

ACADEMIC LIBRARY LEADERSHIP IN A GLOBAL AND INTERNATIONAL CONTEXT: MOTIVATIONS AND EXPERIENCES

TARA LYNN FULTON
EASTERN MICHIGAN UNIVERSITY

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Introduction

Academic libraries are often described as the "heart of the university," and indeed their primary role is to support the teaching mission of the institution. Yet academic libraries are also fundamental to research, service, community engagement, marketing, and student affairs activities. Furthermore the academic library is a cornerstone of the university's identity as both a cultural institution and a technology driver for the region, state, or nation. The leader of an academic library therefore operates on many levels and in many capacities; the position is multi-faceted, complex, and constantly changing. In any given week the work of an academic library leader will relate in varying degrees to the institution's internationalization efforts and/or to the academic library profession's responsibilities on a multi-national or global level. How and why do individual academic library leaders engage in internationalization

¹ University Librarian/Dean of the University Library and Professor, Eastern Michigan University since 2010. Dean of the University Library at Lock Haven University, 2000-2010; Associate Provost, 2005-2010. Assistant Professor for Leadership in Higher Education, Penn State University, 2002-2009. PhD in Higher Education Administration, Penn State University, 2001. Author of articles in *Advances in Library Administration and Organization* (2005, 1995) and other articles and book reviews. Scholarly and professional presentations at the Annual Conference of the American Library Association (1984, 1991, 2003, 2007), Educause (1994, 1999, 2002, 2007)²⁰ and the Association for the Study of Higher Education (2006, 2007) among other venues.

efforts? What might their experiences tell us about the opportunities for their future involvement?

Purpose and methodology

This paper represents a heuristic and phenomenological investigation into one slice of life for the academic library leader, namely his/her work in the arena of internationalization and globalization. An academic library leader is defined here as the individual with overall responsibility for the library on a campus; titles for this position include, for example, Dean of the University Libraries, University Librarian, and Library Director. The paper explores the lived experience of one academic library leader in the United States (my own) and then draws on conversations with other such leaders and on the professional and research literature to further elucidate what it means to be an academic library leader engaged in higher education globalization efforts. Readers familiar with human science research methodologies will recognize the pulling out of essential themes and structures from the reflections of participants. Readers not yet familiar with these methodologies will, I hope, come to appreciate the way that real life stories are shared in an effort to describe in a scholarly way the essence of the leader's experience working in internationalization efforts. Thus, this paper will not read as a call to action. Rather, what emerged from my reflections, analysis and research are insights into the core motivations academic library leaders have, and the ways in which these motivations play out relative to international endeavors.

For readers who are interested in more detail on the research process, I offer the following summary of steps taken as they reflect a combination of heuristic and phenomenological research frameworks. Heuristic research is "aimed at discovery; a way of self-inquiry and dialogue with others aimed at finding the underlying meanings of important human experiences" (Moustakas 1994, 18). I began by writing down my own internationalization experiences over the past fourteen years as an academic library leader. Memories, sensory impressions, intuition, feelings, thoughts, and everyday understandings of events are the beginning points for phenomenological knowledge (Moustakas 1994, 32, 47). I thought about my experience from various vantage points, using my imagination to delve more deeply and to ask myself questions about why I made the choices I did, why certain activities were important, what goals I had, and what I valued about my experiences;

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Moustakas refers to this process as self-dialogue and "immersing oneself in contemplation of experience" (1994, 41). Reviewing personal documents allowed me to put particular events in historical context and to recall nuanced elements of each experience. As Moustakas explains: "In a phenomenological investigation the researcher has a personal interest in whatever she or he seeks to know; the researcher is intimately connected with the phenomenon. The puzzlement is autobiographical, making memory and history essential dimensions of discovery" (1994, 59).

In the next phases of structural phenomenological research, the researcher begins a series of deliberate, logical and systematic mental steps to analyze the experiences with fresh eyes, to look at the data from various perspectives, attempting as much as possible to set aside presuppositions and to avoid rushing to judgments and conclusions (Moustakas 1994, 33, 41, 47). In the course of these reflections, the researcher seeks to understand the dynamics underlying the experience and to distill the essence of what the experience means for the persons who have had the experience (Moustakas 1994, 13, 22). This is referred to in heuristic research as "the aha moment" when the researcher has a sudden revelation that allows him or her to synthesize the experience (Moustakas 1994, 17). For me, this came in the form of the core motivations academic library leaders have and the ways that those motivations translate into internationalization efforts. At this juncture I began to write, weaving in anecdotes and observations from my own experience.

I had knowledge of the disciplines of academic librarianship and academic leadership, and some familiarity with literature on internationalization prior to beginning this research project. I gathered resources in preparation, but I purposely did not read them in advance, because in phenomenological research these resources are a backdrop and source of additional insights, corroborations, or contrary examples rather than the heart of the data for the study. So only after I had the essential structural description framed did I begin to read the literature and see how it informed the experience.

While integrating the professional literature into my emerging text, I sent an email inquiry to about twenty fellow academic library leaders with just a few very open-ended questions to elicit descriptions of their experiences. First person accounts and informal and formal conversations are primary data for the heuristic researcher (Moustakas 1994, 21). As

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responses arrived, I culled them for observations relevant to the emerging description. The goal of heuristic and phenomenological research is a poignant description of the experience, in this case the experience of being an academic library leader involved in internationalization efforts. "The life experience of the heuristic researcher and the research participants is ... a comprehensive story that is portrayed in vivid, alive, accurate, and meaningful language" (Moustakas 1994, 19). The intention is not to explain or analyze, but rather to retain the "texture" of the lived experience that is recognizable to others who have had the experience (Moustakas 1994, 58-59).

How and why academic library leaders contribute to internationalization and global efforts

In 1992 Bonta and Neal edited a volume entitled *The Role of the American Academic Library in International Programs*, which summarized major areas of involvement as "international resource sharing; the work of American academic librarians abroad; international librarians and students who come to the United States for study; and area studies collections in academic libraries" (xiii). Twenty years later those core activities remain relevant, and indeed have both broadened and deepened. At the institutional level, a number of driving forces are compelling academic library leaders to seek increased relevance on campus; as a result, librarians have assumed new roles related to teaching, research and service support. At the professional level, new technologies and information industry changes have both facilitated and demanded greater levels of international collaboration among academic libraries. Finally, personal motivations affect the degree to which an individual academic library leader will engage at the international level. This study illuminates these institutional, professional and personal motivations and the kinds of actions and experiences that result.

Institutional role expectations as motivators

People who eventually become librarians are, not surprisingly, often people who grew up with an appreciation for the ways in which books can open up new worlds to the curious mind. It is a key reason that individuals pursue a degree in library and information science. Building collections that represent diverse perspectives, cultures, languages, and disciplines is at the heart of the academic librarian's contributions to internationalization on campus. Assembling an authoritative collection of books, journals, maps, images and other resources often takes us beyond our nation's borders and across cultures. In an email dated January 5,

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2015 Terry Latour from Clarion University notes the increased attention on his campus to international studies components of courses and the need to increase library resources with a global perspective in their collection development strategy. Research libraries have evolved a conscious collection development strategy to provide global perspectives, and cooperative efforts such as the Center for Research Libraries in the U.S. continue to be an important element of the academic library leader's work.

Also at the top of the list for academic library leaders' work in regards to globalization is support for international students on campus. Just as leaders must attend to demographic shifts in student populations in general, libraries must provide for the "environmental, cultural-linguistic, and affective" challenges faced by international students (Hughes 2013, 78). International students in North America, for example, may not be familiar with cost-free services, open stacks, library jargon, copyright/plagiarism expectations, or interlibrary loan, among other differences from their home country's libraries (Bail, Lewis and Power 2014). Hughes notes that the "sheer size of a university library with its unfamiliar practices and technologies can be bewildering, overwhelming, and even frightening to international students" (2013, 79), and this statement captures well the motivation behind a library leader's efforts to help international students. Academic library leaders might ensure that international students are offered a special orientation, a special online guide, self-paced tours in multiple languages, more extensive user education options, access to library staff trained to handle their needs, or other outreach efforts. I have found that hiring international students is one of the best ways to encourage other international students to use the library. The size of the international student population on a campus affects the types of services offered (Bail, Lewis, and Power 2014, 8). In particular, Australia's concerted effort to increase the number of international students on college campuses has created pressures for the library leaders to respond (Becker, 2006). Similarly, the Bologna Declaration has resulted in more movement of students between countries in Europe, significantly increasing the need for attention to the challenges these students face.

The corollary to involvement with international students is preparing "global-ready students" through study abroad, service learning, and other programs based abroad (Deardorff 2008, 32). Academic library leaders can collaborate with the international

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education office on campus to include library offerings and to prepare students before they embark on the journey (Kutner 2009, 171). They might also prompt discussions with faculty who are teaching study abroad courses to tailor library offerings (Kutner 2009, 171). Ensuring that databases and other resources are available to students is the first priority; students need "access to these materials, from wherever in the world they may be" (Kutner 2009, 166). Beyond that, many libraries provide chat reference assistance, special web pages, electronic reserves, and interlibrary loan and document delivery (Kutner 2009, 165, 171). To the academic library leader these steps represent efforts to provide equitable access to information and services, one of the core tenets of the profession.

The academic library is symbolically important for the role it plays as a center for the university as a cultural institution, and the academic library leader is expected to have strong skills in diplomacy. Academic library leaders are expected to be ambassadors for the campus, sometimes by being a part of a delegation to a partner institution, and sometimes by welcoming international scholars. In an email message on January 4, 2015, Chris Barth from the U.S. Military Academy noted that his scenic library facility "is usually included on the tour for visiting foreign dignitaries," which affords him the opportunity to talk with them about library programs. Often these engagements are deeply rewarding for academic library leaders, but they can also be stressful, given the possibility of making an inappropriate remark or gesture due to ignorance of another country's cultural standards. Visitors and hosts are often gracious when such faux pas are made, but mistakes can create rifts that are challenging to mend (Segal 1992, 102). As academic library leaders gain experience in these matters, they build both skills and confidence, adding to the feeling of reward from these encounters.

Academic library leaders, as members of the academic leadership team on campus, have a vested interest in being part of and supporting wider campus initiatives and priorities related to internationalization (Dewey 2010, 5). It is important for the academic library leader to be involved in strategy discussions at the institution that center on internationalization. Academic library leaders tend to be organizers, planners, and change managers. Cultivating international partnerships and programs takes time and effort, and academic library leaders can be welcome, patient partners to those on the forefront, as well as advocates for the strategic resource investments needed for success over the long run.

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Sometimes the library can be an element in an institution's formal affiliation with another institution -- a part of the sharing that takes place between the campuses. Liz Chabot of Ithaca College conveyed her experience in emails on January 5 and 16: "I gave a presentation on library services/resources to a visiting Chinese delegation and was invited to present at three Chinese universities in the summer of 2010. It was very interesting to meet with Chinese librarians -- they were fascinated with my focus on the user and the development of user-centered services. ... The Chinese are big on ceremony and treated us like royalty. I still have a large stash of gifts!" The gifts were, of course, not the true reward for this academic library leader; rather, it was the opportunity to add value to her institution's delegation that meant the most to her. At my current institution I have initiated conversation about the potential for a "sister library" arrangement with our institutional partner in Germany. We will begin with exchange of information and viewpoints, and are considering joint online exhibits, digitization projects, and short-term librarian exchanges. My role in this endeavor is to inspire others to see the opportunities, to uncover potential interest among library staff, to handle the arrangements for formal dialogue to begin, and to acquire resources needed to make our plans a reality.

Some academic library leaders have the opportunity to engage in the general university goal of supporting education in developing countries or in parts of the world in which the university has special interests. Sometimes library leaders are asked to develop or oversee libraries at branch campuses overseas. Wand explains that "transplanting a U.S.-style academic library into another area of the world challenges a growing number of library deans" (2011, 242). She outlines the various constituents and stakeholders in this context, and the considerations academic library leaders need to make in operating in this arena. She offers guidance on the politics and practicalities of overseeing such a branch, and in doing so provides a valuable service to the academic library leader who finds him/herself thrust into this particular internationalization arena. Green surveyed a sample of leaders of branch campuses abroad and concluded that "[t]he intensely multicultural nature of these libraries is their core attribute that shapes their unique niche in the world of academic libraries" and that "[l]ibraries thus can play an important role in the growth of these fledgling universities into vibrant educational communities" (2013, 18-19).

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Academic library leaders want to make the library as relevant as possible in the lives of students, faculty and administrators. To do so, they spend a lot of time and energy engaging with deans, department heads, and other leaders, as well as ensuring that the library has a robust liaison program between librarians and the faculty in academic departments. The academic library leader must foster constant communication in order to learn about emerging needs on the campus, and must then ensure that the library plans adequately to address these needs. I frequently ask my colleagues across campus what new international plans they have, where they are traveling, what curriculum changes are being proposed, and similar questions, so that I can recommend ways in which the library can support those endeavors.

There has been significant literature and discussion in recent years about the danger academic libraries face of becoming irrelevant. Wood, Miller and Knapp described academic libraries as being in danger of becoming "poorly funded and marginalized artifact of past relevance;" they proclaim an urgent need for library leaders to step forward to provide leadership in the campus learning community (2007, 92). Moropa further contends that "[t]he survival of academic libraries is increasingly coming under threat. ... The phrase 'our library is the heart of the university' has become hollow" (Moropa 2010, 381). Moropa speaks from the South African perspective and describes some of the actions he has taken at the University of Pretoria to prevent his library from such marginalization, beginning with the vision statement for his library, which strongly emphasizes its global dimension: "we strive to be a world-class twenty-first century academic research library enabling the University of Pretoria to be an internationally recognized research university" (2010, 386).

Partially as a result of these threats, academic library leaders have begun to expand and extend the mission and services of their libraries in new directions. One such role is that of publisher. The academic library has often served as home to the university's archives, but new technologies have allowed an extension of this capability to include the creation of institutional repositories. These repositories make the campus' intellectual output and capital visible to the world, and some research libraries also extend their digital publishing to the works of scholars around the globe in specific areas of study. Information communications technologies have changed the way research is conducted, opening up opportunities for "sophisticated collaborative research ventures" (Mark 2007, 2). According to Dewey,

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"[r]esearch libraries in particular are reprioritizing their primary roles to emphasize strategic support and direct involvement in the creation of new knowledge" (2010, 8).

A strong motivator in the direction of global collaboration has to do with declining financial resources in higher education with the resulting need to contain costs and identify new funding sources (Carpenter 2012, 11). The example given in the Carpenter study of research library leaders as entrepreneurs is a memorandum of understanding between Cornell University in New York and Tsinghua University in Beijing to engage in substantive joint projects and sharing of resources (2012, 19). Participants in Carpenter's study identified three reasons for engaging in such entrepreneurial activities and approaches: 1) improving financial management, including redirecting resources to new roles and services; 2) fostering innovation by seizing and exploiting opportunities; and 3) building prestige by distinguishing their organizations (2012, 21). They described their roles as that of cheerleader, opportunity seeker and master strategist -- pushing, encouraging, advocating, supporting, taking action, taking risks, conceptualizing, and asking questions (Carpenter 2012, 22-23). However, with any such effort, there are always barriers. Carpenter identified the barriers to entrepreneurial behavior for research library leaders as a change resistant organizational culture, lack of staff to translate vision into action through project management, and lack of support from authority figures (2012, 18). Becker found that, for international endeavors in particular, lack of strategic planning and funding are key barriers (2006, 283). A significant part of the experience of the academic library leader is coping with and finding ways to overcome these barriers.

In order to achieve any of these goals, the academic library leader must be deeply committed to professional development for library staff. An essential element of the professional development of staff is the leader's own participation in internationalization. A survey of Australian academic libraries found that "there is a higher rate of internationalization activities for library staff on campuses where library leaders are active in university planning committees and belong to international library organizations" (Becker 2006, 283). Becker also learned that a consistent vision and message from the top library leader facilitated change in the direction of international efforts in Australian libraries (2006, 288). Providing programs that increase staff knowledge of internationalization efforts on campus, that enable them to

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better serve international students, and that teach staff to integrate global resources into their service is an important on-going effort for the academic library leader. A commitment from the top to membership in some of these organizations sends a signal to others in the library that their participation would be welcomed and supported. For example, the International Federation of Library Associations and Institutions (IFLA) describes itself as "the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession." A leader's decision to invest in an institutional membership to IFLA implies investment and support for globalization agendas. When individual library faculty members show budding interest in being more active in the international arena, the academic library leader can cultivate this interest in multiple ways, such as by connecting them with opportunities and providing travel funds. Sometimes it is a matter of supporting a librarian who has already developed some international connections as part of his/her professional activities or scholarship. One of our librarians had a connection with a library science scholar in Japan. When the scholar came to visit, I saw that she was greeted with the warmth and ceremony befitting a visitor of stature, and participated in an exchange about the significance of her research. I had a rare opportunity to go beyond this level of professional development support on two occasions. My former institution funded a program for five years called the New Faculty Internationalization Workshop. Each year the new cohort of faculty was invited to spend a week at one of our partner institutions and engage in a series of presentations and conversations designed to help them think about ways that they might integrate global perspectives and international partnerships in their teaching, research, service, and advising. The provost considered this first-hand experience to be an important way to instill in the faculty a deep appreciation for and understanding of the institution's mission relative to internationalization. Two of the five years of the program I had new faculty in the library, and thus was invited on the trip as their dean; deans were there as role models and mentors for the faculty. Such opportunities to nurture the spirit of internationalization in the next generation of librarians can be a highlight of the academic library leader's professional career.

Responsibilities to the profession as motivators

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All academic library leaders are compelled by their sense of professional responsibility and ethics to be catalysts for positive change, to seek solutions to problems, to address new needs, to keep current on information technologies, and to improve services. For increasing numbers of academic library leaders, activity goes beyond their campus, region, and nation to international levels. The following statement by Segal, who studied academic librarians involved in international organizations, captures well the motivations for leaders to get involved in global professional endeavors. Interviewees in her study expressed the belief that our interests transcend the borders of any country, that we live in a world far more vast than our national boundaries, and that a failure to involve ourselves in that larger world and its information needs will lead to serious problems here and abroad. They hoped to engender a belief in the world-wide nature of our profession and an awareness that we must belong to the family of international library professions, not because we have the solutions to world information problems, but because we need to know what is happening in the world at large to manage our own library and information environment (1992, 102).

Becker expressed the two-way benefit of such involvement: "[t]he growth of participation in regional and international library organisations has a mutual effect of broadening the perspectives and practices of librarians at home even as it affects world practices within the profession" (2006, 289). Whether it is through conference attendance, publishing, consulting, or service in professional organizations, many possible venues exist for academic library leader involvement in the profession beyond national borders.

A very popular area for engagement at the present time is digitization and other preservation efforts. Academic library leaders, particularly those at research institutions, feel a fundamental responsibility for preservation of the recorded history of mankind. As Carpenter notes, "libraries have been in the business of organizing and preserving books and other information sources since their inception" (2012, 20). "It is the inalienable duty of research libraries and national libraries to preserve their documentary and cultural heritage and to pass it on to future generations" (Mark 2007, 3). This sense of duty is spawning preservation cooperation across international boundaries (Mark 2007, 3). New technologies have allowed for the conceptualization of preservation in a networked, global context through digitization efforts and the harnessing of digital content. Research libraries in the United

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States, for example, are contributing to and working with the Hathi Trust, the Google Books Project, and ITHAKA.

Librarians' primary knowledge base is about how information is produced, organized, conveyed, transmitted, recorded, etc. Librarians serve as important gatekeepers for information, imposing order and structure on streams of information in order to make them more accessible. The more robust the "information explosion" has become over previous few decades, the more challenging that task has become. Until the Internet, scholarly information flow was primarily limited to a specific nation or a specific discipline. The globalization of information flow has increased faculty and student expectations for being able to identify and acquire the most relevant and best information resources in their field, regardless of where that information is located. In-depth reference services and interlibrary loan have always been core ways in which librarian expertise is tapped in terms of knowledge and information seeking and retrieval. Increasingly libraries are moving from catalogs and databases to integrated, cloud-based discovery tools. Keeping up with these changes and deciding when the right time might be to introduce such new technologies to the campus are important roles for the academic library leader. Since many of these products are marketed internationally, future opportunities hold promise for collaborating with vendors and other libraries around the world in the refinement and enhancement of these products. Our library is now a beta partner for the development of a next generation integrated library system along with other libraries in North America, the United Kingdom and Australia. The meetings of the beta partners, both virtual and in person, offer far-reaching conversation about potential future capabilities of such systems in enhancing the research process. This engagement is an example of how international efforts can provide intellectual stimulation for the library leader in addition to benefits to the profession.

Current economic pressures within the information industry are due in part to consolidation of ownership of publishing houses and library vendors on an international scale. Our library's largest single content provider is based in the Netherlands, and our integrated library system vendor is owned by an Israeli corporation. These shifts have the potential to further threaten several core values held by academic librarians, namely free and equitable access to information and the fostering of healthy systems of scholarly communication. As

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expressed by Mark, the *raison d'être* of the research library is to support scholarly communication; thus libraries have a stake in these issues and need to be proactive in integration of the library in the research enterprise, which in turn stimulates library cooperation at the international level (2007, 2). Mark bemoaned that scholarly publishing is "dominated by a few multinational publishers. ... In this context, issues that play a vital role in global scholarly communication -- such as copyright, journal pricing, the managing of datasets, digital preservation and open access -- are issues for the research library community everywhere in the world" (2007, 1). He advocates a role for research library associations in sharing expertise, building alliances, advocacy, lobbying, and working together on common issues (2007, 1). Consequently, academic library leaders must work within consortia and even more large-scale collective efforts to influence, if not control, pricing structures, interfaces, information policy, and the development of standards. The open access movement is a direct reaction on the part of academic libraries to these changes, and leaders are working together from multiple perspectives and across national borders to respond. "The open access movement has further underscored the imperative for vastly greater access to new knowledge from a worldwide perspective," writes Dewey (2010, 9). The intensity of language in these works indicates how deep the motivations of academic library leaders are to be involved in work in this area.

Another motivation to engage on the international level is the desire every professional has to provide service within the profession. Academic library leaders act on this motivation in three basic ways: mentoring the next generation of library leaders relative to internationalization, providing expertise to libraries in other parts of the world, or conducting research or serving on committees that will benefit the profession as a whole in terms of global relevance and impact. In my own experience, for example, I have invited newer academic library leaders to co-present with me at an international conference, and I recently joined an international board talking about ways that dissertation research might be made more discoverable. A particularly rewarding experience for me was a trip I made several years ago with four other academics as consultants to seven different campuses in Bangladesh. While the work was not focused on libraries per se, we visited the library at each campus and I was able to speak with library leaders there. They were interested in learning about

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technologies, services, ideas, and models in American academic libraries that might be relevant in an environment of limited resources, geographic barriers to collaboration, and burgeoning student enrollments. I was humbled to realize just how enterprising and creative these academic library leaders were in meeting the needs of their campuses. I learned as much from them as they did from me, and I have found such reciprocity to be a cornerstone of my experience as an academic library leader in the international arena.

Personal motivations for commitment to internationalization

In an email dated January 4, 2015, Irene Herold from the University of Hawai'i at Mānoa expressed her belief that her own multicultural biography was a factor in her being interested in the position at Mānoa, which has significant international collections and has "a commitment to making the collections accessible to global scholars." She has lived abroad, traveled extensively, and grew up surrounded by a Native American tribal community. "I do believe these experience helped me to be considered for my current position and certainly inform my work and perspective," Irene writes.

Similarly, academic library leaders who have been exchange students or scholars themselves also have a motivation to "give back," i.e. to make it possible for others to have the same experience. Leaders who have first-hand knowledge are sometimes asked to step out of their library role and speak more from personal experience. I have been called upon by faculty who teach German in the United States to speak in classes and at events; when I visited our partner institution in Germany, I was asked to encourage their students to take advantage of our exchange program as well. Academic library leaders with such personal experience are more likely, I believe, to be recruiters for study abroad programs or host families for international students, and some may even teach courses or sponsor programs abroad. Two young women from China now call me their "American Mom," and have become extended family. What starts as a professional role for the academic library leaders can become part of one's personal life as well.

Some leaders are personally interested in intercultural dynamics; others move across cultures to accomplish particular goals. A desire for connection with other academic library leaders extends for many individuals to a desire to make connections with counterparts in other countries. Interviewees in Segal's study reported that they became friends with

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librarians in other countries, regularly exchanging information, visiting one another's libraries, and sometimes engaging in library faculty exchanges (1992, 101).

Academic library leaders are also motivated to attend to their own professional growth and development as it relates to internationalization. Depending on the level of interest of the leader and the relevance of the leader's internationalization efforts to the institution, this professional development may take the form of reading or attending workshops, webinars and conferences, or it can be significantly more extensive. For me internationalization is both a core part of my professional identity and a deeply personal yearning developed early in life as an exchange student. As Deardorff expressed it, one first undergoes an internal "frame of reference shift," and at some point "the development of intercultural competence becomes a lifelong journey" (2008:38). I have the desire to travel professionally and to expand my knowledge of higher education and academic libraries around the world. Much like a craving for fine wine, coffee, chocolate, or cheese, I feel the occasional need to present at a new conference or find another way to expand my international horizons. In 2013 I had the opportunity of a lifetime to participate in the Fulbright Seminar for U.S. Administrators in International Education in Germany, a two-week program focused on introducing American university administrators to the dynamics of higher education in the European context. When I returned to my institution, I gave a presentation to other faculty interested in Fulbright opportunities and I met with each college dean to talk about potential partnerships with German institutions I had visited on the Fulbright. In this way I was able to make my own professional development opportunity directly relevant to my institution, which doubled the impact of this experience.

A key component of professional growth and service is the development of intercultural competence and the requisite cultural intelligence to adapt to new settings and to be able to transfer one's skills appropriately to a new culture (Rossiter, 2007, 43-44). Top elements of intercultural competence include understanding others' world views, self-awareness, adaptability, listening, observation, openness to learning, respect for other cultures, tolerance, empathy, valuing diversity, and sensitivity to the norms of other cultures (Deardorff 2008, 34). Segal interviewed academic librarians involved in international library organizations about their experiences. The study participants warned against the missionary,

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"noblesse oblige" approach Western leaders have historically taken and against offering solutions without acknowledging that they may be inappropriate in other cultural contexts (Segal, 1992, 110).

Their comments, expressed as advice to those who might wish to become involved, touched on the nature of international organizations, the character of interaction with those from other countries, the need for self-consciousness and nationality-awareness, the responsibility of professionals outside the borders of their own country, the importance of a knowledge of intercultural communications and of the particular culture of any country one will visit, and the need to develop humility in dealing with the world (1992, 98).

When visiting or consulting, one must consider the beliefs, values, and norms of the host country in matters small and large. The leader of our trip to Bangladesh met with us in advance to paint a verbal picture of what we might expect to find on those campuses in terms of leadership styles, and he shared a few basic tips, such as the fact that seven times a day we would hear loudspeakers announcing that it is time to take a prayer break. It took us a day or two to react to the announcement and politely recommend a break in conversation. It also took us several days to learn to read the signals and nuances of communication and behavior styles of our hosts and to respond in culturally sensitive ways. The preparation our leader provided was central to our success in learning how to read and react to Bangladeshi higher education culture.

Personal and professional rejuvenation is also a powerful motivator for an academic library leader to engage in global initiatives. Comparison with other academic library contexts prompts deep reflection on one's own experience, thus building the kind of self-awareness that only a journey outside of one's own context can provide. The inherent stress, loneliness, and self-sacrifice that come with a leadership role can drain energy and enthusiasm over time. I have found that I can recapture my sense of hope and optimism when visiting with library leaders from other countries. A quintessential example of such rejuvenation is the academic library leader who chooses to take a position in another country. McKnight (2007) writes of her experience as an "expatriate library director" and the opportunity it offered for a

professional change. When Australian Hayes was asked why she wanted to make the move to Scotland, she said it was at first an adventure (230). "I was filled with both anticipation and apprehension. ... However, the prospect of a real change of working environment was enormously exciting ... Taking on a new, albeit similar role in a new country, ... is a challenge" (Hayes 2007, 224). Williamson said she looked forward to "the challenge to work successfully and confidently in professional practice in another context and workplace culture" (2007, 200).

Into the future

The choice to approach this study as a deeply personal heuristic, phenomenological one was purposeful. I believe that leaders' actions and commitments manifest what begin as curiosities, drives, yearnings, and values. It is important to look at what leaders are seeking (e.g., recognition for themselves and their libraries, responding to the needs of constituents) and what they find gratifying (e.g., scholarly enrichment, intellectual stimulation, serving others) in order to understand the actions they take as leaders. This study suggests that motivations for academic library leaders to work on the international level fall generally into three categories: role expectations on campus, responsibilities to the profession, and personal reasons. As we have seen, there exists a varied wealth of opportunities both on campus and in the profession for more global engagement on the part of academic library leaders, and a plethora of reasons to pursue them. Whether viewed as opportunities or imperatives, academic library leaders are redesigning the role/mission of their libraries, and international dimensions are one manifestation of, one arena for, new roles related to preservation, scholarly publishing, and electronic resource provision, among other services. As Dewey said, "effective support for research, teaching, and learning depends on connections, collaborations, and partnerships at levels never seen before" (2010, 1).

It is clear from this study that a number of factors affect the degree of engagement any individual academic library leader is likely to have. These include: available resources; national and state culture and expectations; the expectations of campus leaders; the type of library in which the leader is working; the library staff's engagement level; campus mission, values, and level of commitment/investment, and; the individual leader's interests and how they derive satisfaction from their work. Decisions regarding engagement level and type of

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experience individual academic library leaders will have are thus influenced by both personal and situational factors.

Mark cautions that the seemingly more pressing issues at one's home institution can keep leaders from focusing on "longer-term needs of one's institution and the profession, and indeed one's ability to make a difference" (2007, 4). He warns further that "we are all in the same boat," and will "sink or swim together" (Mark 2007, 4). Moropa also provides a wake-up call to academic library leaders who mistakenly believe they still have a captive audience in faculty and students; he recommends looking outside the library to other libraries and other organizations to find new strategic ideas (2010, 385). As this study shows, many library leaders are looking to models in other countries for such inspiration, and charting a course for the future that puts their libraries in line not just with their campus, but with where the profession is going in this age of globalization. When leaders are tired and discouraged, we return to our core motivations to find new energy to continue our work.

I reflected significantly during this process on what I have and have not achieved over my thirty years in the profession relative to my commitment to internationalization. I am painfully aware of the insufficiency of my own and our collective efforts. An inevitable aspect of the experience of the academic library leader in international efforts is the continual recognition that, no matter how much we do, there is always more we can and should do. One recurring thought during my reflections had to do with the decentralized nature of college campuses and higher education in general, and the resulting challenges in moving from idiosyncratic, individual efforts and pilot projects to initiatives that are scalable and have the potential for broader impact. What will it take for us to make this leap to broader and deeper impacts in the international arena? Given limited financial resources, how do we leverage the structures provided by organizations like IFLA to organize ourselves and our efforts? I conclude that academic libraries need a research and action agenda targeted to making the best use of our collective motivations to serve international needs at both the campus and professional levels in the years to come.

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EASTERN MICHIGAN UNIVERSITY



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