, it is essential at this stage to demonstrate evidence of progress and success to enable motivation. However, some argue that, in HEIs, celebrating short-term wins can demotivate further participation or disrupt change, especially if it is not authentic (Calegari et al., 2015). Thus, a balanced approach requires celebrating particular achievements. I must be calculated with what constitutes a win and ensure that, as a servant leader, I constantly gauge the level of motivation while helping followers remain focused on the end goal.

Stage 7 Consolidate Gains and Produce More Change

Change on an organizational scale is time-consuming, and thus it is important to press forward until it is institutionalized. This effort is critical with a change process that aims to permanently expand AL instructional roles and make IL instruction a priority for underserved students. It is vital to be realistic with expectations and recognize that the solution proposed in this OIP may only work to move AL closer towards that eventual goal. Therefore, any selected solution must be envisioned as an essential part of a greater effort to create large-scale change and not the end goal in itself.

Stage 8 Anchor New Approaches in Culture

The aim in the final stage is to embed the change in the organizational culture. This embedding is vital when one considers that administrative positions are not everlasting. The mission and priorities of GSA-V may move in different directions based on which administrators hold authority. Thus, solutions such as growing the instructional roles of AL and further emphasizing the curricular importance of IL must be embedded in the institution's cultural norms and values to ensure permanence (Kezar, 2018).

Figure 2

Kotter's Eight-Stage Process



Note. Adapted from Deszca and colleagues (2020)

All things considered, although prescriptive, I am confident that Kotter's eight-stage process can provide a clear and structured roadmap for how to navigate the dynamic nature of change in HEIs. The eight-stage process offers me as a change agent a clear and linear path to follow. Moreover, when used iteratively with the possibility to circle back to particular stages, it allows me to address the dynamic and unpredictable nature of change. This, coupled with an emphasis on context-driven change and the importance of being a responsive leader, makes

Kotter's model the most suitable for this particular change process. Moreover, the model is also well aligned with the critical paradigm and the tenets of distributed and servant leadership.

Critical Organizational Analysis

Stage three of Kotter's (1996) eight-stage process requires an organization or a change agent to develop a shared vision or strategy. This process outlines what the change process aims to alter and acts as the foundation for the implementation plans and steps (Deszca et al., 2020). Above, I broadly discussed the strategy for developing such a vision in an environment with a high degree of employee autonomy and shared governance. In this section, I articulate what Beckhard and Harris (1987) refer to as the leader's need to define and describe a desired future state, in direct contrast to an organization's current reality. To achieve the desired state, Beckhard and Harris (1987) and Deszca and colleagues (2020) advocate for conducting a gap analysis. By articulating the gap between the present and future state, one can propose a specific solution to address the gap. In addition, a gap analysis encourages consensus among group members in a change process about what must be achieved to shrink the gap.

A gap analysis can take several forms, but it is typically characterized as an outcomes assessment tool and lends itself particularly well to measuring attitudes and perceptions (Davis et al., 2002). Such an analysis can also provide an indicator of program or service quality, an appealing attribute for a change process aimed at altering instructional offerings. Clark and Estes (2002) assert that a gap analysis can facilitate a thorough understanding of the beliefs and perceptions of the people doing the work on the frontlines. This information is critical for determining the causes of the performance gaps and can help define a vision that will address the needs of those on the frontlines.

Gap Analysis

In Chapter 1, I discuss factors and forces that act as barriers and opportunities in relation to the PoP. In this section, I will determine the specific gaps in the beliefs and perceptions of AL at GSA-V and how these gaps work to facilitate or restrict possible solutions for the PoP. To achieve this, I will rely on Clark and Estes's (2002) proven problem-solving model to generate effective solutions to performance gaps by identifying and examining three categories of barriers: knowledge issues, motivation issues, and organizational issues. For Clark and Estes (2002), the goals of a change process can only be achieved when these specific gaps in beliefs, perceptions, and performance are addressed and eventually closed.

Knowledge Issues

In relation to the PoP described herein, the issue of lack of knowledge can have two connotations. The first knowledge-based issue is AL knowledge of alternatives to the status quo. The majority of AL at GSA-V are aware that many HEIs offer IL courses, as this topic is widely discussed in the field of LIS (Cohen et al., 2016). Credit-bearing library instruction has been a topic of discussion in LIS literature for nearly a century (Gunselman & Lindsay, 2012). Moreover, due to their educational training, AL, at the very least, will have some exposure to LIS literature on educational practices. Combined with on-the-job training, most AL at GSA-V are cognizant of the pedagogical disadvantages afforded by the on-demand one-shot model (Badke, 2008; Bowles-Terry & Donovan, 2016). These disadvantages are not foreign to the profession (Badke, 2008; Walker & Pearce, 2014).

In addition, the on-demand nature of this format of instruction allows GSA-V TF to determine what role IL plays in their courses, a particularly harmful phenomenon for underserved students (Buzzetto-Hollywood et al., 2018). Nonetheless, awareness of these issues

has done little to thwart the dominance of this model of instruction in academic libraries (Cohen et al., 2016; Wong & Cmor, 2011). The majority of LIS literature on IL instruction has moved away from focusing on the shortcomings of this form of instruction, preferring to focus on best practices for manipulating the one-shot session to address its pedagogical shortcomings. This trend, which has elevated the one-shot to the most favoured form of IL instruction (Wang, 2016), exists despite the recent development of standards for IL instruction by the ACRL.

In 2015, the ACRL developed and issued a framework to shift IL into a richer and more complex set of core ideas (ACRL, 2015). The new Framework for Information Literacy for Higher Education demands a move away from surface-level instruction to emphasize higher-order learning. AL in North America have found it extremely difficult to teach the framework's core concepts during on-demand one-shot sessions, as this format fails to facilitate deep learning (Ippoliti, 2018). Yet, this format remains the most popular vehicle for transmitting IL (Hoffman et al., 2017). Its popularity may be due to six factors: the relative ease of teaching such sessions, the ease of convincing stakeholders to integrate them into courses, the assertion of a lack of time for the provision of IL instruction, administrative support, resources to move beyond the format, and finally a lack of understanding about what constitutes in-depth IL instruction (Badke, 2011; Kempcke, 2002). Despite this persistence, a small but vocal group of LIS scholars continues to advocate for moving away from this approach. Individuals who ascribe to this view assert that AL have the necessary skills, knowledge, role, and status to teach more effective pedagogical forms of instruction (Owusu-Ansah, 2007).

This concept of necessary skills and knowledge brings us to the second knowledge issue, whether AL at GSA-V have the appropriate pedagogical understanding to offer more complex instruction. The debate regarding this issue was analyzed in Chapter 1, mainly examining

whether TF and university administrators view AL as educators deserving of the role and rank of faculty status. Within the LIS field and among AL, there is also debate about the ability of AL to teach credit-bearing courses (Owusu-Ansah, 2007). The discussion typically focuses on AL lack of doctoral degrees, the lack of formal training to teach courses, and the notion that AL are service rather than instruction-oriented academic employees.

The first factor is easily dismissed when one observes that the vast majority of HEIs in the U.S. hire adjunct faculty, most of whom hold master's degrees, to teach many lower-level or foundational courses (Hoyt, 2012; Langen, 2011). The second factor can also be eliminated when one observes that most TF also have little to no instructional training when beginning their employment as educators (Bowles-Terry & Donovan, 2016; Oleson & Hora, 2013). The third factor revolves around the issue of service as the primary ideal of librarianship. At GSA-V, this belief is more commonly held by senior AL. Junior AL do not appear to subscribe to this fact as readily, likely due to a trend in LIS literature that has begun to contest this notion, asserting that service can and does retain the connotation of *servant* (Alwan et al., 2018; Freedman, 2014; Galbraith et al., 2016; Nalani & Carr, 2013; Silva et al., 2017).

Motivation Issues

In relation to the PoP, most AL at GSA-V believe the University Library provides quality IL instruction commensurate with the library and university's mission. One may infer from this statement that motivation plays only a minor role in the gap. However, this assumption may be inaccurate if we consider that many AL are less motivated to use more effective pedagogy to achieve change. Thus, a lack of motivation is a clear gap between the current and desired state, particularly for senior AL at the University Library. This gap may be attributed to the Ikea effect. Buller (2015) asserts that the Ikea effect often explains faculty members' resistance to change.

Norton and colleagues (2012) found that consumers who help build or construct a product value the product more highly. Buller's application of this theory to an HEI context explains why senior AL may not be as motivated to change. In a shared governance environment like the University Library, policies, procedures, programs, and services are developed by AL as a group. At GSA-V, the current IL instructional program and its integration into the GSA-V core competencies for learning were developed in this manner. Therefore, senior AL who developed the program and championed the integration of IL into the core competencies may resist any change to IL curricular programming more acutely, because they view it as a referendum against their efforts.

Organizational Issues

Most AL at GSA-V are aware they have the right and privilege to offer more complex forms of instruction, as several AL have taught courses in colleges beyond the University Library and regularly discuss their experiences in meetings. What is not nearly as clear is whether they can propose or teach courses through the University Library or the processes, procedures, and policies required to do so. AL appear to believe that a bureaucratic and logistical hurdle must exist. Kempcke (2002) suggests this hesitancy can be tied to the intimidating nature of such a proposition at larger HEIs like GSA-V. This is partly due to the complex political climate, vast bureaucracies, berth of course and program offerings, and student diversity. Logistically, at GSA-V, there is no clarity on how to move the University Library towards offering such courses or a program, and addressing questions related to compensation, workload, and tenure requirements. Thus, though there remains a variety of organizational issues that contribute to the gap, most AL are not necessarily aware that said issues may have potential resolutions.

The gap analysis above revealed the myriad of direct and indirect issues that determine what needs to change to develop a sustainable and long-term solution. Any solution that aims to address the PoP will have to address the knowledge, motivation, and organizational issues discussed.

Possible Solutions to Address the Problem of Practice

This OIP aims to address how AL at GSA-V can increase their instructional roles, gain instructional independence, and further support underserved students' academic success. This vision remains the primary objective of any attempt to address the PoP. In the following section, I will explore three proposed solutions (see Table 1) to achieve this goal, articulate the preferred solution, and discuss why it is favoured above the others. The examination that follows will systematically analyze each proposed solution by providing background information about the solution, the resources (i.e., time, human, fiscal, information, technological) required for implementing the solution, and the limitations inherent to each solution.

Solution 1: Maintaining the Status Quo

Upholding the status quo related to the University Library's IL instructional program is the most straightforward solution and will require the least change. The proposition of maintaining the on-demand one-shot instructional approach as the exclusive means by which to transmit IL skills and knowledge is tempting and is in place in the vast majority of HEIs in the U.S. (Cohen et al., 2016; Wong & Cmor, 2011). This phenomenon is not surprising, as these sessions were born out of necessity and have become the default standard (Hoffman et al., 2017) due to the perceived lack of alternatives (Bowles-Terry & Donovan, 2016). There is little debate that these sessions provide only a basic introduction to IL and are primarily used to transmit information retrieval skills, rather than broad and complex IL concepts (Mery et al., 2012).

Background Information

At GSA-V, this approach works by formally assigning library liaisons in the form of AL to specific departments. TF can then reach out to their designated AL to solicit an IL session for a specific course. In such a scenario, TF outline the course content, including the syllabus, learning goals and outcomes, and specific assignments. The TF then informs the AL about what they would like to be taught. In an ideal scenario and one envisioned by the field, AL and TF together develop an intricate session with activities and assignments connected to the session (Sullivan & Porter, 2016). This ideal scenario is rarely the norm, as TF are often very possessive of their courses in relation to IL instruction (Eisenhower & Smith, 2009) or lack an understanding of how AL can assist with IL (Badke, 2011; Kempcke, 2002). To grow demand for such sessions, AL conduct faculty outreach (ACRL, 2019), creating TF contacts in liaison departments to drive demand for one-shot sessions. This outreach works to sustain IL programs at most HEIs (Bowles-Terry & Donovan, 2016).

Resources

At HEIs where this approach is in place, the need for additional resources above what is currently allocated is extremely low. The one-shot instructional approach works well because it offers a low-cost and low-effort choice. Bowles-Terry and Donovan (2016) assert that AL are trapped in a cycle where success is determined by their ability to provide excellent service, say yes to any TF request, and constantly react to users' needs. AL have become proficient at convincing TF and university administrators that IL is a set of skills that can be easily transmitted through short unobtrusive sessions requiring few institutional resources (Kempcke, 2002). The more successful AL are at one-shot sessions, the more demand there will inevitably be among liaison departments, thereby driving the cycle.

Limitations

As discussed, an instructional approach driven by TF demand is innately flawed. Such a method limits instructional independence and results in an inability to guarantee that students will receive any IL instruction, let alone in-depth instruction (Kempcke, 2002). The approach depends on effective collaboration (Belzowski & Robison, 2019) and can result in low demand from departments with weak relationships with their AL liaison. Thus, there is no method for guaranteeing students will encounter IL instruction during their academic careers. The profession's philosophy towards all these limitations has been to assert that some IL instruction is better than none (Bryan & Karshmer, 2015; Masuchika & Boldt, 2012). This reality is a particularly harmful scenario for HEIs with large underserved student populations. Lastly, the restrictive time allotted in a one-shot session prevents AL from delivering more than a basic overview of IL concepts (Owusu-Ansah, 2004).

Solution 2: Comprehensive Embedded Librarianship

The second proposed solution is an adaptation of the on-demand one-shot approach. Embedded librarianship is a relatively new term in the field of LIS, though the approach is gaining traction (Hoffman et al., 2017). In a seminal paper, Dewey (2004) asserts that the embedded model allows TF and AL to partner and move beyond the current approach's surface-level partnership. The central concept is that the two groups work to create learning objectives for students in a course. In an embedded librarianship scenario, AL partner with TF for a specific course to become more fully integrated into the course as a permanent resource (Drewes & Hoffman, 2010). This integration allows AL to address one of the most significant shortcomings of the on-demand one-shot session: the lack of interaction between AL and students beyond the session (Carlson & Kneale, 2011). The partnership envisioned in the embedded approach sees

AL as being involved in the students' spaces, possibly physically, but typically via technology. Through the institution's learning management systems (LMS), TF can integrate AL into digital spaces created to house course materials and facilitate student-instructor interactions (Norelli, 2010; Schulte, 2012).

Background Information

Shumaker (2012) asserts that, in an ideal situation, an embedded AL is more than a passive participant in a course. In addition to being a resource of information, authentic embeddedness means AL are working with TF to develop assignments, conduct assessment measures, and grade. This type of integration allows AL to determine the impact of their IL instruction efforts, quickly identify gaps in students' knowledge, and address those gaps in real-time. The embedded model attempts to vastly expand the collaborative effort between AL and TF with regard to IL instruction (Moniz et al., 2014). At GSA-V, some AL are currently embedded into courses via the LMS. However, on average, authentic embeddedness as described in the literature is often the exception and not the rule. Moreover, current GSA-V initiatives to embed an AL into a course occur in a piecemeal way and are not a comprehensive planned effort. In contrast, the comprehensive program envisioned in this proposed solution would be planned, scalable, and sustainable and targets specific courses, programs, and disciplines allowing for a directed and scaffolded approach (Allen, 2017).

Resources

At large HEIs, the scalability of a comprehensive embedded approach is a concern. In an empirical study on initiating such a program, Almeida and Pollack (2017) found that AL cited lack of time, staffing shortages, or workload concerns as resource-related obstacles to implementing embedded librarianship. The results are not surprising, as ideal collaborative

efforts as described above can be rare (Daugherty & Russo, 2013) and especially difficult to sustain on a large scale. In another study on the issue, Tumbleson and Burke (2013) assert that AL believe that the largest challenges to a comprehensive embedded model are scalability and time and staffing requirements. These concerns would be amplified at HEIs where AL as faculty must balance teaching responsibilities with research and service duties. As such, an AL with a large liaison department could realistically only be embedded in a few courses and offer limited services.

Limitations

As with the first potential solution, the embedded approach fails to facilitate greater instructional independence. This approach relies heavily on faculty outreach to convince TF of the usefulness of embedding an AL into a specific course. Unfortunately, the vast majority of embedded interactions do not move beyond the AL acting as a passive resource to students. As a result, TF remain in complete control of what this collaboration looks like and retain the power to dictate the context of library instructional encounters and access to their students (Eisenhower & Smith, 2009). Additionally, a comprehensive approach requires vast amounts of labour on the part of the AL (Shumaker, 2012). Thus, this model can be challenging to implement at large HEIs, as institutional size negatively affects creating comprehensive embedded IL programs (Almeida & Pollack, 2017). Lastly, developing such a program is complicated by the autonomy of AL. In institutions where AL enjoy faculty status, they retain the right to choose whether an embedded approach is what they want to pursue. Thus, there remains no way to force all AL to participate in a planned and targeted effort, making the possibility of a truly comprehensive embedded program unrealistic.

Solution 3: Credit-Bearing IL Courses

The third solution of a single experimental credit-bearing IL course taught by AL is least frequently used in HEIs, but the concept of delivering IL-based instruction in the form of a course is not new (Gunselman & Lindsay, 2012; Jardine et al., 2018). The idea of an IL course can be traced to 1881, when R. C. Davis pioneered the concept, asserting that such a course could represent a long-term learning opportunity for students. Over this period, many LIS scholars voiced their strong support for IL courses and their concern that, without such courses, the library will not thrive or survive (Badke, 2008; Crowley, 2001; Owusu-Ansah, 2007; Stoffle et al., 1984). These theorists assert that the library's survival cannot hinge on AL acting as passive introverted entities, offering only basic levels of service (Harlow, 1973). These calls have largely fallen on deaf ears (Owusu-Ansah, 2007). Comprehensive national studies have found that the proportion of HEIs offering credit-based IL courses is often as low as 19% (Jardine et al., 2018) despite these courses' providing AL with the necessary reach, latitude, and time to adequately cover IL concepts and competencies (Owusu-Ansah, 2007).

Background Information

Despite the low numbers, LIS literature is not devoid of recommendations, examples, and best practices for developing an IL course (Burke, 2012; Cohen et al., 2016; Daugman et al., 2012; Jardine et al., 2018; Raven & Rodrigues, 2017; Wilkinson & Cairns, 2010). The breadth of sources provides AL with the ability to account for a host of context-driven factors involved in developing a course, such as HEI and library size, AL status, administrative support, curriculum review, and more. From these sources, I extrapolated and outlined various desirable attributes from multiple institutions across the U.S. Initial offerings for AL-taught IL credit-bearing courses often begin as supplements and not replacements for the current approach. Such courses

typically range between one and three credits. For context, a one-credit course at GSA-V is equal to one hour of weekly classroom instruction over a 15-week semester. However, one- or two-credit course offerings may not be as sustainable, as they can garner low enrollment.

In terms of format, courses can and do vary from in-person to entirely virtual. Hybrid versions ensure face-to-face interaction while maintaining the flexibility of online learning. Such courses can be offered by the library or embedded within another college or department. Ideally, however, courses offered through the library provide AL with maximum instructional independence without external interference. Initial offerings are often focused on basic IL skills and knowledge and can be targeted to a specific discipline. Course learning objectives, goals, the syllabus, and assignments often rely on the ACRL Framework for IL and recent publications like that of Pashia and Critten (2019) that provide clear step-by-step guidance on IL course design.

Though courses are often taught by an individual AL, tandem or group-taught courses are not uncommon and help divide the workload and take advantage of an individual's expertise and teaching style. Although the development of a single IL course cannot expect to target the entire student population, it may allow for future growth. If successful, a course can develop into a program of courses that can be scaffolded and target specific disciplines. Moreover, it is not uncommon for a successful course to eventually become an elective general education (GE) requirement (i.e., courses required to graduate, but not required for a specific major or minor), allowing for the broadest coverage and reach (Jardine et al., 2018).

Resources

The resources required to develop and eventually deploy an AL-taught IL credit-bearing course will vary and depend on various context-specific variables. Cohen and colleagues (2016) found that such courses look and operate differently depending on the institution. At GSA-V, the

curriculum review process provides faculty with an informal list of resources that should be considered, including facilities and equipment required, enrollment, support needs, and costs (GSA-V, n.d.-a). The list provides departments with resources to consider when assessing fiscal, physical, technical, and human resource implications. Along with time and effort to develop a curriculum and a proposal, a course requires many resources. When focusing on developing a new IL course specifically, required resources can include classroom space, IT support for technology, compensation and funding for AL teaching courses, and consistent administrative support (Cohen et al., 2016; Raven & Rodrigues, 2017).

Limitations

One of the most significant limitations of a general credit-bearing IL course is that some AL believe IL is better taught in the context of a specific class or assignment (Cohen et al., 2016). This limitation is a product of opinion, though it has created some division within the field. Another significant limitation is that such courses can often suffer from low enrollment. This phenomenon can be associated with a host of factors, including lack of student financial aid for such courses, courses not being required, lack of institutional support, and the difficulty of taking courses outside a major. The final limitation is the issue of scalability. AL-taught IL credit-bearing courses can be challenging to scale up at large institutions and cannot always function as standalone approaches to teaching IL. Thus, such courses cannot ensure that all students will receive IL instruction unless made an elective GE requirement.

Selecting a Solution

Each of the solutions outlined above has strengths and weaknesses. This section will compare the solutions and determine which is the most appropriate developing a more complex and comprehensive IL curricular offering to benefit GSA-V's large underserved student

population. As a result, I will examine how well each solution facilitates instructional independence, enables AL to move beyond basic IL concepts during instruction, the necessary resources required for implementation, and finally, the effects of the limitations on implementation.

Instructional Independence

In terms of instructional independence, the proposed solutions provide two different philosophies on conducting IL instruction. With the on-demand one-shot sessions and the embedded librarianship approach, the GSA-V IL program's success hinges on an idealized conception of collaboration between AL and TF. As noted above, this ideal occurs much less frequently in practice. In an ideal scenario, the aim is to use faculty outreach to drive demand. Even when successful, TF control IL integration into courses. This dynamic fails to address the requirement of increased instructional independence for AL. Alternatively, solution three, an AL-taught IL credit-bearing course, allows AL to be independently and directly involved in the teaching and learning enterprise of the HEI. Although a single course may not provide complete instructional independence for AL, it does provide a starting point. A single elective credit-bearing IL course, if designed correctly, can be an entry point to more complex scaffolded and even discipline-specific courses or an IL GE requirement.

Moving Beyond Basic IL Concepts

The three proposed solutions are dissimilar in their ability to allow AL to move beyond an overview of basic IL concepts. The first and second solutions, by virtue of the limited amount of face time with students, significantly restrict the ability of AL to impart higher-order learning. Alternatively, solution three offers a significant amount of student facetime and provides AL with the greatest reach to both teach and assess comprehension of IL competencies and concepts.

Required Resources

While facilitating instructional independence and student learning in different ways, the three solutions also require different resources. Aside from solution one, solutions two and three require access to additional resources. In both cases, a significant concern is increased workload. With solution two, AL workload would need to grow significantly and can easily reach an unmanageable point, possibly requiring additional AL positions. The hiring of additional AL cannot be facilitated in the current economic environment. Solution three, on the other hand, would increase workload only for those involved in teaching; however, this increase may require compensation. Yet, compensation does not necessarily need to be monetary, as GSA-V regularly compensates faculty via release time. With release time, AL teaching a course would be released from specific duties to balance workload. If and when release time is provided, specific duties are redistributed to the library's existing pool of part-time, full-time, and temporary AL. In addition to this concern, solution three may also require additional resources in the form of IT support and classroom space. This necessity is easily addressed at GSA-V, as the University Library houses its own classrooms and has an in-house IT team.

Limitations

Aside from the required resources, each solution also has a unique set of limitations. Solutions one and two have limitations related to instructional ineffectiveness. All three solutions are limited in their ability to guarantee IL instruction for all students, a particular concern for underserved students. However, solution three is the only solution that has strong potential for future growth. If successful, a single course may lead to many and could start to target large numbers of underserved students. Moreover, suppose a course is submitted for curriculum review as an experimental course. In that case, the solution poses a low-stakes opportunity for

AL at GSA-V to test how such a course would work best and what changes are necessary to make the offering successful.

Solution two is limited by its inability to guarantee AL participation in a comprehensive embedded program due to the autonomy afforded to AL at GSA-V. Additionally, this solution can be challenging to scale up at institutions as large as GSA-V. Lastly, solution three could be hindered by a variety of factors, including senior AL resistance, low enrollment rates, lack of university administrative support, AL instructional inexperience with credit-bearing courses, and difficulty scaling up. However, of the three proposed solutions, the third solution's limitations have the greatest likelihood of resolution.

Although, as stated earlier, there may be some resistance amongst senior AL to a credit-bearing IL course, administrative support within the University Library is exceptionally high. This type of support can assist in mitigating resistance and convincing university administrators of the need for the course. Enrollment rates depend on a variety of issues that can be planned and accounted for before deployment. As for experience with instruction beyond one-shot library sessions and the fact that the University Library has never offered a course, AL at GSA-V have the pedagogical expertise required to teach courses. However, if necessary, this knowledge can be supplemented and enhanced with training offered by GSA-V's office for faculty development. Lastly, scaling up or transforming the course into an elective GE requirement can be achieved, especially if the course is viewed as impactful.

In summation, the comparison demonstrates that the third solution, although not perfect, would be the most effective at addressing the PoP. As a result, this OIP proposes creating a single experimental elective AL-taught IL credit-bearing course at GSA-V targeting, but not exclusive to, the underserved student population. It should be noted that courses at GSA-V

cannot target a specific student population solely on demographic characteristics. Thus, any elective IL course at GSA-V will largely reflect the diversity of the institutions' student population. However, there are methods to encourage greater enrollment from particular student groups, such as underserved students, which will be discussed briefly in Chapter 3.

Table 1

Proposed Solutions Comparison

<p>Solution 1- Maintaining the Status Quo</p>	<p>Description: On-demand one-shot IL sessions taught by AL at the request of TF.</p> <p>Required resources:</p> <ul style="list-style-type: none"> • No additional resources <p>Limitations:</p> <ul style="list-style-type: none"> • Does not facilitate AL instructional independence • Does not guarantee IL instruction for underserved students • Does not allow for in-depth IL instruction • Reliant of TF requests for instruction • Difficult to assess and scaffold
<p>Solution 2- Comprehensive Embedded Librarianship</p>	<p>Description: An expanded and comprehensive embedded librarianship approach to teaching IL, involving all AL, placing AL as equal partners with TF into targeted courses.</p> <p>Required resources:</p> <ul style="list-style-type: none"> • Increased workload for AL • Need to hire additional AL <p>Limitations:</p> <ul style="list-style-type: none"> • Does not facilitate AL instructional independence • Does not guarantee IL instruction for underserved students • Does not allow for in-depth IL instruction • Reliant of TF requests for instruction • Genuine collaboration between TF and AL is rare • Scalability • Difficult to assess, scaffold, and implement comprehensively
<p>Solution 3- Credit-bearing IL Course</p>	<p>Description: A single elective experimental credit-bearing IL course, developed and delivered by AL.</p> <p>Required resources:</p> <ul style="list-style-type: none"> • Classroom space • IT support for technology (hardware and software) • Compensation and funding for AL teaching courses • Consistent administrative support <p>Limitations:</p> <ul style="list-style-type: none"> • Does not guarantee IL instruction for underserved students • Scalability • Low enrollment

Note. This table includes a description, required resources, and key limitations of each solution.

PDSA Cycle

To begin implementing the preferred solution, I rely on William Edwards Deming's plan, do, study, and act (PDSA) cycle. Deming, relying on his contemporary Shewhart's work, finalized the current iteration of the cycle in 1986, describing the cycle as a flow diagram for learning and continual improvement of a product or a process (Deming Institute, 2020). The cycle provides a methodology for studying organizations to implement improved practices based on the premise that improvement comes from the application of knowledge (Hwang et al., 2010). Deming asserted that effective change requires four steps that occur in a cycle (Moen & Norman, 2010). First, one must begin with adequate planning aimed at improvement, followed by proper implementation achieved by carrying out the change or testing it (i.e., do). This then leads to studying the impact of the implementation by determining what was learned and what went wrong. The final stage requires a decision to adopt the change, abandon it, or run through the cycle again. Chapter 3 of this OIP will focus on the do, study, and act phases of the PDSA cycle. In this section, however, I focus on outlying details of the selected solution as a key component of this change initiative's plan phase.

As mentioned above, the preferred solution to address the PoP identified in the OIP is an experimental AL-taught IL credit-bearing course housed within the University Library. This lower-level elective undergraduate course will not be discipline-specific, focusing on foundational IL skills to broaden appeal and applicability. Offered as a hybrid, it would allow students to take advantage of both the in-person and virtual formats. Hybrid courses are popular among underserved students, as they significantly reduce commuting costs and maximize time by allowing students to move through course content at their own pace (Zabihian, 2018). Additionally, with such a sizeable underserved student population, GSA-V has prioritized

offering technical support to ensure all students have both the skills and the technology to navigate these courses at no additional cost. This type of support will help ensure underserved students are not affected by access to technology, a significant contributor to the digital divide.

Development of course learning objectives, goals, the syllabus, and assignments would rely on the ACRL Framework for IL and relevant publications that provide clear step-by-step guidance on IL course design. Taught in tandem by a pair of AL, such a course would facilitate the future development of additional IL courses. The development of said course will be led by a coalition of AL (e.g., a committee or a working group) interested in pursuing this new curricular direction for IL at the GSA-V University Library. Yet, merely identifying a preferred solution, or what Kotter (1996) terms a shared vision, is not by any means the end of a change process. Once a solution has been identified, Kezar (2018) asserts that the ethics of a particular change process should be a change agent's primary concern.

Leadership Ethics and Organizational Change-

Discussing the ethical considerations of a change process, Brown and colleagues (2005) call for “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making” (p. 120). When attempting to garner support for a solution, an ethical leader must determine the beneficiaries of that solution and whether it is indeed an ethical choice that supports the greater good (Armenakis & Burnes, 2015; Armenakis & Harris, 2009).

When examining ethical considerations related to a specific change initiative, most scholarly literature does so from a top-down perspective (Kezar, 2018). Little research exists on bottom-up change initiatives, as such studies often focus on individuals in positions of authority

and how they engage in unethical processes. This is slightly problematic for an OIP that advocates for change via shared and bottom-up leadership approaches and must contend with the high degree of faculty autonomy. Often, systems for dealing with ethics in HEIs are imported directly from the corporate environment and can act as what Buller (2015) calls invasive species, as they fail to account for the distributed ecosystem. Yet, Kezar (2018) provides a conceptualization of the ethics of change that appears well suited for such environments. Considering the unique nature of ethics in HEIs, Kezar's (2018) work offers a practical guide, grounded in theory, to examine the ethical considerations and challenges related to this OIP and the proposed solution.

Change is often marked by a range of ethical dilemmas and problems that can emerge as the process unfolds (Kezar, 2018). Kezar identifies several common dilemmas that should be accounted for in change occurring within an HEI. Two are particularly relevant for the following PoP and the proposed solution. The first relevant dilemma is overselling the value of the change or its benefits. As related to this OIP and its use of Kotter's (1996) eight-stage process, this dilemma could occur in any of the first four stages as a leader and allies attempt to build support for the proposed solution of a credit-bearing IL course. As I try to create a coalition of support and gain buy-in throughout the University Library, the proposed solution's value and its ability to address the PoP must be realistic.

The solution of a single credit-bearing IL course cannot be framed as one that will address all the IL needs of underserved students and singlehandedly solve the issue of the digital divide. Such messaging would be disingenuous. A single IL course is meant to be a catalyst for greater deep change, which can eventually move AL towards more complex instructional offerings, facilitate greater instructional independence, and bring the University Library in line

with GSA-V's mission. Thus, as a catalyst, the course may require modification and adjustment until it begins to show promise and can then lead to what Kotter calls consolidating gains and producing more change (Kotter, 1996). Thus, setting realistic expectations will demonstrate to stakeholders that the process will require patience and perseverance.

The second common dilemma is that change agents try to exclude stakeholders whom they think will be resistant to change, as they may challenge the process. As a result, leaders may deem it necessary to rush change before said individuals can impede or criticize the process. This haste is a genuine concern for this OIP, as I have demonstrated that a number of AL might resist the development of a course for a variety of reasons. Among this group of AL, some will never be convinced of the proposed solution and that is a reality that must be embraced. However, Kezar (2018) asserts that resistance, for many, is due to a lack of information about what change will mean for their role or future. Kotter's eight-stage process and the leadership approaches I selected help to mitigate this by stressing the importance of honest and clear lines of communication, where the voices of the minority are also recognized.

In addition to dilemmas, Kezar (2018) asserts that change processes are prone to obstacles. The most common obstacle I foresee as playing a significant role in this OIP is resistance. Addressing resistance, which will be examined in Chapter 3, will require ethical measures and considerations. Such resistance can be caused by a lack of trust, a lack of belief in the idea's efficacy, and prior failed change processes that result in cynicism (Kezar, 2018; Sharif & Scandura, 2014). Deszca and colleagues (2020) suggest a measured ethical approach to the idea of resistance. The authors recommend that questioning uncertainty or ambivalence not immediately be treated as resistance and met with hostility. Employees are thinking individuals trying to make sense of proposed change, and they have questions and concerns which can give

rise to tense times. The key is to engage constructively to demonstrate that the suggested solution serves the greater good of the group, which is a proposition built into Kotter's (1996) eight-stage process. Kezar (2018) emphasizes this by recommending practical processes that facilitate anonymous feedback regarding the solution.

The concept of addressing resistance ethically by sharing information and being open to stakeholder feedback, questioning, perceptions, and concerns is congruent with the tenets of the distributed and servant leadership approaches I selected to address the PoP. Both leadership approaches, as demonstrated above, emphasize the need for a leader to actively listen and respond to followers' concerns regarding a change process. However, if such avenues are exhausted and opposition persists, Kotter and Schlesinger (2008) provide strategies to address resistance, which will be examined in Chapter 3 in the section entitled challenges.

Chapter 2 Conclusion

In the following Chapter, I offered specific details regarding how I intend to lead change utilizing the tenets of the distributed and servant leadership approaches. Moreover, I selected Kotter's (1996) eight-stage process as the organizational change model best suited to addressing the PoP and implementing the required change process, following exploration of other possible models outlined in organizational change literature. Moreover, I identified three possible solutions to address the PoP and compared these solutions. Finally, I concluded by selecting the most appropriate solution and discussing the ethical implications related to the specific change process outlined in this OIP. In the forthcoming chapter, I will provide a detailed plan for implementing, evaluating, and communicating the selected solution.

Chapter 3: Implementation, Evaluation, and Communication

In Chapter 1, the primary focus was on identifying and analyzing the PoP that is the *raison d'être* of this OIP and introducing contextual, vision, and leadership approaches for organizational change related to the PoP. In Chapter 2, Kotter's (1996) eight-stage model for change was identified as the approach for implementing a solution, combined with the tenets of the distributed and servant leadership approaches. This chapter also examined three possible solutions for the PoP, concluding that an experimental elective AL-taught IL credit-bearing course was the most suitable solution. In the following chapter, I offer a detailed plan for implementing this solution using Kotter's eight-stage model for change. In addition, I work to provide a strategy for the monitoring and adjustment of the implementation of the proposed solution to the PoP. The chapter will close by articulating the communication plan, overarching limitations of this OIP, the next steps involved, and future considerations.

Change Implementation Plan

The following section will outline the proposed change plan's specific goals to ensure alignment with organizational strategies. As related to the PDSA cycle employed earlier in this OIP, the following section reflects the do phase, in which a plan is provided for implementing various components of the change process (Deming Institute, 2020). Moreover, the section will outline specific details of the plan, including stakeholder reactions, the necessary support and resources required, and the challenges that lay ahead.

Goals and Priorities of the Planned Change

After identifying a solution, change agents must determine how best to implement it. Specific goals and priorities will guide the action plan for implementation (Deszca et al., 2020). The intention moving forward is to articulate clear goals that will help define and redefine the

relationship between work and effort and between effort and personal satisfaction (Conzemius & O'Neill, 2009). Defining and redefining these relationships will allow stakeholders involved in the change process to visualize how work connected to specific goals can join thought and effort to something greater and worthwhile. Moreover, goals allow change agents to outline what needs to be prioritized to prevent unfocused timewasting and avoid distractions during the change process.

A popular schema developed to facilitate the creation of clear and effective goals is known by the acronym SMART, which stands for specific, measurable, achievable, relevant, and time-bound (Markiewicz & Patrick, 2016). Though SMART goals were originally developed for the corporate domain, Conzemius and O'Neill (2002) assert that this formula can be effectively applied to an education setting. The SMART goals schema allows one to adjust goals to account for ambiguity and the necessary ambition of goals based on the environmental context (Reeves & Fuller, 2018). However, it is important to remember that the term "goals" is often incorrectly synonymized with the term "objectives," which can be problematic (MacLeod, 2012). Goals are the general ends toward which more specific sub-goals or objectives are directed. Thus, goals and objectives are different concepts, whereas sub-goals and objectives are typically the same things. MacLeod (2012) asserts that the SMART goals schema refers more to sub-goals and objectives and not the broader-term goals. This is because goal statements are typically formulated at higher and strategic organizational levels, while sub-goals (i.e., objectives) are geared more towards tangible operational targets.

This type of practical and operational sub-goals will be articulated here using the SMART goals schema. As a result, the goals articulated below are focused only on implementing a single experimental AL-taught IL credit-bearing course for underserved students at GSA-V.

This section will not delve too deeply into a discussion of garnering support for developing a course, as this was articulated in detail in Chapter 2. It will also not include a discussion of the eventual aim of incorporating the course into the university's GE program or developing multiple courses. Morphing the course in such a way remains outside the scope of a realistic change cycle that can be achieved through this OIP and will, therefore, only be discussed later in the section on future considerations.

Sub-goals articulated using the SMART goals schema must meet five criteria (MacLeod, 2012). First, sub-goals must be specific. Specificity requires a goal to be explained with enough detail that it is properly and sufficiently understood by stakeholders, directly and indirectly, involved in its attainment. Second, it must also be measurable. A measurable sub-goal allows those involved in its completion to gauge if it was accomplished to determine success. Third, the sub-goal must be attainable given the resources available. Fourth, it must be relevant, requiring the sub-goal to be well aligned with support and the aim of advancing an organization's vision, mission, values, principles, and strategies. Fifth, it must also be time-bound, thereby requiring the sub-goal to have a target date for completion.

The three SMART sub-goals that were developed for the solution to the PoP proposed in this OIP are as follows. Sub-Goal A is to develop and submit a formal proposal for an experimental AL-taught IL credit-bearing course targeting underserved students, with library faculty and administration's input, for curriculum review. Sub-Goal B is to deploy the course in the Fall semester of 2022. Finally, Sub-Goal C is to evaluate, monitor, and assess the course's overall success, making changes or adjustments as needed. A detailed example of Sub-Goal A is provided in Table 2, while all three sub-goals are outlined in detail in the Appendix.

Table 2*SMART Sub-Goal Example***Sub-Goal A****Specific:**

To develop and submit a formal proposal for an experimental AL-taught IL credit-bearing course targeting underserved students, with library faculty and administration's input, for curriculum review.

Measurable:

- Form a working group of AL willing to develop the formal course proposal for curriculum review and eventually design and co-teach the course.
- Set clear guidelines and expectations for the working group.
- Review EPC criteria and requirements for curriculum proposals.
- Review the university's recommended pedagogical principles and resources for course design.
- Survey the relevant literature in the field of LIS on developing credit-bearing IL courses.
- Set clear deadlines for elements of the curriculum review process, including review and submission deadlines.
- Develop for inclusion in the course proposal: syllabus, course description, grading schema, course objectives, student learning outcomes, formative and summative assessment tools, suggested literature for course readings, and a selected bibliography of current research in the field.

Attainable:

- AL have the necessary agency, power and autonomy vis-à-vis faculty status.
- AL have the instructional and pedagogical training and knowledge vis-à-vis educational and professional expertise.
- The campus provides additional training and resources to support faculty in their teaching endeavours.

Relevant:

- The goal is in line with the academic literature on the topic of IL instruction in HEI.
- The goal is in line with the instructional mission of GSA-V and the University Library.
- The goal is in line with the instructional duties and responsibilities of AL as faculty.

Time-bound:

This goal will be complete by December 10, 2021 (as per EPC policy) for course deployment in the Fall semester of 2022.

Sub-Goal A is focused solely on the curriculum review process and attaining college, department, and EPC approval for the course. This sub-goal will require me as a change agent to mobilize enough support among AL to come together to develop a formal proposal for submission to the college, department, and EPC. As noted in earlier sections of this OIP, the submission of a formal course proposal would be best served if it receives strong support from AL, library administration, TF, and university administrators. Such support will be helpful, as the curriculum review process necessitates input from faculty and administration within the college and department from which the course proposal emanates. Additionally, the EPC is comprised of TF and university administrators from across colleges and departments at GSA-V.

Sub-Goals B and C hinge largely on the success of a formal course proposal being put forth for curriculum review and cannot be achieved without the completion of the curriculum review process and a positive outcome. These two sub-goals are focused primarily on the deployment of the course and require careful and considerate articulation, as there is no prior roadmap to spell out the procedures and requirements needed prior to teaching the course and upon its completion.

Therefore, articulation of these goals using the SMART goals schema provides a strategy to avoid ambiguity about the ambitions of the proposed change (Markiewicz & Patrick, 2016). To supplement the lack of inherent information on how to achieve these goals at GSA-V, I relied on the LIS literature that provides strategies on deployment and assessment of an IL course at an HEI (Hollister, 2011; Leavitt, 2016; Mayer & Bowles-Terry, 2013; Pashia & Critten, 2019).

Implementation Plan

The implementation plan identified here and summarized in Table 3 will focus solely on the development and deployment of an experimental IL credit-bearing course. A detailed

timeline for the process is also provided in Table 3. The implementation process is comprised of two phases directly shaped by the sub-goals identified in the prior section. The first phase will require GSA-V AL to mobilize to formulate and eventually submit a course proposal for curriculum review to the college, department, and EPC. In the second phase, following an anticipated positive outcome of the curriculum review process, AL who intend to teach the course will need to complete the course design in greater detail than what is required for curriculum review.

This must all occur in anticipation of a Fall 2022 course deployment. In addition, the second phase will also necessitate AL involved in the implementation to teach the course, eventually assess the course, and lastly make necessary changes. The time frame for the overall implementation process (i.e., including both phases) will be between the beginning of the Summer semester of 2021 to the end of the Fall semester of 2022.

In the following section, I intend to methodically describe the implementation plan for developing an AL-taught IL credit-bearing course targeting underserved students at GSA-V. In alignment with Chapter 2, I will utilize Kotter's (1996) eight-stage process as a guide for operationalizing the proposed solution. As noted in Chapter 2, this process must also allow for revisiting stages if the change process necessitates it. However, unlike the application of the process in Chapter 2, the application here will be practical, as the proposed solution for the PoP has now been identified. Moreover, the use of the process here will rely on Pollack and Pollack's (2015) case study that provides a guide to how Kotter's eight-stage process has been used in practice.

Table 3*Timeline for Implementation Process*

Implementation Plan Steps (Milestones)	Implementation Phase	Corresponding Stage in Kotter's Process	Time Frame
• Presentation/s at all-faculty meeting/s to recruit AL to assist in implementation.	1	Stage 1	Summer Semester 2021
• Convene IL course working group.	1	Stage 2	Summer Semester 2021
• Develop a shared vision and strategy.	1	Stage 3	Early Fall Semester 2021
• Communicate shared vision and strategy with internal stakeholders.	1	Stage 4	Mid-Fall Semester 2021
• Communicate shared vision and strategy with external stakeholders.	1	Stage 4	Late Fall Semester 2021
• Submit formal course proposal for curriculum review to the college, department and EPC.	1	Stage 5	December 2021
• Implement recommended changes to the formal course proposal.	1	Stage 5	Spring Semester 2022
• Receive formal approval from EPC.	1	Stage 6	Early May 2022
• Continue to develop and finalize the course, assessment tools and resources, and arrange for logistics.	2	Stage 6 & 7	Spring and Summer Semesters 2022
• Market the course and ensure campus units (i.e., counseling and advising) are directing underserved students to the course.	2	Stage 7	Spring and Summer Semester 2022
• Launch AL-taught IL credit-bearing course.	2	Stage 7	Fall Semester 2022
• Evaluate and assess IL course.	2	Stage 8	Intercession between Fall 2022 and Spring 2023 Semesters.

Stage 1: Establish a Sense of Urgency

Awareness of the need for change is crucial for this OIP, especially for the first phase. Utilizing the tenets of distributed and servant leadership described in Chapter 2, I will have to convince AL of the need for change in how the library provides IL instruction to underserved students at GSA-V. To raise awareness among AL and build a coalition of support, I must convince the University Library's dean and department chairs to present my case for an IL credit-bearing course at an all-faculty meeting in the Summer semester of 2021.

These meetings, held once a month during the academic year, bring together various library faculty in one place and are purposefully designed to discuss issues that impact the library's mission and vision. A strong presentation debating the strengths of an IL course and its potential positive impact on AL instructional roles and the underserved student population can help gain the complacency and cooperation needed to work towards change (Pollack & Pollack, 2015). Thus, the presentation's intent is not to notify AL that I am looking to make a change independently. Instead, the idea is to convince AL to join me to form and even lead a working group with enough agency and credibility to guide the effort (Kotter, 1996). Moreover, the presentation should also furnish AL with a preliminary sense of how this solution might be implemented within the university's policies and procedures while also providing an idea of what the change process will look like as it unfolds.

I will have to present to my colleagues and library administrators how the curriculum review process will unfold at each stage and the various roles that AL and administrators will play in the process. Additionally, I will have to demonstrate to administrators that the proposed solution will have a low risk and cost threshold. To achieve this, I intend on highlighting the fact that the library currently has the necessary physical resources (i.e., classrooms, in-house IT) and that AL could be compensated using release time rather than additional pay. The overarching

aim of this stage of implementation is to move AL and library administrators beyond complacency and towards urgency. It is also hoped that generating a sense of urgency among internal stakeholders will empower AL to eventually tap into their networks of influence on campus to establish the very same sense of urgency among external stakeholders.

Stage 2: Create a Guiding Coalition

After completing a presentation (or multiple presentations) at an all-faculty meeting, the aim is to utilize the distributed leadership approach discussed in Chapter 2 to form a coalition of equals with both the will and the agency to lead the change process (Kotter, 1996). By emphasizing concrete action, a key element in distributed leadership, I must work to convince AL that such a working group will be successful if members' vision and efforts are pooled to take advantage of individual expertise (Woods et al., 2004). To be formed during the Summer semester of 2021, this working group will be crucial for both phases of implementation. As a result, the group must be comprised of AL who are persuaded by the presentation outlined in stage one and willing to actively participate in leading the change process.

The charter of this group will be to lead change related to both phases of implementation. Ideally, this group will be comprised of AL with varying levels of expertise and experience and, potentially, a member who is well versed in the workings of the EPC. The group would also be well served by the addition of an administrator, either as a full-time member or in the capacity of a consultant, to provide further guidance and input on the process from an administrative perspective (Kezar, 2018). The ideal candidate for this position would be the chair of instruction at the University Library, who is well connected with library and university administration. Lastly, it is imperative that the eventual course instructors be selected from within this group. This scenario is preferable for the first iteration of the course, as it would ensure that the course

is taught in the manner in which it was designed and thus could be assessed accordingly. The working group would also be responsible for monitoring, evaluating, and adjusting the course moving forward.

Stage 3: Develop a Vision and Strategy

A shared vision and strategy should be applied primarily to internal stakeholders and, more importantly, the working group that will lead the change process. This is because AL have the necessary agency to bring a course to fruition and the library, due to its formal designation as a college, has the privilege of launching courses if desired. Developing a shared vision and strategy among the working group must occur early in the Fall semester of 2021. A consensus among AL will ensure a united front, demonstrating to external stakeholders that knowledge of the need for change is shared. This shared vision and strategy should be communicated to external stakeholders to build coalitions around campus to ensure a smooth curriculum review process. A shared vision and strategy for both phases of the change process will be guided by the sub-goals developed in the prior section. The sub-goals will act as a blueprint for how the working group can proceed during the two phases of implementation to reach the end goal. However, the distributed and servant leadership approaches both demand that the goals that guide the vision and strategy be developed through group consensus (Kezar & Holcombe, 2017); thus, these goals must be open to change and revision.

Stage 4: Communicate the Change Vision

Kotter (1996) asserts that managers often underestimate the amount of communication necessary to properly develop a reliable understanding of the change process. This lack of communication can hamper implementation due to inconsistent messaging, eventually hindering the process. Communication has been identified as one of the two most important stages in

Kotter's eight-stage process (Ansari & Bell, 2009). For the proposed solution to the PoP, communicating the working group's vision with internal and external stakeholders will be crucial for ensuring stakeholder buy-in and a curriculum review process free of major hurdles. However, a staggered approach will be implemented in that the working group will begin by sharing its vision with internal stakeholders. This approach will allow all AL at the University Library to provide their insight on the course proposal prior to formal submission for curriculum review. As the curriculum review process allows for significant input at the department and college level, clear communication will help avoid major internal resistance and ensure AL feel their voices and concerns are heard. Following significant internal consultation, the working group will strategically call on AL and library administrators to begin sharing plans to develop the course with their networks of influence on campus. This communication with external stakeholders will help mitigate the possibility of their resistance during various implementation stages. Thus, targeted communication will occur throughout the implementation process.

Stage 5: Empower Employees for Broad-Based Action

Academic librarians have the agency and autonomy as faculty to develop and deploy a course at GSA-V. However, as a servant leader, it is my responsibility to empower AL, especially those in the working group, to fully grasp and engage with this notion (Liden et al., 2008). The University Library at GSA-V has never designed or delivered a course in the past, and little institution-specific information exists regarding how to achieve this goal beyond the curriculum review process. Therefore, I will need to utilize distributed leadership to help AL serving on the working group envision themselves as potential leaders for both phases of implementation (Bolden et al., 2009). As noted in Chapter 2, distributed leadership allows for sharing influence and leadership roles (Northouse, 2018). This is vital for the course

development and deployment process. Prior to and during the curriculum review process, members of the working group with strong knowledge of university policies and procedures must work to ensure strict adherence to specific curriculum parameters and guidelines. After the first phase of implementation, the working group will deliver the formal course proposal for curriculum review to the college, department, and EPC in December of 2021. Following the submission and during the curriculum review process, the working group will endeavour to adjust the course proposal based on stakeholders' formal feedback. Moreover, throughout both phases of implementation, AL with strong pedagogical and instructional knowledge and experience should feel encouraged to lead and dictate course design, delivery, monitoring, and assessment.

Stage 6: Creating Short-Term Wins

Celebrating small victories can greatly assist in motivating stakeholders and build momentum (Kotter, 1996). These must be unequivocal wins clearly connected to the direction of change (Pollack & Pollack, 2015). As discussed in Chapter 2, as a servant leader, I must constantly gauge motivation while encouraging a focus on the ultimate goal (Liden et al., 2008). For the process at hand, the greatest short-term wins will likely occur when the course proposal is formally submitted in December of 2021 and eventually returned to the working group with a positive outcome by early May of 2022, according to EPC policies and procedures (GSA-V, n.d.-a). However, as described above, college, department, and EPC approval and the curriculum review process's culmination does not signify the end of implementation. Therefore, the working group must be focused and motivated to continue to design and develop the course and eventually monitor and assess the course at its completion at the end of the Fall semester of 2022.

Stage 7 Consolidate Gains and Produce More Change

As mentioned in Stage 6, achievements must be celebrated. However, these gains must not impede the working group's ability to focus on the end goal. One of the largest hurdles the working group will face is the curriculum review process. Following the process's positive completion, the group must remain motivated and focused on seeking further input from internal stakeholders to shape the course pedagogically. This consultation with internal stakeholders will demonstrate transparent and collaborative progress towards the course's deployment. Furthermore, during this period, the working group should also collaborate closely with library administration, including the dean and chair of instruction, to finalize the logistics (e.g., classroom space, technology requirements, administrative assistant support, IT support, etc.) for successful course delivery. However, communication must go beyond internal stakeholders to ensure the course's success.

To guarantee student interest in the course, the working group must market the course to campus counsellors and advisors, who can then recommend the course to underserved students. The working group can also encourage internal stakeholders to utilize their campus networks of influence to market the course among TF, who could similarly recommend the course to students. At this stage, the working group must also develop the processes, assessment tools and resources to gauge the course's success before its second launch at the beginning of the Spring semester of 2023. Finally, during this stage, two AL from the working group will begin co-teaching the course for the first time. During this period, these instructors will meet regularly with the remaining working group members to provide updates on course progress and seek input as necessary.

Stage 8: Anchor New Approaches in Culture

The implementation plan's final stages will see members of the working group assess the course during the intercession between the Fall 2022 and Spring 2023 semesters. It is vital that the assessment data be quickly gathered and analyzed and that changes to the course be made before its second launch in the Spring of 2023. Moreover, the data must be rapidly disseminated and presented to all internal stakeholders to demonstrate the course's success, solicit input, and ensure the working group becomes an accepted organizational fixture at the University Library. Kotter (1996) asserts that following through is critical for successful change processes and that letting up can damage critical momentum, resulting in regression. Thus, the working group and its charter must be driven and embedded into the organizational culture (Appelbaum et al., 2012). Yet, evaluating if this has occurred successfully can take many years. It will take time to confidently assert that the change process is embedded and routinized in the University Library's culture.

Stakeholder Reactions

The primary stakeholder groups involved in this OIP consist of internal stakeholders (AL and library administrators), external stakeholders (TF and university administrators), and students. Each group's anticipated reactions to the implementation of an experimental AL-taught IL credit-bearing course will be examined below.

Internal

As discussed in Chapters 1 and 2, the likelihood of unanimous support for an IL credit-bearing course among AL is unlikely. As faculty, AL hold a significant degree of autonomy (Buller, 2015). This autonomy is supplemented by the distributed leadership model currently in place at the University Library, which works to further empower AL and their ability to either

embrace or resist change. The addition of an IL course may be appealing to library administrators as they work to demonstrate innovation and strong alignment with the university's instructional mission to external stakeholders. However, to AL, this innovation could have tangible implications even if they are not involved in the working group. These implications, and the reasons for resistance among AL, were examined in Chapter 2, but they will need to be considered and addressed by the working group when moving ahead with implementation.

External

Regular university-wide internal surveys conducted by the University Library at GSA-V have demonstrated that the University Library and AL currently hold a positive reputation among TF, staff, and administration. The strong reputation on campus has helped ensure that TF and university administrators see new innovative developments in library services and resources, especially those that impact student success, in a positive light. However, the aim is not to convince external stakeholders (i.e., TF and university administrators) to passively accept the development of an AL-taught IL credit-bearing course but, instead, support and encourage it proactively. The likelihood of this type of proactive support is made all the more possible due to the current national and global climate regarding misinformation and disinformation (Weiss et al., 2020). Thus, recent circumstances have led to an increased appetite at GSA-V to develop curricular offerings that can help students become information literate in their academic, professional, and personal lives.

Students

Students' reaction at GSA-V to both the development and deployment of an AL-taught elective IL credit-bearing course will vary and is likely to depend on how the course is marketed. LIS research on similar courses found students typically have a positive response (Daugherty &

Russo, 2011; Jardine et al., 2018; Mayer & Bowles-Terry, 2013). However, Jardine and colleagues (2018) assert that many students reported they would have never enrolled in the course if it were not a GE requirement. As the proposed solution to the PoP is an elective experimental course, the working group will need to work diligently to market the course to maintain student interest.

Challenges

By far, the most significant and concerning challenge to implementation is the issue of resistance among the stakeholders. This resistance, outlined earlier, could emanate from internal and external stakeholders and is likely to occur for differing reasons. Kezar (2018) asserts that resistance will keep emerging within an HEI as individuals with different interests continue to see change as being at odds with their agendas. As discussed earlier, internal stakeholder resistance among AL could be grounded in a variety of factors, including views on AL faculty status, AL as instructors, librarianship as service-oriented, lack of pedagogical knowledge and experience, unwillingness to accept change, perceived workload issues and more. This resistance may be fortified by the fact that AL hold faculty status and have significant autonomy and freedom to pursue or reject proposed change efforts. Conversely, external stakeholders like TF and university administrators may resist the proposed solution for different reasons. For TF and university administrators, resistance will likely emanate from a lack of knowledge of AL roles and capabilities or the view the AL are simply not equipped to pursue pedagogically complex instructional formats. Furthermore, if the course is eventually transformed into an elective GE requirement, some external stakeholders may see the development of such a course as competition for elective GE courses in their own colleges and departments, thereby taking away from enrollment numbers in their spheres of influence.

Resistance from both stakeholder groups cannot technically halt the course's implementation, as the ability to develop and deploy a course is a faculty right at GSA-V. However, it may significantly slow down the curriculum review process and thus hinder the proposed solution. Moreover, it could affect any future aspirations of morphing the course into an elective GE requirement and changing the University Library's instructional direction. It must be noted that negative or apathetic reactions on the part of internal or external stakeholders at GSA-V are not guaranteed. However, to ensure successful implementation, it must be accounted for by the working group. Thus, it is crucial that the working group as change agents be equipped with a strategy for stakeholder resistance in the event it manifests.

Kotter and Schlesinger (2008) provide a flexible and customizable method for addressing resistance that can guide the working group's approach during implementation. These strategies are particularly valuable, as they can be employed at various stages and allow for the utilization of a combination of approaches based on the change agent's specific needs. The mentioned attributes make this approach extremely valuable for change taking place in environments such as HEI. The authors provide six strategies that can be used to address resistance. The first of these is education and communication. This strategy, although time-consuming, works well when the source of resistance is a lack of, or inaccurate, information and analysis. If resisters are persuaded, they typically fall in line and may even help with the implementation of change. The second option is participation and involvement, which can occur when information is lacking or where stakeholders have considerable power or agency to resist change. This option works well, as it can help entice stakeholders to participate in implementation by allowing them to integrate into the change plan. Third is facilitation and support, which, although time-consuming and expensive, can work well if resistance is grounded in adjustment problems.

The fourth strategy is negotiation and agreement, which is well suited for implementation processes, where someone or some group is likely to lose out in a change and where that group retains significant power to resist change. This strategy serves to avoid major resistance. Fifth is manipulation, which typically involves the very selective use of information and the conscious organizing of events. A common form of manipulation is cooptation, which can include giving those who resist a desirable role in implementing the change. Manipulation, if required, must be used sparingly and carefully and can result in a damaged reputation or career for a change agent. Lastly, explicit and implicit coercion offers the most radical approach and can only work if the change agent has considerable authority and power. Here, one works to force people to accept a change by explicitly or implicitly threatening them with the loss of their job or promotion. Like manipulation, coercion is extremely risky and can result in resentment.

Of the six strategies outlined here, coercion is the only one that cannot be employed during the implementation phases outlined in this OIP, as the working group will not hold the necessary agency to coerce. It is also important to note that stakeholder resistance should not be viewed as a binary. Rather, I believe reactions are likely to be much more nuanced and will probably fall on a spectrum. Thus, Kotter and Schlesinger's (2008) approach is useful as it provides a variety of approaches based on the type of resistance incurred by the working group during different phases of implementation.

In closing, implementation of the change process outlined in this OIP is guided by clear goals and objectives designed using the SMART goals schema. Additionally, these goals chart the course for how the working group can work practically to develop and deploy an experimental IL credit-bearing course at GSA-V. It must be noted again, however, that as a change agent who ascribes to the distributed and servant leadership approaches, I envision the

comprehensive implementation process as open to alterations and modifications, either significant or minor, based on the working group's shared preferences.

Change Process Monitoring, Evaluation, and Adjusting

In compliance with the PDSA cycle, Chapter 3 began with an examination of the implementation stage, the do in PDSA, required for the successful execution of the proposed solution. In the following section, I explore the final two phases of the PDSA cycle: study and act, to put forth a plan to analyze and review the implementation of the solution and adjust the plan in real-time in response to data and feedback. As with the implementation plan outlined above, and in accordance with the distributed and servant leadership approaches, the following section has been developed with the provision that it must remain open to significant or minor changes based on the working group's inclinations. This stipulation is a result of the fact that both leadership approaches advocate for the formation and synthesis of diverse perspectives from the group (Kezar & Holcombe, 2017). The group then uses these perspectives to achieve consensus as a means for decision making. Moreover, in light of the fact that both approaches heavily resist the consolidation of power and decision making in one individual, I will outline here a more general and broad approach for monitoring, evaluating and adjusting. While providing general guidelines and recommendations, this strategy leaves significant room for the working group to develop a more precise and detailed approach for monitoring, evaluating, and adjusting as a team.

Monitoring and Evaluating the Implementation Plan

Several approaches were considered to develop a recommended strategy for monitoring and evaluating the proposed solution's implementation, including the work of Markiewicz and Patrick (2016) and Deszca and colleagues (2020). Utilizing these strategies would have required

providing considerable detail regarding implementation monitoring, even before the working group has formed. These approaches appear to be intentionally designed for organizations with top-down leadership approaches and, thus, are not as compatible with the shared forms of leadership common in HEIs (Kezar & Holcombe, 2017). Moreover, these strategies do not seem entirely appropriate for environments as dynamic as HEIs (Fish, 2004), where faculty wield significant autonomy and agency (Buller, 2015). Thus, instead, I purposefully sought a more simplistic strategy to generate a broad and general framework for monitoring, and one that could eventually be moulded and formed as required by the working group.

An approach endorsed by Pietrzak and Paliszkievicz (2015) provides an alternative in the form of a more general strategy for checking and controlling the change process as a form of controlling activity. The authors propose three distinct strategic control tools specifically for monitoring change: implementation control, premise control, and strategic surveillance. Below, I apply each of the three monitoring tools to the implementation process at hand. Table 4 provides a summary of the application of said tools.

Implementation Control

The first tool for monitoring and evaluating the change process in relation to the proposed solution is implementation control (Pietrzak & Paliszkievicz, 2015). Implementation control focuses on monitoring strategic thrust towards the achievement of the overarching goal. Here, the working group must monitor the progress of strategic actions by analyzing whether the plan's milestones, the do stage in PDSA, are being achieved during implementation. The milestones refer to critical points during the implementation phase (outlined in Table 3) that must be completed at specific stages and are, thus, time-sensitive. Significant delays in achieving particular milestones can threaten the success of the overall plan. Pietrzak and Paliszkievicz

recommend regular milestone review to monitor the accomplishment of specific targets. At this stage, the working group should register and discuss any deviation from the course of action, either intentional or unintentional. This type of accountability is critical for assessment, reporting and communication purposes.

Table 4

Tools for Monitoring Implementation

Monitoring Tool	Task	Timeline
Implementation Control	<ul style="list-style-type: none"> • Monitor if milestones are being met. • Conduct focus groups with internal and external stakeholders. 	<ul style="list-style-type: none"> • Phase 1 & 2 • Phase 1
Premise Control	<ul style="list-style-type: none"> • Analyze student evaluations of faculty and student course evaluations. 	<ul style="list-style-type: none"> • Phase 2
Strategic Surveillance	<ul style="list-style-type: none"> • Conduct regular formal and informal meetings with internal and external stakeholders. 	<ul style="list-style-type: none"> • Phase 1

It is also crucial that the working group not focus all its attention on what is and is not being achieved, and instead attempt to predict future difficulties with achieving milestones. This forward-thinking will allow the working group to take counter actions in advance of future complications with particular milestones. This type of milestone review is not necessarily unique to Pietrzak and Paliszkiwicz's (2015) approach and is also recommended by Markiewicz and Patrick (2016), who refer to milestones as performance indicators. Performance indicators, like milestones, are necessary to help determine what will show or indicate progress towards a goal or target. These indicators will allow the working group to measure a change, event, or condition and consider context, guidance, and expectations. However, these indicators must be developed judiciously using sufficient resources, with stakeholders' input and consensus. Thus, I am

adamant that the milestones presented in Table 3 are simply a starting point and must be open to revision by the working group. The development of milestones will require clear communication lines among working group members and regular meetings with updates to gauge progress and ensure accountability. These milestones should be strategically communicated with internal and external stakeholders as necessary.

Premise Control

The second tool required to monitor and evaluate the change process, according to Pietrzak and Paliszkiwicz (2015), is premise control. Implementation strategies are built on premises that are nearly never perfect or completely accurate. In light of this, the strategy for implementation should be treated as a particular view based on the information, knowledge, assumptions, and constraints present at the time. As the working group moves through implementation, knowledge and circumstances will inevitably change based on a multitude of factors like stakeholder reactions and unforeseen events. Thus, the implementation strategy must remain flexible and allow for change based on real-time data and information. Moreover, as circumstances change, the working group will need to ensure that the proposed solution remains relevant to the organization and continues to address the gaps identified earlier in this OIP by garnering feedback from relevant internal and external stakeholders. For this change process, it would be beneficial to garner feedback during both phases of implementation from various stakeholder groups. This feedback will help the working group ensure the change process remains focused.

For feedback from internal stakeholders outside of the working group, focus groups are likely the best option. The focus group format would be especially effective at GSA-V and the University Library, as survey fatigue has and continues to be a prevalent concern in HEIs (Porter

et al., 2004). In this case, it would benefit the working group to garner feedback from AL and library administrators following college, department, and EPC approval and before the course's formal launch in the Fall of 2022. A focus group targeting AL would allow the working group to make final adjustments to the IL credit-bearing course based on internal stakeholders' feedback. However, focus groups may also help gauge external stakeholders' attitudes toward the development of this course. It would be prudent to conduct this type of assessment before submitting the course proposal for curriculum review, so the working group can plan for and eventually address future causes or sources of resistance among external stakeholders. In a focus group with TF, it would be helpful to determine how IL skills, or the lack thereof, affect how TF and students at GSA-V interact in the course environment. TF may shed considerable light on the gaps in skill and knowledge of students as related to IL. This information would be useful in determining how the working group will design the course content and areas of focus. Naturally, as a proponent of distributed and servant leadership, I am adamant that the questions to be used with the focus groups be designed by the working group as a team.

For garnering feedback from students, GSA-V, like most HEIs, has formal procedures requiring course instructors to conduct student evaluations of both the faculty and the course at the end of a term. These formal evaluations will provide the working group with a wealth of information on a variety of student preferences regarding the course. Moreover, they will allow the working group to adjust the course as necessary before its second iteration in the Spring of 2023. Mayer and Bowles-Terry (2013) assert that AL teaching IL credit-bearing courses should also consider conducting this type of evaluation and assessment mid-term. Students in their course were asked to voluntarily complete an informal midterm evaluation to allow instructors to improve the course in real-time. The instructors found that the midterm evaluations served as a

valuable corollary to the end-of-semester evaluations. The midterm evaluations demonstrated that many students felt that due dates were not always clear. As a result, those due dates were clarified in the second half of the course. Mayer and Bowles-Terry found that students offered less feedback on the formal end-of-semester evaluations and conjecture that they may do so because they no longer had a personal stake in improving the class.

As a future consideration, the working group, in collaboration with the University Library's assessment team and assessment librarian, should endeavour to develop a means to determine the IL course's impact on improving underserved student academic success. The library continues to conduct such assessment with one-shot library sessions. However, the ability to do so with a credit-bearing course would provide more impactful data, allowing AL to trace students' progress through their academic careers. Data gathered would enable the working group to determine if the IL course meets the goal of shrinking the digital divide, thereby allowing for the adjustment of the course as necessary.

Strategic Surveillance

Strategic surveillance is the final tool recommended by Pietrzak and Paliszkiewicz (2015) for monitoring and evaluating the implementation of the proposed solution. Strategic surveillance is an undirected form of strategic control. The aim is the generalized and overarching monitoring of an organization and its environment for events that could threaten the implementation strategy. In other words, the goal is to watch symptoms of crisis that could affect the overall strategy. In light of this, it is crucial that the working group remain vigilant to fluctuations within the institution and the University Library that could jeopardize either particular points during implementation or the entire change process itself. In the PEST analysis conducted in Chapter 1, I outlined a number of internal and external forces that shape the PoP. It

is important to note that these forces may directly affect the solution to address the PoP.

However, by far, the greatest vulnerability to implementation will be the working group's ability to persevere against resistance. This resistance, as discussed earlier, cannot directly stop the change process, but it can significantly slow down and drag out implementation. Consistent formal and informal meetings with internal and external stakeholders will allow the working group to monitor and evaluate the level of resistance and its sources early, providing significant lead-time to address the issues using the tactics provided by Kotter and Schlesinger (2008).

Adjusting the Implementation Plan

A key feature of the PDSA cycle that is crucial for effective change within an organization is the ability to adjust both the implementation plan and process (Deming Institute, 2020). In the act phase of the PDSA cycle, one is expected to integrate the learning generated during the study stage to adjust goals, change methods, reformulate theories, or even broaden implementation from small to large scale. In simple terms, the idea is to learn by experimenting and improve by using what is learned to close the gap between current and desired results (Aragon, 2017). As with the plan for monitoring and in line with the distributed and servant leadership approaches, this section provides general guidelines for adjustments while remaining open to revisions and alterations based on the working group's inclinations. As a result, the ideas outlined below are purposefully general, providing a broad framework for how the working group could adjust the plan in both phases of implementation.

According to Pietrzak and Paliszkievicz's (2015) approach, in the "action" stage, the change agent can adjust the implementation plan based on deviations observed during monitoring. To achieve corrective action, the authors suggest the use of single- and double-loop learning, as described by Argyris (1977) and Kaplan and Norton (1996). In single-loop learning,

adjustments made to the implementation plan have no effect on the overall strategy, so the strategy remains stable in terms of objectives and targets. Thus, single-loop learning does not require the working group to rethink and validate the implementation strategy. Conversely, double-loop learning necessitates flexibility in the overall implementation strategy, advocating that the strategy be open to change.

Both single- and double-loop learning will dictate how the working group adjusts the implementation plan based on the information and data collected during the study stage (Pietrzak & Paliszkievicz, 2015). However, it must be noted that double-loop learning cannot be used during the second phase of implementation, which begins after a positive curriculum review outcome. This is because the overall strategy for implementation can no longer be drastically altered once the college, department, and EPC approve the course and the course is added to the GSA-V course catalogue. Therefore, the working group must understand that, if necessary, double-loop learning should be implemented early.

Changes to the overall strategy for implementing an IL course at GSA-V will rely heavily on the working group's ability to gather sound data and information from the focus groups during premise control. This information, which will likely include quantitative and qualitative data, will allow the working group to assess and make the required changes to the implementation plan's overall strategy. This type of change may require the working group to drastically alter the goals of the change process, the milestones, and the strategy to meet the milestones. An example of such a drastic adjustment could be the need to target a completely different student audience for the course. However, suppose the working group's data shows that an overall change to the strategy is not required. In that case, the working group should continue with single-loop learning during both phases of implementation. In this scenario, the working

group can make small adjustments while ensuring that the group is conducting regular milestone reviews as recommended in implementation control.

Although the working group will be able to use both single- and double-loop learning, it is highly unlikely that major changes to strategy will be necessary because the process for developing and deploying a course at GSA-V is a formal one. The formality of the process has implications for both the implementation plan and process, thus regulating the possible amount of deviation. Moreover, the amount of deviation and adjustment will likely be tempered by the fact that AL, as faculty, have a high level of agency and can both develop and deploy a course. There is a much higher likelihood that the working group will need to make minor adjustments to the implementation plan in both phases to ensure that milestones are met. Examples of adjustments using single-loop learning may be changes to the course categorization, credit hours, syllabus, student learning objectives, or marketing strategies. Such adjustments could be made straightforwardly and will help ensure that the working group can develop enough stakeholder buy-in for a smooth curriculum review process and shore up interest in the course.

In summary, the previous sections provided a general framework for the working group to utilize when both monitoring and adjusting the implementation plan and process. The working group convened to develop and deploy the IL credit-bearing course will have to meet and discuss how they intend to work out the particulars of monitoring and adjustment. It is also imperative to note that the strategy for monitoring and adjusting the implementation plan must continue in a repetitive loop, even after the first iteration of the IL course at the end of the Fall 2022 semester. This continuous loop is a key feature of the PDSA cycle (Deming Institute, 2020). However, this will occur with the condition that particular aspects of the monitoring and adjustment strategy will no longer be usable as the course moves into its second iteration in the Spring semester of

2023. This is because the first phase of the implementation process, developing a course proposal for curriculum review, will not reoccur once the course has been approved by the college, department, and EPC. Therefore, monitoring, evaluation, and adjustment following the first iteration will focus solely on the course itself.

Communication Plan

In the following section, I will outline a communication strategy to convey the implementation process to relevant stakeholders. This section will not discuss a means for communicating the need for overall change as related to the PoP, as this has been addressed extensively in other parts of this OIP. Rather, here, the approach will continue to be more practical and focus on operationalizing the proposed solution. This type of communication will be vital for ensuring a collaborative effort and reducing stakeholders' resistance (Deszca et al., 2020). Moreover, as with all sections in Chapter 3, and due to the use of the distributed and servant leadership approaches, this section will also be open to significant change and adjustment based on the working group's choices and decisions.

The importance of communication during the change process cannot be understated. The failure of most organizational change efforts can be directly traced to a lack of effective communication leading to poor acceptance of change by employees (Campbell et al., 2015). Communication is vital to the effective implementation of organizational change, and Elving (2005) states that there is little disagreement among organizational change experts about the general importance of communication during planned change. When a change process is poorly managed, weak communication results in rumours and the inevitable resistance to change (Deszca et al., 2020). Rumours and resistance often arise because the reasons for change are not clearly communicated to employees, and the impact of the change process is exaggerated either

positively or negatively. Alternatively, a strong communication plan will have the opposite effect, helping change agents build support, minimize rumours and build enthusiasm and commitment. Though there is considerable agreement about the importance and need for clear communication, there is considerable variance in opinions about specific communicative actions (Elving, 2005). I consider the variance to be a positive, as change agents have choices in how they want to develop a communication plan.

In a seminal paper on communication and transformational readiness, Klein (1996) outlines a clear strategy to address communication needs during different points in the change process. This strategy has also been espoused by Deszca and colleagues (2020). Klein asserts that a communication strategy should be tailored specifically to strategic points during planned change and the associated information requirements of each of those periods. The author envisions three optimal and distinct points for communication during the change process. However, Deszca and colleagues (2020) expand the list to four: pre-change approval phase, need for change phase, midstream change and milestone communication phase, and conforming and celebrating the change phase. This expanded description of the differing points within the change process will be utilized here.

Klein's (1996) approach of tackling communication in a tailored way during particular points in the change process is appealing to me as a change agent operating in the dynamic environment of an HEI. Moreover, this approach fits well with Kotter's (1996) eight-stage process, utilized earlier as a guide for implementation, as Kotter also emphasizes the need for communication. Klein's (1996) approach is also useful in HEIs, where stakeholders have considerable agency and independence, as it allows the communication plan to remain malleable in real-time.

The following section provides the working group with a practical plan for communication and will focus solely on the tools required for what Klein (1996) terms the midstream change and milestone communication phase and the conforming and celebrating the change phase. Both of these phases are squarely focused on implementation. Effective communication in each of the stages relies on one or a combination of his seven principles that underline his strategy for communication (Klein, 1996). The first principle is that message and media redundancy is key for retention. This involves multiple messages through various conduits to increase the chances of employees' obtaining and retaining the message. Second, Klein asserts that face-to-face communication is the most effective, as it permits two-way communication, increases the chance of involvement, and decreases miscommunication. Third, line authority is effective in communication, as employees will see a message coming from top-level management as holding greater weight.

Fourth, the immediate supervisor is key, and there tends to be a greater level of trust between employees and their direct supervisor. Fifth, opinion leaders must be identified and utilized, as they can be critical in persuading employees towards a particular view. Sixth, employees tend to retain personally relevant information in contrast to general information about a change. Lastly, consistent and reinforcing communication is important to demonstrate aptitude and vision. Below, following Klein's exemplar, I apply these seven principles as required to the midstream change and milestone communication phase as well as the conforming and celebrating the change phase.

Midstream Change and Milestone Communication

Klein (1996) envisions midstream change and milestone communication as the point in the change process where tangible change has begun to unfold, moving from the abstract with

theoretical outcomes to reality with practical outcomes. For the implementation of the proposed solution to the PoP, this stage will begin once the working group has been formed. At this point, Deszca and colleagues (2020) assert that stakeholders will likely want information communicated to them about plans related to the change and details regarding how things will operate during and following the change. During this period, the working group might also strategically communicate progress towards and achievement of particular milestones. As not all AL are involved in the development and deployment of an IL course, there is likely to be a lack of understanding about exactly what is happening, so uncertainty and rumours may emerge. Based on Deszca and colleagues' (2020) recommendations, it will be necessary for the working group to be clear about how course implementation may fundamentally alter the roles of AL at GSA-V. This may include details about whether other AL will need to teach the course moving forward, even if they were not responsible for its development or deployment.

It will also be important for the working group to use the focus groups to gather data and feedback regarding the acceptance of change among stakeholders. This data and feedback can be utilized to understand misconceptions stakeholders may have and how to mitigate them (Markiewicz & Patrick, 2016). Mitigation will rely on regular and extensive communication between the working group and stakeholders, especially in relation to the curriculum review process, course content, compensation, and the expanded instructional roles of AL. This type of consistent communication will help generally inform AL about what is to come and ensure that stakeholders retain personally relevant information (Goodman & Truss, 2004). In this type of communication, it will be vital to leverage the support of library administrators such as the chair of instruction and or the dean in both digital and in-person communication. Klein (1996) is clear

that employees often look to authoritative figures for direction and guidance, which could help build increased trust in the working group's efforts.

Following college, department, and EPC approval of the AL-taught IL credit-bearing course, the newness of the initiative may begin to wear off (Deszca et al., 2020). The working group will have to sustain interest and enthusiasm in the course (Welch & Welch, 2007). This must occur among internal and external stakeholders to ensure ongoing interest and sustain marketing efforts for future student enrollment. This is crucial for both stakeholder groups, as each will have a role in shoring up student interest prior to the formal launch of the IL course in the Fall of 2022. Thus, the working group needs to communicate its excitement throughout the process. This need for consistency and continuity in communication cannot be understated (Klein, 1996). Regularity in communication will ensure that changes being made throughout implementation do not feel jarring, making stakeholders more tolerant to the outcome of changes (Goodman & Truss, 2004).

There may also be potential for the working group to assume that further communication is not necessary after completing the curriculum review process because, at this point, the launch of the IL course cannot technically be halted. However, this view is potentially short-sighted, and the working group must keep in mind that the long-term need for the course's sustainability and longevity. Lastly, the working group must remember that, throughout the midstream change and milestone communication phase, communication must occur through various methods. However, Klein (1996) cautions against forgetting the power of face-to-face, whether digital or in-person, communication and its ability to dispel rumours, increase involvement, and decrease miscommunication. This type of communication with internal stakeholders should occur throughout implementation and will likely occur at the University Library's all-faculty meetings

or departmental meetings. In-person meetings may be more of a challenge to schedule with external stakeholders, but they are not impossible.

Confirming and Celebrating the Change Process

Deszca and colleagues (2020) suggest that the final point in the change process identified by Klein (1996) is often neglected when considering communication plans and tactics. At this point, Klein asserts that a communication strategy should ensure change agents are ready to provide a clear picture of what occurred post-implementation. The working group must be aware that stakeholders will likely have questions regarding the success of the change, the sustainability of the change, future considerations, and efficiencies that may have resulted (Deszca et al., 2020). Naturally, both the working group and internal and external stakeholders will be interested in understanding how the course unfolded and students' perceptions of the instructors and the course content. It is crucial that the working group be ethical in their communication efforts and openly and clearly communicate the negative and positive aspects of the change process (Kezar, 2018).

Assessment data collected by the working group at the end of the course must be scrutinized to make adjustments and provide a clear picture to stakeholders of what did and did not work (Markiewicz & Patrick, 2016). Additionally, the working group members should communicate their intention to alter the next iteration of the course. Klein (1996) asserts that this type of open and revealing communication is necessary to build and maintain trust with stakeholders. Furthermore, Goodman and Truss (2004) claim that communication following implementation cannot be a one-way strategy.

The working group members may mistakenly assume that they alone would be the best suited to suggest and make the necessary adjustments, as they worked to develop, deploy, and

conduct course assessment. Yet, this may be short-sighted. It may be beneficial to recognize and understand that stakeholders' input, especially for internal stakeholders, would be valuable to develop what Goodman and Truss (2004) term a two-way communication strategy. This type of input will provide the working group with new perspectives and help avoid potential blind spots and groupthink, a common issue in change processes using shared forms of leadership (Kezar & Holcombe, 2017). It would also assist in fortifying trust and sustaining stakeholder interest and awareness of the IL course.

The working group must also remember that communication does not necessarily have to be serious and sombre. Communication plans must account for celebrating milestones and achievements (Klein, 1996; Kotter, 1996). Deszca and colleagues (2020) recommend communicating the success of the change throughout implementation and beyond. In the case of this OIP, the working group's efforts to launch the GSA-V University Library's first course must not go unnoticed. Their actions must be communicated to internal and external stakeholders and include information about the course's overall success. This type of celebration will reduce stress within the working group, help communicate progress, and demonstrate the group's commitment to internal and external GSA-V stakeholders (Deszca et al., 2020; Kotter, 1996).

As with midstream change and milestone communication, the most effective communication tactic at this point of the change process is to use face-to-face two-way communication (Klein, 1996). Moreover, during this phase, the working group should once again leverage the support of library administrators to demonstrate to internal and external stakeholders that there is an ongoing commitment to and enthusiasm for the IL course. Lastly, it is imperative to ensure AL outside the working group feel relevant in relation to this change. Klein (1996) found that employees respond well to personally relevant information during a change process.

Thus, by demonstrating the positive outcomes of AL ongoing support for the change, the working group can build a positive rapport and encourage other AL to become more involved with the IL course.

Chapter 3 Conclusion

The PoP that is the focus of this OIP concerns GSA-V's failure to implement an AL-taught IL credit-bearing course that would benefit the institution's sizeable underserved student population. GSA-V underutilizes AL in relation to developing these courses despite their expertise in IL and the academic literature validating the positive impact of IL on students' academic success. As a result, Chapter 3 proposed a detailed implementation plan for developing and deploying the GSA-V University Library's first AL-taught IL credit-bearing course. The implementation plan was purposefully general to allow the working group responsible for implementation with significant leeway in the spirit of the distributed and servant leadership approaches. Kotter's (1996) eight-stage approach was used as an overarching guide and roadmap for operationalizing the proposed solution. Furthermore, I utilized the PDSA cycle, specifically the approach of Pietrzak and Paliszkiwicz (2015), to convey a broad strategy for monitoring, evaluating, and adjusting the implementation plan. Once again, I ensured that the application remained general and allowed significant room for the working group to make modifications. Lastly, I utilized Klein's (1996) communication strategy to provide an outline for how the working group could address the issue of communication throughout implementation and post-implementation. The strategy was intentionally simple and flexible, with an emphasis on fostering trust with stakeholders. In the final section of this OIP, I offer a clear and concise conclusion while also addressing future considerations.

OIP Conclusion and Future Considerations

The need to equip society with IL skills and knowledge has increased exponentially, as evidenced by the most recent U.S. presidential elections, the global COVID-19 pandemic, and the rise of far-right conspiracy theories. There has and continues to be a significant rise in the proliferation of misinformation, amplified by the internet and social media platforms. In these turbulent times, HEIs must play a proactive role in developing information literate students who can participate and lead in a democratic society.

To achieve this, HEIs must begin to account for how they equip their students with the IL skills necessary to make sound judgments based on accurate evidence in their academic, professional and, personal lives. However, this need to impart IL skills is even more vital for underserved students, as these students often arrive at HEIs with a significant disadvantage with respect to IL. This disadvantage continues to plague them as they progress through their post-secondary careers and can negatively affect academic success. As a proponent of the critical paradigm and its emphasis on social justice and empowerment, I am compelled to address this PoP and find a solution that will assist underserved students at GSA-V.

As content experts in IL, I am confident that AL remain poised to take a central role in developing such skills among underserved post-secondary students. Yet, AL at HEIs in the U.S. continue to play only a peripheral role, providing basic and inconsistent one-shot library sessions. Such sessions are pedagogically ineffective and much less impactful than credit-bearing courses. Moreover, as these sessions work on an on-demand basis, they often fail to reach a broad student population and provide little opportunity for scaffolding or assessment. Thus, many students progress through their academic careers, never having met an AL or receiving IL instruction. In addition to adverse effects on underserved students, the status quo has resulted in

a negative impact on the roles and status of AL. Therefore, in this OIP, I shared a strategy that addresses GSA-V failing to implement pedagogically more complex forms of IL instruction for underserved students.

To address the PoP, I proposed developing an experimental elective AL-taught IL credit-bearing course to be launched at GSA-V in the Fall of 2022. The proposal, although not perfect, provides the best solution for beginning the process of addressing underserved students' IL needs while expanding the instructional roles of AL. The intention is to start by drawing awareness for an IL course at GSA-V and the University Library. This would then lead to the formation of a working group responsible for submitting a formal course proposal for curriculum review and developing and deploying the IL course. This working group would lead the charge for implementation, monitoring, adjustment, and communication. Throughout the change process, distributed and servant leadership approaches will ensure that the working group abides by democratic governance practices to ensure that authority and influence are divided equally. Kotter's eight-stage process will act as a framework for leading the change process and a guide for operationalizing the proposed solution.

As we look forward, there is no doubt that an IL course is a more pedagogically sound solution to address the IL needs of underserved students. However, one of the greatest weaknesses of this solution is that a single elective IL course will not have a significant impact on developing IL skills among the large population of underserved students at GSA-V. I contend that these reservations should not render the solution inadequate. On the contrary, the IL course was intentionally selected as the most practical option for implementing a realistic and workable solution during a single change cycle.

The first IL course offered at GSA-V should be envisioned as the library's initial foray into instructional methods beyond on-demand one-shot library sessions. The intention is to demonstrate to stakeholders that such a course can be successful both in its architecture and appeal. In time, if the course is deemed successful, I recommend it be transitioned into a GE course at GSA-V. Transforming a course into an elective GE requirement has many implications that far exceed the scope of this OIP. However, there is strong evidence that IL credit-bearing courses can be much more impactful when part of the GE curriculum.

The task of transforming the course into an elective GE requirement, although difficult, is certainly not impossible. It will require significant support from library administrators responsible for convincing university administrators to support the course's conversion. If successful, such a course will have a much greater impact on improving the IL skills of the large population of underserved students at GSA-V. I maintain that the proposed solution to the PoP found in this OIP can function as the perfect starting point for developing a GE IL course at GSA-V.

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Appendix: SMART Implementation Sub-Goals

Sub-Goal A

Specific:

To develop and submit a formal proposal for an experimental AL-taught IL credit-bearing course targeting underserved students, with library faculty and administration's input, for curriculum review.

Measurable:

- Form a working group of AL willing to develop the formal course proposal for curriculum review and eventually design and co-teach the course.
- Set clear guidelines and expectations for the working group.
- Review EPC criteria and requirements for curriculum proposals.
- Review the university's recommended pedagogical principles and resources for course design.
- Survey the relevant literature in the field of LIS on developing credit-bearing IL courses.
- Set clear deadlines for elements of the curriculum review process, including review and submission deadlines.
- Develop for inclusion in the course proposal: syllabus, course description, grading schema, course objectives, student learning outcomes, formative and summative assessment tools, suggested literature for course readings, and a selected bibliography of current research in the field.

Attainable:

- AL have the necessary agency, power and autonomy vis-à-vis faculty status.
- AL have the instructional and pedagogical training and knowledge vis-à-vis educational and professional expertise.
- The campus provides additional training and resources to support faculty in their teaching endeavours.

Relevant:

- The goal is in line with the academic literature on the topic of IL instruction in HEIs.
- The goal is in line with the instructional mission of GSA-V and the University Library.

- The goal is in line with the instructional duties and responsibilities of AL as faculty.

Time-bound:

This goal will be complete by December 10, 2021 (as per EPC policy) for course deployment in the Fall semester of 2022.

Sub-Goal B

Specific:

To deploy the first iteration of the experimental AL-taught IL credit-bearing course in the Fall semester of 2022.

Measurable:

- Ensure the course has been added to the university's course catalogue for the appropriate semester, with the correct description, and is available for enrollment.
- Finalize the instructor list for the course and initiate faculty meetings for course content normalization and standardization.
- Determine that appropriate technological (i.e., student computers, projector, instructor terminal etc.) and spatial resources (i.e., classroom) are in place.
- Confirm that appropriate campus units (i.e., counselling and advising) are directing at-risk underserved students to the course.
- Approve and ratify the finalized course syllabus and ensure student access to course readings and resources.

Attainable:

- Upon college, department and EPC curriculum review and approval, the course can be deployed.

Relevant:

- The goal is in line with how faculty deploy courses in all university colleges and departments.

Time-bound:

This goal will be complete by April 2022 (as per university policy) for course deployment in the Fall semester of 2022.

Sub-Goal C

Specific: To evaluate, monitor and assess the overall success of the AL-taught IL credit-bearing course making changes and adjustments as required.

Measurable:

- Work collaboratively with the GSA-V Office for Assessment and Program Review to develop a standardized strategy for conducting monitoring and assessment for the course.
- Evaluate course success following each semester by analyzing student evaluations of faculty, student course evaluations, and faculty feedback.
- Discuss and analyze student engagement in course deliverables, including formative assessment (e.g., observations of active learning activities) and summative assessment (e.g. assignments, quizzes, tests and exams).
- Implement changes to the course as per the monitoring and assessment findings.

Attainable:

- Release time can be provided for AL teaching the IL credit-bearing course to evaluate, monitor, assess and modify the course.
- Work closely with faculty development to find innovative ways to improve the course.

Relevant:

- The goal is in line with how many TF at GSA-V evaluate, monitor, assess and modify courses from semester to semester.
- The goal is in line with LIS literature on IL courses in HEIs, and how to conduct assessment and improve the course experience.

Time-bound:

This goal will be complete by the department and college deadlines for syllabus submission and approval.