Understanding Underrepresented Minority Academic Librarians’ Motivation to Lead in Higher Education

A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of Education in Educational Leadership by Antonia Porras Olivas

Committee in Charge:

University of California, San Diego

Carolyn Huie Hofstetter, Chair
Paula F. Levin

California State University, San Marcos

Jennifer Jeffries

2014
The Dissertation of Antonia Porras Olivas is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Chair

University of California, San Diego

California State University, San Marcos

2014
DEDICATION

I dedicate this dissertation to my momma, Socorro P. Martinez. You left this world before I could finish my educational journey, but I swear I could hear you asking me, “Aye mija! ¿Otra vez con la escuela? ¿Cuándo vas a terminar?” I promise Momma; I am finally done getting degrees but will never stop learning. I hope I have made you proud…

This dissertation is also dedicated to my loving and crazy family who supported me throughout this roller coaster ride. You may not have always understood what I was talking about when I tried explaining this thing to you, but your encouragement, prayers, and humor lifted my spirits when I needed it most. Thank you for (literally) going through the fire with me (luckily the house didn’t burn down)! Virginia, Ramon, Bongo… You are the best big sister and big brothers anyone could ask for. I am blessed because of the sacrifices you and Momma made for me. I share this doctorate with you and hope I have also made you proud.

I also dedicate this work to my friends who have been so flexible and understanding with my schedule. Let’s go have fun again! Finally, I dedicate this dissertation to my nieces and nephews. I hope you each one day decide to take this journey yourselves.
I think a lot of times it's not money that's the primary motivation factor; it's the passion for your job and the professional and personal satisfaction that you get out of doing what you do that motivates you.

_Martin Yan_

Motivation will almost always beat mere talent.

_Norman Ralph Augustine_
# TABLE OF CONTENTS

Signature Page........................................................................................................ iii
Dedication.................................................................................................................. iv
Epigraph.................................................................................................................... v
Table of Contents.................................................................................................... vi
List of Figures.......................................................................................................... xi
List of Tables.......................................................................................................... xii
Acknowledgements............................................................................................... xiii
Vita........................................................................................................................... xiv
Abstract of the Dissertation.................................................................................... xv
Chapter One: Introduction....................................................................................... 1
    Diversity Efforts in Libraries.............................................................................. 6
    Statement of the Problem................................................................................... 9
    Purpose of the Study............................................................................................ 9
    Research Questions............................................................................................. 10
    Researcher Epistemology.................................................................................... 10
    Theoretical Framework....................................................................................... 11
    Motivation............................................................................................................ 12
    Research Methodology....................................................................................... 14
    Significance of the Study.................................................................................... 15
    Definition of Key Terms..................................................................................... 16
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of Dissertation</td>
<td>18</td>
</tr>
<tr>
<td>Chapter Two: Literature Review</td>
<td>20</td>
</tr>
<tr>
<td>Underrepresented Minority Leadership</td>
<td>20</td>
</tr>
<tr>
<td>Underrepresented Minority Library Leaders</td>
<td>22</td>
</tr>
<tr>
<td>Librarians: Recruitment and Retention</td>
<td>24</td>
</tr>
<tr>
<td>Why They Leave</td>
<td>26</td>
</tr>
<tr>
<td>Motivation to Lead Theory</td>
<td>29</td>
</tr>
<tr>
<td>Individual Differences in MTL</td>
<td>31</td>
</tr>
<tr>
<td>Elements and Measurement of MTL</td>
<td>32</td>
</tr>
<tr>
<td>Antecedents of MTL</td>
<td>33</td>
</tr>
<tr>
<td>Group Differences in MTL</td>
<td>36</td>
</tr>
<tr>
<td>MTL in the Military</td>
<td>37</td>
</tr>
<tr>
<td>Summary</td>
<td>38</td>
</tr>
<tr>
<td>Chapter Three: Methodology</td>
<td>39</td>
</tr>
<tr>
<td>The Case for Mixed Methods</td>
<td>40</td>
</tr>
<tr>
<td>Purpose of the Study and Research Questions</td>
<td>42</td>
</tr>
<tr>
<td>A Proposed Integrated Model</td>
<td>42</td>
</tr>
<tr>
<td>Design of the Study</td>
<td>43</td>
</tr>
<tr>
<td>Research Site</td>
<td>46</td>
</tr>
<tr>
<td>Phase One (Quantitative)</td>
<td>49</td>
</tr>
<tr>
<td>Participant Selection</td>
<td>50</td>
</tr>
</tbody>
</table>
Summary of Findings .......................................................... 110
Quantitative Analysis Summary ......................................... 112
Qualitative Analysis Summary ............................................ 115
Chapter Five: Discussion and Conclusion .......................... 117
Summary of the Study ....................................................... 117
Summary of the Problem ................................................... 117
Review of Methodology and Research Questions .................. 119
Discussion of Findings ...................................................... 120
Factors that Influence Motivation to Lead ............................ 121
Differences of MTL Among Academic Librarians .................. 126
Implications for Leadership Practice ................................... 129
Implications for Social Justice ............................................ 130
Limitations of the Study ................................................... 131
Areas for Future Research ................................................ 132
Conclusion of the Study .................................................... 134
Appendix A: Email Invitation to Participate in Survey ............. 139
Appendix B: Informed Consent to Participate in Research ......... 141
Appendix C: Survey Instrument .......................................... 146
Appendix D: Interview Protocol & Questions ........................ 151
Appendix E: Table 4.3 Mean Identities by Gender .................. 155
Appendix F: Table 4.4 Mean Identities by Race/Ethnicity ......... 156
Appendix G: Table 4.5 Race/Ethnicity ANOVA ....................... 157
Appendix H: Table 4.6 Post Hoc Test for Current Position ....... 158
Appendix I: Table 4.7 Demographics of Interview Participants Showing Their Original Scores on the MTL Survey…………………………………………………………. 161

Appendix J: Table 4.8 Factor Analysis Pattern Matrixa………………………………. 162

References……………………………………………………………………………………………… 164
LIST OF FIGURES

Figure 1.1: Variables Contributing to MTL........................................ 14

Figure 3.1: Proposed Integrated Model Showing How Understanding MTL May Increase URM Library Leaders........................................ 43

Figure 3.2: Basic Procedures in Implementing an Explanatory Design........... 45

Figure 4.1: Factor Analysis Scree Plot.................................................. 66
LIST OF TABLES

Table 4.1: Demographic Profile of Academic Librarians in Study and Nationally (in percentages) ................................................................. 60
Table 4.2: Mean Motivation to Lead (MTL) Identities by Subgroup .......... 62
Table 4.3: Mean Identities by Gender ..................................................... 155
Table 4.4: Mean Identities by Race/Ethnicity ........................................ 156
Table 4.5: Race/Ethnicity ANOVA .......................................................... 157
Table 4.6: Post Hoc Test for Current Positions ........................................ 158
Table 4.7: Demographics of Interview Participants Showing Their Original Scores on the MTL Survey ......................................................... 161
Table 4.8: Factor Analysis Pattern Matrixa ............................................... 162
ACKNOWLEDGEMENTS

I would like to acknowledge and thank my dissertation committee members for their support and guidance throughout this process. Jennifer Jeffries, Paula Levin, and Carolyn Hofstetter – I greatly appreciate your input and recommendations to help make my study better. I would like to especially offer my thanks to my dissertation chair, Dr. Hofstetter. You were so patient through the interpretation and analysis of the foreign language, also known as “SPSS”. If you didn’t take the time to help me tie my shoe, I would be flat on my face right now.

I also want to acknowledge the support I received from my colleagues at California State University, San Marcos. Most especially I want to thank the library administration for being so flexible and understanding. Wayne Veres, thank you for giving me the time off I needed to complete this dissertation. Your support highlights the value you place on learning and developing up-coming leaders.

A big thank you goes to my editor Diane Yerkes and to my friends/colleagues Kawanna Bright and Melanie Chu for their valuable feedback on this work.

Finally, I want to give a “shout-out” to my weekend writing buddies: Dr. Nahid Nariman, Dr. Karina Viaud, Dr. Sharifa Abukar, Dr. Pam Thompson, and the rest of the Cohort 7 ladies who met every weekend at UCSD Biomedical Library for support. Knowing you were all on the journey with me made it just a little bit easier to handle. Thank you all for your friendship and encouragement.
VITA

1999 Bachelor of Arts, Secondary Education, Arizona State University West

2003 Master of Arts, Library and Information Science, University of Arizona

2003 – 2006 Resident Librarian, Auburn University

2006 – Present Education Librarian, California State University San Marcos

2014 Doctor of Education, Educational Leadership, University of California, San Diego and California State University San Marcos

PUBLICATIONS


ABSTRACT OF THE DISSERTATION

Understanding Underrepresented Minority Academic Librarians’ Motivation to Lead in Higher Education

by

Antonia Porras Olivas

Doctor of Education in Educational Leadership

University of California, San Diego, 2014
California State University San Marcos, 2014

Carolyn Huie Hofstetter, Chair

In answer to the call for diversity, the American Library Association (ALA) made a commitment to recruit underrepresented minority individuals into the field of librarianship. However, retention and promotion of underrepresented minority librarians is still a challenge for most libraries, especially in higher education. With the
increase of underrepresented minority students attending colleges and universities in the United States, the need for more underrepresented minority academic librarians, especially in leadership, is important. Using Motivation to Lead (MTL) theory, (which measures three correlated factors: Affective Identity, Non-Calcultative Identity, and Social-Normative Identity), this mixed-methods study focused on understanding the motivations that help underrepresented minority academic librarians stay in the library profession and pursue leadership positions within the field. This study examined the impact of minority library leader underrepresentation in academic libraries and delved into their motivations to lead in predominately White academic library environments. A mixed-method approach using the MTL survey and semi-structured interviews with underrepresented minority academic librarians (specifically African American/Black and Hispanic/Latin@ librarians) examined individuals’ motivations to lead and explored how understanding those motivations can help increase the retention and promotion rates of underrepresented minority academic librarians in positions of leadership. Findings indicate that although a majority of academic librarians scored highest on a national survey on the Non-Calcultative Identity scale, Social Normative Identity and Affective Identity do not score much lower. This means that participants in the national survey tend to lead others without heavily considering the cost, as opposed to those who lead based on a sense of obligation or a sense of pleasure. One-on-one interviews with African American/Black and Hispanic/Latin@ academic librarians reveal more in-depth reasons behind why they chose to stay in the profession including their sense of obligation, their feelings of reward, and their disappointment with diversity efforts in
academic libraries. Implications of the study are also discussed for academic library settings.

*Keywords: retention, promotion, motivation to lead, library leaders, minority librarians, academic librarians*
CHAPTER ONE: INTRODUCTION

What motivates a person to lead others? More importantly, what motivates a person to lead others in an environment where s/he may be “the minority”? For years research said that underrepresented minority (URM) librarians leave the profession for various reasons such as discrimination, burn-out, and lack of opportunity (Davis & Hall, 2007; Diaz, Tellman & Jones, 1998; Epps, 2008; Hall, 2007; Winston, 2008), but what motivates some of these URM academic librarians to stay in the profession and, more importantly, what motivates them to want to lead?

Traditionally when one thinks of a librarian, the image of a middle-aged, White female comes to mind. Historically and statistically speaking, that image is not too far from the truth (American Library Association, 2012a). Libraries, specifically academic libraries, are most often led by White women and men (Kyrillidou & Morris, 2012). More specifically the percentage of URM academic librarians in managerial or leadership positions is at 7.1%, or to be more specific, 8 out of 112 Association of Research Libraries (ARL) library deans belong to one of four non-Caucasian categories, namely American Indian/Native Alaskan, Hispanic, Black or Asian/Pacific Islander (Kyrillidou & Morris, 2012). These numbers are fairly similar in proportion to the greater college and university settings, with the exception being that White men outnumber White women (NCES, 2012). In fact, a high percentage (78%) of U.S. college and university administrators are from White backgrounds, while only 22% are from URM or “unknown” backgrounds (NCES, 2012).
Recently the Environmental Systems Research Institute (Esri, 2012) and the U.S. Census Bureau (2012) reported a significant increase of ethnic and racial diversity within the United States between 2000 and 2010 (Esri, 2012). These organizations go on to say that in fewer than 25 years, minorities, collectively, will likely be the majority in the country. Moreover, Hispanic/Latin@ populations are growing at a much faster rate than other minority groups (Esri, 2012; U.S. Census Bureau, 2012). For example, within one year’s time, between 2010 and 2011, the Hispanic/Latin@ population alone increased 3.1% and the African American/Black population has grown by 1.6% (U.S. Census Bureau, 2012). Although these numbers show a steady increase in the underrepresented minority population, leadership numbers in both the corporate world and the academic world do not reflect the same growth pattern. Why is this important?

It is important because the racial makeup of students attending colleges and universities is dramatically changing and is disproportionate to the academic leadership of their educational environments. The National Center for Education Statistics (NCES, 2011a) reports that, between 1976 and 2009, the population of Hispanic/Latin@ university students rose from three percent to 12%, and the population of African American/Black students rose from nine percent to 14%. Interestingly, during the same period of time, the percentage of White university students fell from 83% to 62% (NCES, 2011b). As more underrepresented minority students graduate from high school and seek post-secondary opportunities, the numbers of underrepresented minority students in colleges and universities continue to increase and the numbers of URM educators will
need to keep up in order to help these students succeed (U.S. Department of Education, 2011).

Although the number of White university students has decreased and the number of minority students has increased over the years, university faculty are still predominantly White, especially academic librarians and academic library leaders. According to the U.S. Department of Education (2011), 42% of higher education faculty is White males and 37% is White females: the remaining 21% are from underrepresented minority backgrounds. Similarly, Academic Research Library (ARL) statistics of top-tier research universities in North America report that over 80% of ARL deans are White, middle-aged women and only seven percent of ARL deans are from racially underrepresented communities (Kyrillidou & Bland, 2010). These statistics show that although the faces of university students are changing, the faces of university leaders, especially in academic libraries, are not reflecting the change.

This is significant because diversity in libraries, especially at library leadership levels, is an important factor when developing library services and creating a welcoming environment for underrepresented minority students (Hall, 2007). Students need to feel safe and comfortable coming to the library. Although the number of URM students entering university libraries is larger than the number of White students entering university libraries, White students still take full advantage of library services more so than underrepresented minority students (Davenport, 2006; Elteto, Jackson, & Lim, 2008; Schoge, 2003; Whitmire, 2003).
Further, underrepresented minority students may feel more comfortable using a university library when the library staff is more diverse. Findings from a recent case study at Portland State University identified key factors that influence the perceptions of underrepresented minority students regarding their library services and their library as a “welcoming space.” Although URM students tended to use the library on a daily basis, they did not seek research assistance or visit the reference collection as often as their White counterparts did. Interestingly, the White students who took advantage of the library’s resources stated they visited the library on a weekly basis. Why the discrepancy among usage and time spent in the library? The researchers note that a majority of library staff at Portland State are White. The study also found that underrepresented minority students were “lukewarm about whether or not they received good customer service at the reference desk when encountering a staff member of a different race or ethnicity” (Elteto, Jackson, & Lim, 2008, p. 333).

University libraries have the power to provide diverse educational environments that prepare students to succeed in diverse societies (Winston, 2001), yet studies suggest that American educational institutions continue to replicate existing social inequalities by shaping their settings to benefit White students and their families (Bourdieu & Passeron, 1977; Gordon & Generett, 2011; Kim & Taylor, 2008; Lareau & McNamara Horvat, 1999). Regardless of good intentions and self-perceptions of being open and welcoming to all students, a majority of White faculty presence in schools presents a limited range of ethnic role-models for students.

Library leaders play a critical role in students’ academic and campus experiences because they are responsible for library policies, collections, budgets, and staffing. It is
therefore imperative for the library leaders to fully understand its student population and their learning needs in order to make the right decisions regarding these policies, collections, and staffing for their library users. Increasing diversity in academic libraries, specifically in leadership positions, can be beneficial for communities surrounding universities and colleges where underrepresented minorities live as well. Underrepresented minority librarians can better reach out to diverse communities because they better understand the cultural values, languages, and information needs of these specific populations (Alire, 2001; Kim & Sin, 2008).

Knowing these facts, why aren’t more underrepresented minority librarians in leadership positions? There are several factors contributing to this issue, such as high recruitment efforts but low retention and promotion efforts, and the lack of understanding of what motivates an underrepresented minority librarian to become a leader in the first place. Another reason for lack of underrepresented minority academic librarians in leadership is the lack of education to pursue a librarianship position in the first place. Although the American Library Association (ALA) and other library associations made a commitment to recruit more underrepresented minority librarians, the numbers show that White females continue to dominate the profession (ALA, 2012a). Furthermore, the demographic composition of library assistants, jobs that usually only require a high school diploma or bachelor’s degree, to librarians is grossly divided because librarians must earn at least one master’s degree to work as a professional in libraries (Lance, 2005). Traditionally underrepresented minorities do not pursue advanced degrees as much as their White counterparts (Borden, 2010). According to the NCES (2009), women and underrepresented minorities are traditionally at a disadvantage in the labor
market because they are generally absent from postsecondary education. Thus, diversity in libraries, specifically academic libraries, and leadership suffer.

**Diversity Efforts in Libraries**

Since the early 1970’s, library schools tried to actively recruit underrepresented minority students into the field of librarianship. Beginning with Dr. Arnulfo Trejo’s *Graduate Library Institute for Spanish-Speaking Americans* (GLISSA) program at the University of Arizona and continuing with the current University of Arizona’s *Knowledge River Program*, which recruits Latin@ and American Indian students, the number of new librarians entering the profession each year is slowly increasing. Additionally, federal funding through the *Institute of Museum and Library Services* (IMLS) programs such as the *American Library Association’s Spectrum Scholarship Program*, as well as other minority recruitment programs across the nation, are leading diversity recruitment initiatives and adding minority librarians to the profession (ALA, 2011b; ALA, 2011c).

One would think that the increase of underrepresented minority academic librarians would increase the underrepresented minority academic library leaders; however, current statistics show there was only a minor increase in underrepresented minority recruitment between 1990 and 2009 (ALA, 2012b). Although these recruitment efforts continue, they have not had a significant impact on retention and promotion of underrepresented minority librarians into university library leadership positions. Enrollment of underrepresented minority library school students remains significantly lower than White library school students (Montague, 2005). Specifically looking at the
University of Illinois’ library school student population, Montague found that out of 189 Master’s candidates, only two were American Indian, five were Asian Americans, six were African Americans and no Latino students were registered (2005). At the national level, ALA demographic statistics show that the population of library school students continues to be predominantly White females (Davis & Hall, 2007). As a result of these low numbers, underrepresented minority library leadership is suffering. Since current library leaders will retire soon, researchers agree that retention and promotion efforts should not lie solely with national diversity programs. They argue that all academic libraries should have a vested interest in recruiting, retaining, and promoting minority librarians (ALA, 2011a; Musser, 2001; Winston, 2001; Winston, 2008).

Retention, unlike recruitment efforts, is an ongoing process that requires sustainable effort on the part of administrators. Unfortunately, the cost for retention programs is high so library deans often do not (or cannot) commit to such costs (Musser, 2001). As a result, many highly qualified individuals leave their institutions for other jobs or for other professions. Some of the main reasons that underrepresented minority librarians leave the profession are a lack of mentoring or some form of discrimination (Alire, 2001; Bonnette, 2004; Olivas & Ma, 2009; Thornton, 2001). Those who left the profession felt they had “no support-system” and “no one to whom they can express their feelings of disappointment or frustration” (Thornton, 2001, p. 151). This same study also found that 43% of the participants were dissatisfied with the lack of growth opportunities and career advancement (Thornton, 2001, p. 156).
Underrepresented minority librarians often find themselves one of a very small number of racial or ethnic minorities in their departments and encounter a number of issues that their White colleagues may not experience. A study of African American academic librarians at Association of Research Libraries (ARL) institutions identified feelings of isolation and lack of support (Thornton, 2001). Similar studies in academia have found that women faculty and faculty of color have significant feelings of isolation and tokenism, a lack of access to social networks, a lack of mentors, a lack of support, and negative organizational climate issues (Aguirre, 2000; Evans & Breinig Chun, 2007; Laden & Hagedor, 2000). Due to these issues, underrepresented minority academic librarians find themselves with missed opportunities and missed valuable resources because they have difficulty becoming more socialized into their departments (Damasco & Hodges, 2012).

Lack of mentoring from senior academic library faculty, unclear expectations in regards to tenure and promotion policies, difficulties with how their research is viewed by their White peers and superiors, and the inability to connect with other librarians can be serious impediments to the retention and promotion of underrepresented minority academic librarians. In a recent study on the tenure and promotion of URM tenure track academic librarians, half of the respondents felt they received mixed messages from senior colleagues about the requirements for earning tenure and promotion (Damasco & Hodges, 2012, p. 286). One participant stated s/he experienced senior librarians from White backgrounds eagerly helping junior librarians from the same backgrounds by providing them co-authorship opportunities but excluding, purposely or not,
underrepresented minority librarians from the same opportunities (Damasco & Hodges, 2012, p. 295). While some institutions put in place mentoring programs to help their new librarians succeed, some respondents indicated the success of a mentoring program depended on the relationship between the mentor and the mentee and whether the mentor voluntarily entered that mentoring relationship or was assigned to the mentee without consideration for strengths and weaknesses (Damasco & Hodges, 2012).

**Statement of the Problem**

Retention numbers of underrepresented minority librarians is low and as a result there are very few underrepresented minority academic library leaders. With the increase of underrepresented minority students entering universities, the population of underrepresented minority academic library leaders is not proportional to their student populations. In order to understand retention and promotion of minority academic librarians, it is important to understand the obstacles these librarians face and what motivates them to pursue leadership positions in predominantly White work environments.

Leadership is one of the most researched topics in academia, business, military and other professional environments. Much of the research looks into leadership characteristics and how they relate to organizational success. However, there is a lack of research that looks into the motivation to lead of minority academic librarians.

**Purpose of the Study**

This study examines factors behind the minority leadership achievement gap in academic libraries and explores the motivation to lead of current underrepresented
minority academic librarians. This study examines underrepresented minority academic library retention rates through understanding what motivates URM academic librarians to stay in the profession and seek positions of leadership. Suggestions on how to narrow the leadership achievement gap in academic libraries and increase the number of underrepresented minority librarians in top library positions are offered. This study adds to the body of literatures on motivation to lead and the retention and promotion of URM minority academic librarians. Finally, this study impacts current practice of retention and promotion of underrepresented minority academic librarians by looking at the motivational factors of current and aspiring underrepresented minority leaders in the profession.

**Research Questions**

The main research question to this study is: *In what ways does understanding the role of motivation to lead play a role in the retention and promotion of underrepresented minority academic librarians?* The following sub-research questions are also investigated:

1. What factors influence an underrepresented minority librarian’s motivation to lead in an academic library setting?

2. Are there differences between current and aspiring academic librarians and their motivation to lead in academic library settings? Does this vary by race/ethnicity?

**Researcher Epistemology**

This study identifies, documents, and analyzes the motivation to lead as well as the lived experiences of underrepresented minority librarians in higher education, specifically African American/Black and Hispanic/Latin@ academic librarians. To date,
no research has been conducted in this area. This research contributes to existing literature on the retention and promotion of underrepresented minority academic librarians. The researcher constructs new knowledge on the motivation to lead of underrepresented minority academic librarians through quantitative and qualitative data analysis, the research process, and personal experience as a current academic librarian from an underrepresented minority background.

Theoretical Framework

While much of the literature focuses on librarian diversity recruitment efforts and the failures of retention and promotion efforts, there is no research investigating the motivational factors that influenced current minority university library leaders to stay in this predominantly White, female profession and to seek positions of leadership themselves. Both internal and external perceptions of leadership are important to leadership development because it could prove to help motivate underrepresented minority academic librarians to seek positions of leadership themselves. The psychology of leadership is a difficult one to understand, and leader motivation is an important factor to investigate, especially within a profession where more underrepresented minority leaders need to be developed.

The development of underrepresented minority academic library leaders is a goal for many university libraries, but most do not know how to encourage these potential leaders and do not know how to identify who has leadership potential (Wheeler, 2000). Research in psychology, business, and the military show there are both internal and external motivating factors at play, beyond just mentoring, that influence a person’s
decision to lead. Before addressing these motivational factors, it is important to understand the basic human needs that must be met before leadership potential and capacity can be developed.

**Motivation**

In a seminal piece by Maslow (1943), *A Theory of Human Motivation*, five essential human necessities were identified: physiological, safety, belonging, esteem, and self-actualization. According to Maslow (1943), if these needs are not met, a person can suffer both physical and mental anguish; however, Maslow also states once a person meets all of these needs, that person is driven to fulfill his/her ultimate potential in life. Many researchers state that successful leaders have achieved all levels of Maslow’s *Hierarchy of Needs* and have recognized (or are currently recognizing) their leadership potential (Amit, Lisak, Popper and Gal, 2007; Avolio & Hannah, 2008; Chan, 1999; Chan & Drasgo, 2001; Judge & Bono, 2000; Judge, Bono, Ilies, & Gerhardt, 2002; McClelland, 1985; Popper, 2000).

In addition to Maslow and various other motivation scholars, Chan’s (1999) Motivation to Lead (MTL) theory looks at factors contributing to a person’s desire to want to lead. According to Chan (1999), the motivation to lead comes from four major factors: personality traits, values, leadership self-efficacy, and previous leadership experiences. These factors differ from person to person with a variety of combinations that affect each person’s motivations differently. Investigating how these four major factors are reflected in a person’s motivation to lead, Chan developed a model based on several other motivational theories, including, but not limited to, Fishbein and Ajzen’s
(1975) *Theory of Reasoned Action* and Triandis’s (1977) *Theory of Interpersonal Behavior*. Chan hypothesized that these theories provided a framework for understanding the psychological nature of a person’s motivation to lead as well as discovering the dominant factors in a person’s wish to lead. Each of these foundational theories is explained in Chapter Two, Literature Review.

Based on the above factors, this study is predicated on *Motivation to Lead Theory* (MTL) which includes three dimensions of motivation identity: *Affective Identity*, *Social Normative Identity*, and *Non-Calculative Identity*. Affective-identity suggests that a person is motivated to lead others by an innate desire that comes from the satisfaction and pleasure of simply being a leader. Individuals who score high on Affective Identity scale enjoy leading and see themselves as natural leaders. These individuals tend to be charismatic, outgoing, and very sociable. They value competition and achievement, and they tend to have more previous leadership experience than their peers. They are confident in their own leadership abilities and seek out opportunities to display their leadership abilities (Chan, Rounds, & Drasgow, 2000). Social-Normative Identity suggests that a person is motivated to lead by feelings of commitment to a group or norms that are prevalent in certain social environments. Individuals who score high on the Social-Normative scale have a strong sense of social obligation to others, are accepting of social hierarchies, and reject social inequality. These leaders tend to have substantial past leadership experience and confidence in their leadership abilities. Non-Calculative Identity suggests that motivation can be viewed as a running scale. The more calculative a person’s motivation, the more likely that person will aspire to lead in order to enjoy the benefits related to the position. The less calculative the individual’s
motivation, the more likely that person will not look at the costs/benefits related to the leadership role.

The figure below illustrates the relationship among general cognitive abilities, personality traits, values, leader self-efficacy, and past leadership experience, and how each contribute to a person’s motivation to lead.

![Diagram illustrating the relationship among general cognitive abilities, personality traits, values, leader self-efficacy, and past leadership experience and motivation to lead.]

**Figure 1.1: Variables Contributing to MTL (Chan & Drasgow, 2001)**

**Research Methodology**

This study uses a mixed-methods design to collect data through a survey and through semi-structured, open-ended interviews with underrepresented minority academic librarians. The use of mixed methods provides a more comprehensive approach by investigating both quantitative and qualitative data in order to better
understand issues faced by URM academic librarians as they pursue leadership positions in academic libraries.

To measure the motivation to lead of underrepresented minority academic librarians, this study was conducted in two phases. The first is the quantitative phase and it uses the 27-item *Motivation to Lead (MTL)* scale (Chan, 1999; Chan & Drasgow, 2001). This instrument measures three dimensions of MTL: *Affective-Identity*, *Social-Normative Identity*, and *Non-Calculative identity*. The instrument was distributed online to various underrepresented minority academic librarian listserves, the ALA listserv, the ACRL listserv, and the ARL listserv. By conducting the first phase of quantitative data collection and analysis, the researcher identified and purposefully selected participants for the second phase qualitative data collection and analysis. After the online survey was complete, the researcher interviewed a subset of 12 participants (specifically African American/Black and Hispanic/Latin@ academic librarians) to gain more insight into what motivates these individuals to stay in the profession and seek leadership opportunities. Emphasis was placed on this second qualitative phase, using an appreciative narrative inquiry approach to help better understand the lived experiences and the motivation to lead of underrepresented minority academic librarians.

**Significance of the Study**

Diversity in the workplace is one of the greatest challenges of any organization, but diversity in leadership positions is an even greater challenge (Yager, 2000). Thus, it is important to understand what motivates an underrepresented minority person to pursue a position in leadership and how to nurture the person accordingly. Although there are no
studies regarding the motivation to lead of underrepresented minority academic librarians, this study provides feedback on URM retention issues in academic libraries. It provides information on the perceptions of diversity retention and promotion issues by URM academic librarians, and it gives current academic library leaders a greater understanding of how to most effectively nurture and promote URM librarians into positions of leadership. Ultimately current academic library leaders have the responsibility for making sure successful change regarding retention and promotion of URM librarians takes place.

**Definition of Key Terms**

The following terms are integral to the context of this research and are used throughout the study.

*Academic Libraries:* A library that is affiliated with a college or university which serves the learning and research needs of its students, faculty, and staff.

*Academic Librarians:* Professionally accredited librarians who have earned a master’s degree in library science and currently work at a college or university library.

*ACRL:* The Association of College and Research Libraries is a professional association dedicated to enhancing the ability of librarians to serve the needs of their users in colleges and universities.

*Affective Identity (AIMTL):* One of three Motivation to Lead identity scales. People who score high on the Affective Identity scale tend to enjoy leading others and see themselves as natural leaders.
AILA: American Indian Library Association is an affiliate of ALA and a professional library association dedicated to addressing the library-related needs of American Indians and Alaska Natives.

APALA: The Asian Pacific American Librarians Association is an affiliate of ALA and a professional library association dedicated to addressing the needs of Asian Pacific American librarians and those who serve Asian Pacific American communities.

ALA: The American Library Association is the oldest and largest professional library association in the world.

ARL: Association of Research Libraries is a non-profit organization made up of 125 tier-one research institutions in North America (including Canada).

BCALA: Black Caucus of the American Library Association is a professional organization affiliated with ALA that serves and advocates for library services and resources for the African American/Black community.

CALA: The Chinese American Librarians Association is an affiliate of ALA and a professional association that advances diversity and equity of library services to library communities worldwide.

Diversity: Refers to demographic differences among groups of people (Ely & Thomas, 2001).

Latin@: A term used to textually shorten and simplify writing both Latino/Latina or Latino/a

Leader/Leadership: Terms used to describe people in positions, not solely management, who inspire positive changes in their organizations in transformational ways.
Mixed Methods Data Analysis: A set of analytic techniques applied to both the quantitative and the qualitative data, as well as to the mixing of the two forms of data concurrently and sequentially in a single project or multi-phase project (Creswell & Plano Clark, 2011).

Motivation to Lead: A theoretical construct for understanding leader development and individual differences in leader motivations through personality, values, self-efficacy, and past leadership experiences.

Non-Calculative Identity (NCMTL): One of three Motivation to Lead identities. Participants who score high on this scale generally value harmony and tend to be non-confrontational in their relationships with other people. These individuals lead only if they are not calculative about the costs relative to the benefits of being a leader.

REFORMA: The national association to promote library and information services to Latinos and the Spanish-speaking, affiliated with the ALA.

Social Normative Identity: One of three Motivation to Lead identities. Those who scored high on the social-normative scale are motivated by a strong sense of social duty, are extremely conscientious, and are highly agreeable.

Underrepresented Minority (URM): A racial group, other than White, that includes Hispanic, African American, Native American, and Asian cultures.

Organization of the Dissertation

This dissertation includes five chapters. Chapter One is the introduction and provides an overview of the challenges of URM librarians in predominantly White academic library environments and the rationale for the study, as well as outlining the
statement of the problem and significance of the study. Chapter Two provides a deeper review of the literature relevant to URM academic librarians, underrepresented minority leaders in academia and other professional environments, and literature on the motivation to lead theory. Chapter Three describes the design and methodology that was used to accomplish this study, which includes a detailed account of the population, survey tools used, interview questions asked, analysis techniques, and the study’s limitations. Chapter Four reveals the study’s findings on both the quantitative and qualitative investigations. Finally, Chapter Five discusses the study’s findings in greater detail and offers implications for the profession regarding research in the field of recruitment and retention of URM academic librarians and in the motivation to lead of underrepresented minority academic librarians.
CHAPTER TWO: LITERATURE REVIEW

Before conducting an empirical study on the motivation to lead of underrepresented minority (URM) academic librarians, it is important to look at the current state of knowledge on the topic. Since there is no literature that speaks specifically to the motivation to lead of URM academic librarians, this chapter will provide an overview of the literature and theoretical framework surrounding diversity in academic librarianship and the motivation to lead in various professions.

The first section discusses the library profession’s struggle to retain URM librarians. Next, this chapter investigates the issues and obstacles underrepresented minorities face in library leadership. Finally the last section discusses the relevance of Motivation to Lead Theory (MTL) through literature focused on its foundational theories and its application to academia, business, and military occupations. The final section frames the proposed study by using MTL to understand how MTL theory relates to academic libraries. The principles of MTL inform the assumptions, design, methodologies, and the conceptual model chosen for this study.

Underrepresented Minority Leadership

Before looking at the representation of URM leaders in academic libraries, it is important to delve deeper into the literature of how URM leaders are viewed in general. Doing so will help provide a better understanding of what URM library leaders face. It will also help set the stage for understanding the reasons for using Motivation to Lead theory in this study.
The concept of leadership is highly influenced by organizational cultures as well as environmental and economic situations (Lord, Brown, Harvey, & Hall, 2001). For years the public believed that “good” leaders are ambitious, confident, and self-sufficient (Powell, Butterfield, & Parent, 2002; V. E. Schein, 2001). Since a majority of leadership positions are created by men, most leadership roles are identified as male-dominated positions (Atwater, Brett, Waldman, DiMare, & Hayden, 2004; V. E. Schein, 2001). While traditional organizational leadership roles are filled by White males, leadership in the United States is slowly changing. According to the U.S. Bureau of Labor Statistics (2009), 23% of the chief executive officers from public and private U.S. companies are women, 5% are Latin@, 4% are African American/Black and 4% are Asian/Pacific Islander. Although these groups remain underrepresented in leadership positions, the numbers are slowly changing and are higher than they have ever been in previous years (Zweigenhaft & Domhoff, 2006). Still the numbers have not increased enough to keep up with the growing number of underrepresented minority populations. The nearly unanimous conclusion is that discrimination against women and discrimination against people from underrepresented minority groups is the largest contributing factor to the lack of these populations in leadership positions (Arrow, 1998; Bertrand & Mullainathan, 2004; Blau & Kahn, 2006; Correll, Benard, & Paik, 2007; Grodsky & Pager, 2001; Heilman & Okimoto, 2008; and Maume, 1999).

Unintentional discrimination can stem from any perceiver’s stereotype thought about underrepresented minority leaders. These perceivers suggest that even if the individual leader’s personality or leadership style fits their group’s stereotype, “people’s subjective construal of the individual may lead them to believe that she or he does not
‘have what it takes’ for success in a leadership role” (Eagly & Chin, 2010, p. 217).

Several studies found that underrepresented groups such as women and underrepresented minorities are viewed differently than traditional White males by their own followers. For example, while women are perceived as kind, collectivists, and motherly (Kite, Deaux, & Haines, 2008; Newport, 2001), underrepresented minorities are perceived as hostile, uneducated, and incompetent (Madon et al., 2001; Niemann, Jennings, Rozelle, Baxter, & Sullivan, 1994). Perhaps because of these discriminating factors, leaders from underrepresented minority backgrounds often feel the need to lead differently than leaders from White backgrounds. Due to perceived expectations of underrepresented minority leadership styles from their followers, researchers believe underrepresented minority leaders feel constrained in their leadership because their social identities are the first thing people identify. These feelings may emerge as leaders from underrepresented minority backgrounds face pressure to behave like leaders from White/Caucasian groups (Eagly & Chin, 2010). Such pressures lead some underrepresented minority leaders to overcompensate in their leadership styles (Ayman & Korabik, 2010; Cheung & Halpern, 2010; Kawahara, Esnil, & Hsu, 2007; Sanchez-Hucles & Davis, 2010). Further, potential underrepresented minority leaders may refuse to take on leadership positions for fear of judgment or “stereotype threat” (Eagly & Chin, 2010). These potential leaders become personally anxious about leadership roles and instead relegate themselves to follower/subordinate positions in organizations.

**Underrepresented Minority Library Leaders**

Regardless of the leadership training, the mentoring, or the career development opportunities received in the past, research shows that underrepresented minority
librarians who are currently in leadership positions also find themselves continuing to struggle with inequality and bias in the workplace. Several attributes have been cited that leadership programs and mentors could use to help nurture emerging library leaders (Hernon, Powell, & Young, 2002). Using this list of attributes, Epps (2008) identifies the skill sets that African American women, and by extension, all minority women, must possess in order to become successful leaders in academic libraries. The study indicates that race, along with gender, remains a key issue in library leadership. Although these women do not need different skill sets than other library leaders, they do need additional characteristics in order to overcome perceived stereotypes and prejudices (Epps, 2008).

While both the 2002 and 2008 studies agreed that library leaders need to embrace change, be energetic, be a visionary, be an educator, and motivate people; the Epps (2008, p. 262) study also found that underrepresented minority library leaders felt they needed to “work twice as hard” as their White counterparts, have thicker skin, and possess a strong sense of self when expressing their points of view to dominant White culture environments.

The study reveals that because most of the workers in academic libraries are White, underrepresented minority women in leadership positions must deal with “stereotypes and preconceived notions of their abilities” and that generally underrepresented minority leaders, regardless of gender, find themselves having to prove their competencies more often (Epps, 2008, p. 268). Underrepresented minority women in leadership positions, however, find themselves sitting at “the power tables, but their majority peers and superiors often do not or may not treat them as equals” (Epps, 2008, p. 268). Participants in the study pointed at the male-dominated deanships on most college
cAMPUS but also stated that they had to compete not only with White females for those positions but also men of color.

**Librarians: Recruitment and Retention**

According to the American Library Association (ALA, 2013b), there are over 121,000 libraries in the United States. Within that number, there are well over 3,689 public and private academic libraries (colleges or universities) in the United States (Phan, Hardesty, Hug, & Sheckells, 2011). Within those academic libraries, there are 26,706 accredited librarians with a small percentage of those librarians coming from underrepresented minority backgrounds (ALA, 2013a). The latest *Diversity Counts: Summary of Findings* reports that although White females continue to dominate the library profession, 43 percent of the total population of non-white librarians were African American, followed by Latinos with 25.6 percent and Asian/Pacific Islander with 22.8 percent (ALA Office for Research and Statistics, 2012). Through active recruitment and training programs, many libraries, specifically public libraries, count on certain efforts to increase the numbers of underrepresented minority librarians (Lynch, 1998; Winston, 1998). Public libraries have instituted “Grow Your Own” programs aimed at improving recruitment among paraprofessional library staff from underrepresented minority backgrounds (McConnell, 2004).

Academic libraries generally do not offer the same types of programs but instead rely heavily on national library associations such as Association of Research Libraries (ARL), Institute of Museum and Library Services (IMLS), and American Library Association (ALA) to provide financial assistance to academic libraries that offer scholarships and residency programs to underrepresented minority individuals interested...
in becoming academic librarians. ARL also provides resources for students and paraprofessionals to seek fellowship/internship opportunities and residency programs (ARL, 2006). The purpose of these residency and fellowship/internship programs is to provide an opportunity for recent library school graduates to gain work experience. The hope for such programs was that these new underrepresented minority library school graduates would go on to work in other academic libraries (Brewer & Winston, 2001).

There is a plethora of literature on diversity in academia. Current literature on minority academic deans reveals the trials of women, underrepresented minorities, and especially female underrepresented minorities in leadership positions. Research on increasing diversity in the workforce shows that such diversity is beneficial to organizations because it directly contributes to increased sources of information, creativity, and innovation (van Knippenberg, De Dreu, & Homan, 2004; Williams & O’Reilly, 1998). Racial diversity can also increase sales, customers, market share, and profits (Herring, 2009). Evidence focused on increasing diversity in academia shows a direct correlation between diversity and overall success of liberal arts colleges as well as library operational diversity (Winston & Li, 2002, 2007).

Existing research on diversity in academic libraries focuses on the challenges of increasing recruitment, retention, and promotion of underrepresented minority librarians. For example, a study analyzing recruitment among ARL libraries discovered that 66% of top research institutions proactively recruit minority librarians in order to increase representation of these groups (Diaz, Tellman, & Jones, 1998). Strategies for increasing those numbers include granting financial aid for underrepresented minority students in
library school, encouraging mentors to take on protégée librarians, providing networking opportunities for underrepresented minority librarians, and providing a welcoming work environment to all individuals (Adkins & Hussey, 2005; Morgan, Farrar, & Owens, 2009; Musser, 2001). Although the literature for recruiting underrepresented minority librarians is plentiful, the literature on retention and promotion is lacking. The articles on retention and promotion of underrepresented minority librarians mainly investigate the obstacles underrepresented minority librarians face in libraries and discuss the disproportion of library leadership positions. This next portion of the literature review considers the issues underrepresented minority librarians face in the profession and the difficulty of retention.

**Why They Leave**

Minorities are severely underrepresented in leadership positions in higher education, especially in academic libraries, because most of the effort has gone into recruiting but not in retaining and promoting these librarians (Wheeler, 2000). A study on diversity in library leadership advocates for the need of more underrepresented minority library leaders to better provide service to underrepresented minority populations (Alire, 2001); however, there is an attrition of underrepresented minorities in librarianship due to limited opportunities for professional mobility and access to positions of leadership (Davis & Hall, 2007, p. 16). It is important for current library leaders to develop emerging underrepresented minority leaders because these librarians have fewer role models than their White counterparts. Most library leaders are not nurturing librarians from underrepresented minority backgrounds; instead they rely on future library leaders to “emerge naturally.” Unfortunately, without conscious effort on the part
of current library leaders, URM librarians are often not a part of the system from which leaders tend to naturally emerge (Wheeler, 2000). The solution, researchers say, is for libraries to create opportunities for underrepresented minority librarians to develop and demonstrate their leadership potential (Alire, 2001; Epps, 2008; Johnson, 2007; Wheeler, 2000). Other scholars agree that libraries will not be able to effectively influence change until libraries aggressively increase the number of underrepresented minority library leaders (Alire, 2001; Wheeler, 2000; Winston, 2001).

A recent study on describing the demographic characteristics of graduates from library school programs in North Carolina investigated differences in pay, job satisfaction, and leadership roles of URM librarians. Using a pool of over 7000 graduates from five North Carolina library schools, the researchers sent a web-based survey that collected data on career histories. Results showed that predominantly White females still dominated the workforce. While this study found that 60% of their participants reported having supervisory responsibilities in their current jobs, underrepresented minorities remain significantly less likely to hold the same positions as their White colleagues. The study also found that underrepresented minorities, more specifically African-Americans, value more extrinsic motivational rewards such as the availability of advancement opportunities and leadership opportunities to stay in the field (Morgan, Farrar & Owens, 2009). These findings show that more research on URM academic librarians’ motivation is needed.

With the lack of underrepresented minority academic librarian motivation literature, scholars look to successful retention programs instead. The University of Minnesota, for example, offers a training institute that aims to advance the careers of
underrepresented minority academic librarians. Johnson (2007) found that more than 90% of the attendees who participated in a survey asking about leadership development stated that they still worked in libraries. Of those participants, 59.1% were promoted or were given more responsibility in their current places of employment. These findings indicate that although not all study participants were promoted after attending the leadership institute, the increase in promotion numbers of underrepresented minority librarians is still significant and the institute should be duplicated to enhance the opportunities of URM librarians (Johnson, 2007). Likewise, the Association of Research Libraries (ARL) sponsors leadership and career development programs specifically designed to retain and help promote underrepresented minority academic librarians to take on more leadership roles (ARL, 2013). Findings show that their leadership programs also help to significantly increase retention and promotion numbers of underrepresented minority academic librarians.

Although the Minnesota Institute for Early Career Librarians and the leadership development programs sponsored by ARL should be commended for their work in helping to retain and promote URM librarians, it should also be noted that both programs are highly competitive and are specifically tailored to serve only ARL libraries. The Association of Research Libraries is a consortium of tier-one research libraries, not libraries from teaching universities or community colleges. While these programs encourage other institutions to duplicate their career development and leadership training efforts of URM academic librarians, during the time of writing this dissertation, no other academic libraries have put such programs in place.
Motivation to Lead Theory

This section looks at motivation to lead (MTL) literature. It includes the factors that influence individual differences in MTL as well as its elements and measurement. The literature also looks at the antecedents of MTL in order to gain a deeper understanding of its construct and the group differences within the motivation to lead. This chapter delves deeper into the literature on MTL that has been used in other professions.

For years studies hoping to understand employee motivation have focused on concepts of personal values and needs (Emmert & Taher, 1992; Gabris & Simo, 1995; Lee, 1995; Miner, Smith, & Bracker, 1994; Thomas, Dickson, & Bliese, 2001). Many of these studies center on military and business personnel and look at personality traits and individuals’ innate desires for power and affiliation (Van Iddekinge, et al., 2009; Thomas et al., 2001). Motivation to lead, however, is more complicated than that of an extroverted person’s desire for power or popularity. Motivation to Lead Theory (MTL) is based on various theories such as Theory of Self-Efficacy (Bandura, 1982; Bandura, 1997; Bandura, Adams, Hardy, & Howells, 1980), Fiedler and Garcia’s (1987) Cognitive Resource Theory, Fishbein and Ajzen’s (1975) Theory of Reasoned Action, and Triandis’ (1980) Theory of Behavior. In MTL, Chan (1999) deconstructs and studies variables such as “personality traits,” “social-cultural values,” “general cognitive ability,” “past leadership experience,” and “leader self-efficacy.” The main premise of MTL is that personality and values relate to a leader’s behavior through his/her motivation, which then affects that person’s participation in leadership roles and activities (Chan, 1999). A person will use the experiences from those leadership roles and activities to acquire the
necessary social skills and knowledge needed to acquire more leadership roles in the future (Chan, 1999; Lord & Hall, 1992; Zaccaro et al., 1991).

Prior to Chan’s Motivation to Lead Theory, most existing research on motivation and motivation to lead focused on trait predictors such as gender and personality. For example, Carlyle (1841) investigated the "great man" approach to leadership in which leaders, specifically men, were thought to be “born” for greatness. Other research assumed people have an unconscious need for achievement, power, or affiliation that drives their motivations to lead (McClelland, 1975, 1985; Miner, 1977, 1993; Stahl, 1986). Motivation to Lead Theory began as a broad theoretical framework for understanding the role of individual differences in the study of leadership behaviors (Chan & Drasgow, 2001). A key component of the theory is that personality and values relate to leader behaviors through a person’s motivation to lead that then affects the person’s participation in leadership roles. In turn, it is through those leadership roles that the person acquires the social skills and knowledge actually required for leading (Lord & Hall, 1992; Zaccaro, Gilbert, Thor, & Mumford, 1991). MTL recognizes the multidimensional nature of leadership in the prediction of leadership performance. A significant feature of MTL is that it integrates the development process with the performance process of a leader. It assumes that a leader brings with him/her to any situation a set of personal characteristics such as knowledge, skills, abilities, and personality.

Motivation to Lead Theory may be defined as a construct that affects a leader’s (or leader’s-to-be) decision to assume leadership responsibilities as well as a construct that affects a person’s effort and persistence as a leader. This theory assumes that within
any group, there are individual differences that may interact with any person's interests and abilities that will predict leadership behaviors. This approach assumes that individual differences in MTL can change with leadership experience and training and are an immediate outcome of one's leadership self-efficacy and accumulated leadership experience.

**Individual Differences of MTL**

This section focuses on the individual components affecting MTL. The key assumption within MTL research is that within any group of people, there are individual differences that become stable over time, not counting major life altering events (Chan, 1999). Individual differences in MTL can interact with a person’s interests and abilities to predict leadership behaviors in certain work environments (Chan, 1999; Chan & Drasgow, 2001). These individual differences in MTL can also interact with group or task characteristics that can affect a person’s decision to lead in specific situations (Chan, 1999).

Motivation to lead research assumes that individual differences in MTL can change with the experiences and training of leaders. It also assumes that these individual differences are a result of one’s leadership self-efficacy and past leadership experience. Those, in turn, are affected by a leader’s cultural values and beliefs, personality, cognitive abilities, and social abilities (Chan, 1999; Chan & Drasgow, 2001). Motivation to Lead Theory does not assume people are born to lead or that people have an unconscious desire for power and achievement (Carlyle, 1841; McClelland, 1975, 1985; Miner, 1977, 1993; Stahl, 1986). Instead, MTL assumes that leadership skills, leadership
style, and the understanding of what it means to be a leader are learned (Bandura, 1986, 1997; Chan, 1999; Chan & Drasgow, 2001).

**Elements and Measurement of MTL**

Prior to MTL, research on the motivation to lead focused on predicting leader effectiveness. It is suggested that although no assumptions are made that MTL is directly related to predicting leader effectiveness or success, understanding MTL may help organizations better understand leader morale, which in turn, indirectly affects leadership effectiveness and success (Chan, 1999; Chan & Drasgow, 2001). While other research on the motivation to lead previously looked at individual personality leadership traits, Chan’s theory looked more closely at multiple psychological constructs of leader motivation. The instrument which Chan developed to measure these psychological constructs is borrowed from Meyer and Allen’s (1987, 1991) three-component model which measures the *affective, normative,* or *calculative* organizational commitment. Meyer and Allen argued that each of the three components was the result of different antecedents. Affective commitment, for example, was a direct result of work experience and personal characteristics. Calculative commitment was related to a person’s investment in the job or the company. Normative commitment, on the other hand, was thought to be affected by cultural and organizational social practices (Chan, 1999). This model shares similarities with two major social cognitive theories which claim to predict a person’s intentions: Fishbein and Ajzen’s (1975) *Theory of Reasoned Action* and Triandis’ (1977, 1980) *Theory of Interpersonal Behavior*.

According to the theory of reasoned action, a person’s attitude toward performing a specific behavior and that person’s perceived social norms related to the act determine
the person’s intention of enacting the actual behavior or not (Ajzen & Fishbein, 1980). If
the person expects success from carrying out the act, the attitudes toward the act are
positive. Similarly, the theory of interpersonal behavior looks at the person’s analysis of
consequence of an act (cognition), the feelings associated with the act (affect),
community or cultural norms regarding the act (social determinants), and sense of
obligation to act a certain way (personal normative beliefs) (Triandis, 1977, 1980).

Chan believed that using theory of reasoned action and theory of interpersonal
behavior as theoretical frameworks was a way to identify the components underlying
individual differences within MTL:

It is possible that some people may just like to lead (i.e., affective MTL). Other
people may lead for more normative or social reasons such as a sense of duty or
responsibility (i.e., social-normative MTL). It is also possible that yet other people may
take a calculative, rational approach to leading (i.e., calculative MTL). Such people may
only lead if they perceive the benefits of leading to be greater than the costs; this
dimension is conceptualized as bipolar, with non-calcultive motivations about leading
others at the other end of the continuum (i.e., Non-calcultive MTL). (Chan, 1999, p.8)

**Antecedents of MTL**

This section looks more closely at the antecedents of the MTL components such
as personality traits, cognitive abilities, socio-cultural values, past leadership experiences,
and leadership self-efficacy.

**Personality.** Most leadership research found that personality variables are strong
predictors of leader performance (Barrick & Mount, 1991; Hough, 1992). Tupes and
Christal (1992) identified five main human personality traits: extraversion, agreeableness,
conscientiousness, neuroticism, and openness. Originally created in 1961, this model is known as the Big Five-Factor Model and has since been modeled and re-modified by several other researchers on personality (Cattell, 1965; Costa & McCrae, 1992; Goldberg, 1981). Other researchers have found that dominance, masculinity-femininity, authoritarianism, and intelligence were also connected to leader emergence (Hunter & Hirsh, 1987; Lord, de Vader & Alliger, 1986). Chan therefore hypothesized that personality constructs were distal antecedents of MTL (1999, p. 11).

Cognitive abilities. One of the earliest personal characteristics to be examined with respect to the prediction of leader emergence was intelligence, or cognitive abilities. Bass (1990) found a strong correlation between intelligence and leadership status or leader emergence. Since Chan suggests a relationship between MTL and leader emergence, cognitive ability is an antecedent to MTL.

Hong, Canto, and Liao (2011) investigated the role of emotional intelligence in relation to MTL and the prediction of leadership. Their investigation studied two sets of students, totaling over 400 participants, and the results suggested that students who tested high in affective identity became leaders in leaderless discussions among their peers. Those who scored high in social-normative MTL naturally assumed leadership roles in longer-term projects. Their studies found that emotional intelligence was closely related to affective identity and social-normative MTL and indirectly related to leadership emergence among these students.

Socio-cultural values. While individual differences in personality and cognitive ability are generally acknowledged as having some genetic basis, values are usually
accepted as individual differences that are acquired from one’s socio-cultural environment. Research has shown that leadership takes on different meanings in different societies and cultures (Trandis, 1995). Finally, several leadership theories also suggest a link between values and leadership behavior or MTL. House’s (1977) theory of charismatic leadership, for example, theorizes that such leaders tend to possess a strong sense of their own moral values and influence their followers by articulating ideological goals with a strong moralistic overtone.

Further, values represent different “motivational goals” and values can be captured by ten distinctive motivational domains: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security (Schwartz and Bilsky, 1987, 1990). In 1994, Schwartz reported that the ten motivational domains could be reduced to two dimensions that corresponded to two fundamental dimensions of social behavior: Conformity or security vs. self-direction or hedonism, and power or achievement versus benevolence or universalism. Noting the similarities between Schwartz’s two dimensions of values and other frameworks for social behavior and values, Triandis (1995, 1998) proposed that differences in social behavior at the individual and cultural levels may be described in terms of two general dimensions: individualism-collectivism and vertical-horizontal. Singelis, Bhawuk, Gelfand and Triandis (1995) developed a measure of vertical individualism, vertical collectivism, horizontal collectivism, and horizontal individualism.

**Past leadership experiences.** Researchers have found that the amount of past experience has a strong, direct influence on job performance (Quiñones, Ford, & Teachout, 1995). In their Cognitive Resource Theory of Leadership, Fiedler and Garcia
(1987) suggest that a leader’s past work experience plays an important role in affecting leader and group performance, especially in stressful situations. Chan, therefore, hypothesized that the quantity and quality of past leadership experiences is both a proximal and distal antecedent to MTL.

**Leadership self-efficacy.** Bandura (1982) defines self-efficacy as a personal judgment of “how well one can execute courses of action required to deal with prospective problems” (p. 122), and argues that efficacy beliefs are the most central and pervasive mechanisms of personal agency. The self-efficacy construct has been adopted as a motivational explanation of behaviors in different settings including educational, clinical, and organizational (Bandura, Adams, Hardy, & Howells, 1980; Schunk, 1995; Wood & Bandura, 1989). Self-efficacy appears as one of the main cognitive mechanisms influencing career development (Lent, Brown & Hackett, 1994). Chan therefore hypothesizes that the previous antecedents of MTL (personality, values, cognitive ability and past leadership experiences) are related to MTL through leadership self-efficacy.

There is little research on the link between personality traits to social-cognitive constructs (Langston & Sykes, 1997). Personality researchers try to develop constructs that describe behaviors while social-cognitive researchers try to develop constructs that predict behaviors. Motivation to lead theory attempts to link the two constructs.

**Group Differences in MTL**

**Cultural differences.** Cross-cultural psychologists generally agree that one of the most important dimensions of cultural differences is individualism-collectivism (House, Wright, & Aditya, 1997). Research has shown that individualism is very high in North America and in Western Europe (Hofstede, 1980). On the other hand, many Asian, Latin
American, and African countries are highly collectivistic. Triandis (1995) reviewed the scientific literature on individualism-collectivism and suggested that one of the major ways in which individualists and collectivists differ is in the different extent to which attitudes versus norms determine behavior. Chan hypothesized that affective MTL was higher in individualist societies (United States) than in collectivist societies (Singapore). Chan also hypothesized that social MTL was higher in collectivist societies than individualistic societies (Chan, 1999, p. 19).

**MTL in the Military**

Several studies using *Motivation to Lead* theory include such organizations as the military (both U.S. and international settings), colleges, businesses, hospitals, and the high-tech industry. To date, there is no research on the motivation to lead of academic librarians, let alone underrepresented minority academic librarians. The most popular MTL research setting is the military.

A recent study looked at both personal and self-enhancement values of military participants to try and predict participants’ motivation to lead (Clemmons & Fields, 2011). Examining 231 U.S. military personnel’s spirituality, integrity, and willingness to serve as well as examining participants’ desire for power and for achievement, the authors found that personal values made significant contributions in explaining all three forms of MTL, especially in explaining non-calculative MTL. Self-enhancement values (desire for achievement and power), on the other hand, had a larger, more positive relationship with affective-identity and social-normative MTL than did self-transcendence values (desire for universalism and benevolence). They found instead that
self-transcendence values had a significantly larger relationship with non-calculative MTL dimensions.

**Summary**

Chapter Two looked at the literature that focused on the recruitment and retention efforts of underrepresented minority academic librarians of which there is little. It also looked at the challenges underrepresented minority leaders face in academia as well as in academic libraries. Finally, chapter two delved deeper into the literature on Motivation to Lead Theory and set the stage for the current study by looking at how the theory was used in military settings, which is how Chan originally developed the theory.

For years research in library literature has focused on the negative reasons why underrepresented minority academic librarians are leaving the profession, but there is no literature that looks at the positive reasons underrepresented minority academic librarians choose to stay and what motivates them to pursue leadership positions. The next chapter discusses the methods used in the study for investigating the motivation to lead of underrepresented minority academic librarians.
CHAPTER THREE: METHODOLOGY

The literature review in Chapter Two provided evidence that retention and promotion rates of underrepresented minority academic librarians is disproportionate to the number of underrepresented minority college students in the United States. Although the literature shows recruitment of underrepresented minority academic librarians is increasing, there is a simultaneous attrition of these same librarians owing to lack of retention and promotion. The literature review also looks at Motivation to Lead Theory and the motivation to lead of various populations from other professions. However, there is no research that shows the motivation to lead in higher education, specifically the motivation to lead of underrepresented minority academic librarians who decide to stay in a predominantly White profession.

Using a mixed methods design, the purpose of this study is to examine the motivation to lead in a large sample of underrepresented minority academic librarians and to explore a deeper understanding of their motivations through one-on-one interviews with African American/Black and Hispanic/Latin@ academic librarians. Understanding these deeper issues could lead to increasing retention and promotion rates of underrepresented minority in the profession. Using the Motivation to Lead measure (MTL) (Appendix C) first developed by Chan (1999) and then revised by Chan & Drasgow (2001), this study asked respondents to identify their motivation to lead in predominantly White cultural environments, more specifically the academic library environment. The second part of this study involves interviewing a small sample of
underrepresented minority academic librarians, specifically African American/Black and Hispanic/Latin@, to further understand their motivation to lead. In answering the research questions, and understanding the underrepresented minority academic librarians’ motivation to lead, this study helps to inform retention efforts and promotion.

**The Case for Mixed Methods**

Certain types of studies warrant a mixed methods research approach for various reasons. These studies are those in which one data source is insufficient enough to explain the bigger picture, and the results need to be further explained by another data source (Creswell, 2008; Creswell & Plano Clark, 2011). This study used mixed methods because it seeks to enhance the understanding of its quantitative data, which was acquired through an online survey tool. The benefits of using mixed methods occurs when the researcher is focused on qualitatively examining a phenomenon, but needs initial quantitative results to identify and purposefully select the best participants possible (Creswell, 2008; Creswell & Plano Clark, 2011). Mixed methods research combines elements of qualitative and quantitative approaches in order to understand and corroborate the breadth and depth of the study at hand (Creswell & Plano Clark, 2011; Johnson, Onwuegbuzie & Turner, 2007). Traditionally quantitative data provide a basic understanding of a problem through the examination of a large number of people, while qualitative data provide a detailed understanding of the same problem through studying a few individuals and exploring their perspectives in greater depth (Creswell & Plano Clark, 2011).
The researcher collected data using a quantitative survey instrument and then collected qualitative data based on interviews with participants to see if the two types of data show similar results but from different perspectives (Creswell & Plano Clark, 2011). Surveys generally best fit quantitative research studies that seek to understand the views of participants in large populations while interviews can help better understand the perspective of a small, select group of individuals within the larger population (Creswell & Plano Clark, 2011).

The first phase of this study is a quantitative exploration of participant characteristics regarding their motivation to lead and exploring the relationships among different variables within the survey. The second goal of this type of study is to find interviewee participants. This phase of the study is a narrative inquiry into the experiences of underrepresented minority academic librarians with the intention of further delving into their personal experiences in order to gain a deeper understanding of their motivation to lead in an academic library environment.

Using a mixed method research approach provides strengths that offset the weaknesses of single method approaches. For example, quantitative research may not completely illustrate the context or setting in which people engage and experience certain phenomena being studied. The individual voices of participants are not taken into consideration. Likewise, qualitative research designs alone can be seen as insufficient and biased because of personal interpretations made by the researcher. These interpretations and biases can then lead to unjustified generalizability of a larger population (Creswell & Plano Clark, 2011). A mixed methods approach provides the
researcher with more tools to collect the data needed in order to answer questions that
single research methods alone cannot answer.

**Purpose of Study and Research Questions**

The main research question serving as a guide to this study follows: *In what ways does understanding the role of motivation to lead play a role in the retention and promotion of URM academic librarians?* After exploring past and current literature on motivation to lead, the following sub-questions will also be answered.

1. What factors influence an underrepresented minority librarian’s motivation to lead in academic library setting?

2. Are there differences between current and aspiring academic librarians and their motivation to lead in academic library settings? Does this vary by race/ethnicity?

**A Proposed Integrated Model**

The figure below incorporates the research reviewed in Chapter Two and illustrates how that literature is related in this study. The model shows how the motivation to lead, in conjunction with supportive administrators, is essential not only to the recruitment of underrepresented minority librarians but also to increasing underrepresented minority librarian retention and promotion, which in turn increases underrepresented minority academic library leaders. Following this conceptual model will hypothetically increase underrepresented minority librarian recruitment and continue the cycle of increasing underrepresented minority academic library leaders.
Design of the Study

In order to fully address the various research questions, this study uses an explanatory mixed method design which combines both qualitative and quantitative data sets. The purpose of using an explanatory design is to explain quantitative results in more detail by incorporating qualitative data, “especially in terms of detailed voices and participant perspectives because little is known about the mechanisms behind the trends” (Creswell & Plano Clark, 2011, p. 151). This allowed the researcher to investigate the study through both a broad and a narrow lens in order to provide a more in-depth analysis of the study. According to Rudestam and Newton (2007), the strength of using a mixed-methods design allows the methods to inform one another through different levels of analysis. The quantitative portion of the study used a survey instrument on a Likert scale designed for measuring a person’s motivation to lead. The qualitative portion of the study included one-on-one semi-structured interviews. By first conducting the
quantitative survey, a smaller sampling of potential interviewees for the qualitative portion of the study was identified (Miles & Huberman, 1994).

The intent of using this method was to illuminate and explain the types of underrepresented minority academic librarian motivation to lead and inform retention and promotion efforts to help increase underrepresented minority librarians in academic library leadership. Most importantly, this study explored ways in which current academic library leaders can help support underrepresented minority librarians’ motivations to lead, which would then increase underrepresented minority academic library leadership.

Using explanatory sequential timing in data collection and analysis, the researcher first implemented the quantitative method of the study and then followed up with the qualitative method. These two distinct phases were designed to start with the collection and analysis of the Motivation to Lead survey instrument (Chan & Drasgow, 2001). This phase was then immediately followed by the collection and analysis of qualitative data, which included semi-structured interviews. The qualitative phase was designed to interpret how the qualitative results help to inform the initial quantitative results (Creswell & Clark Plano, 2011). It also allowed for emergent approaches to the second phase to be based on findings from the initial quantitative phase.
Figure 3.2: Basic Procedures in Implementing an Explanatory Design
(Creswell & Plano Clark, 2011, p.84)
**Research Site**

This study was conducted nationally and focused on higher education academic librarians in colleges and universities throughout the United States. More specifically it sought out academic librarians from underrepresented minority backgrounds, specifically African American/Black and Hispanic/Latin@ librarians, who are interested in positions of leadership in academic libraries and current academic librarians from underrepresented minority backgrounds who currently serve as leaders in their libraries. The initial survey was emailed to the American Library Affiliate Associations whose members are from predominantly underrepresented communities: American Indian Library Association (AILA), Asian/Pacific Islander American Librarians Association (APALA), Black Caucus of ALA (BCALA), Chinese American Librarians Association (CLA), and REFORMA (National Association to Promote Library and Information Services to Latinos and the Spanish-speaking). The survey was also emailed to various non-minority library communities with the understanding that not all underrepresented minority librarians are a part of underrepresented minority library communities. In addition, since the researcher is also an academic librarian, the survey was emailed to known colleagues around the country who were asked to disseminate via their email connections. The researcher also used social media sites such as Facebook and Twitter to post the survey and solicit participation.

**Quantitative**

The Motivation to Lead survey was administered through an online survey tool known as SurveyMonkey and emailed to participants. These participants responded to the survey either from a personal computer or from their work computers. Following the
sequential design model described above, the survey data helped identify the motivation
to lead identities of participants. In addition, the survey data provided a sample from
which some of the interview participants for Phase Two were selected. Finally, the
answers from this survey were analyzed along with the qualitative data in phase two in
order to find connections between the data sets.

**Qualitative**

The second phase of the study was conducted by phone or online via Skype. The
reason for this purposeful sampling of Phase Two interview participants was to help the
researcher better understand the central themes of the research at hand. The researcher
intentionally selected individuals from African American/Black or Hispanic/Latin@
backgrounds who work at predominantly White academic library institutions, although a
small number of the participants were from Hispanic Serving Institutes (HSI) and
Historically Black Colleges and Universities (HBCU).

Interviews, done via Skype or telephone, were conducted in settings where both
the researcher and the participant felt safe, comfortable, and had the least amount of
distraction. The researcher acquired a hand-held voice recorder from the Instructional &
Information Technology Services Department (IITS) at the California State University
San Marcos (CSUSM) campus to provide the best possible sound quality for recording
each of the interviews.

**Participants**

**Survey participants.** In order to gain as many participants as possible, the
sample in this portion of the study consisted of both White and underrepresented minority
academic librarians. The survey specifically asked these participants what were their current positions in academic libraries and how long they have been in the profession. These participants were asked to voluntarily complete the online surveys and indicate if they would be willing to be contacted at a later date for a one-on-one interview. The researcher contacted chairs/presidents of the ALA minority affiliate association groups directly to inform them of the study in the hopes of increasing participation. The researcher also emailed the survey to non-minority ALA affiliate association groups, posted the survey to Facebook and Twitter, and emailed fellow academic librarians.

In order to raise more awareness and garner more interest in the study, the researcher presented a poster of the proposed study at the 2013 Association of College and Research Libraries (ACRL) Conference held in Indianapolis, Indiana. This poster session introduced the concept of MTL theory in academic libraries, and the researcher talked about the purpose of the study in the hopes of acquiring more avenues of contacting more participants for the study. The researcher also attended the 2013 Annual American Library Association (ALA) Conference in Chicago, Illinois, in order to distribute business cards and collect business cards of people who might be interested in participating in the study. Participants remained anonymous to the researcher unless the participant decided s/he would like to be contacted at a later date for an interview, in which case the survey prompted the participant to volunteer his/her contact information.

**Interview participants.** The second set of participants was taken from the survey participants who indicated they were willing to be contacted for one-on-one interviews. Twelve participants were interviewed: Six self-identified as Hispanic/Latin@ academic librarians and six self-identified as African American/Black academic librarians. These
participants were a mixture of current academic library leaders and aspiring academic library leaders. The selection criteria for these individuals were as follows. Participants were from one or more of the following ethnic/racial groups: African American/Black, Hispanic/Latin@. Typical of the nature of the profession, the majority of participants were women, but the researcher specifically looked for male participants in order to provide a balanced representation and perspective. Regionally speaking, the researcher found underrepresented minority academic librarian participation from all parts of the country. The interviews were conducted via Skype or over the telephone. The questions asked during the interviews focused on the participants’ lived experiences as academic librarians from underrepresented minority backgrounds working in predominantly White academic libraries, though a small few were from HSIs or HBCUs. The questions used an appreciative inquiry approach in order to elicit important moments in the participants’ experiences as underrepresented minority academic librarians.

**Phase One (Quantitative)**

After approval from the Institutional Review Board (IRB) of both University of California San Diego and California State University San Marcos, the researcher conducted the study by using the following methods.

**Participant Selection**

The target population for the quantitative phase of this research study is all academic librarians, regardless of race/ethnicity. The researcher had access to ALA affiliate listservs such as REFORMA which has “over eight hundred members” (REFORMA, 2011), but the researcher also sent the survey to non-underrepresented minority listservs such as the Association of College and Research Libraries (ACRL)
listserv and the Association of Research Libraries (ARL) listserv in order to increase the possible number of URM participants who may not be members of the URM affiliate listservs and to reduce sampling errors. When conducting survey research, “it is important to select a large sample as possible so that the sample will exhibit similar characteristics to the target population” (Creswell, 2002, p. 401).

**Measure**

The first question asked if the participant agreed to be a part of the study. The next six questions of the survey collected demographic information including the participants’ race/ethnicity, type of library where they were currently working, number of years as a librarian, and gender. In addition, the survey included background questions such as whether the participant was currently working at an HSI/ HBCU.

The MTL measure is a 27-item Likert-type scale that measures a person’s Affective Identity, Social-Normative Identity, and Non-Calculative Identity. The MTL scale was created by Chan in 1999 and revised by Chan and Drasgow (2001). This study used the revised 2001 survey because several studies have found validity in the instrument (Amit, Lisak, Popper & Gal, 2007; Bobbio & Manganelli Rattazzi, 2006; Maurer & Lippstreu, 2010). The MTL tool uses a five-point Likert scale with responses ranging from (1) Strongly Disagree to (5) Strongly Agree. The scale has three distinct factors (9 items each) that measure Affective Identity, Social-Normative Identity, and Non-Calculative Identity.

Affective Identity items asked participants to rate such statements as “I usually want to be the leader in the groups that I work in,” and “I am definitely not a leader by nature (reverse scored). Statements such as “It’s an honor and privilege to be asked to
lead” and “I feel that I have a duty to lead others if I am asked” measured Social-Normative Identity. Finally, items measuring Non-Calculative Identity included phrases such as “I would only agree to be group leader if I know I can benefit from the role” and “I never expect to get more privileges if I agree to lead a group” (reverse scored).

Finally, the survey included a yes/no question that asked participants if they would be willing to be contacted at a later date for follow-up interviews. If the respondent replied no, the survey will thank the participant for his/her time and end at that point. If the respondent replied yes, the participant will be directed to a page where s/he can enter contact information.

**Scale Reliability**

In order to measure the reliability of the items that make up the MTL, Cronbach’s alpha coefficient indicator was used to measure the internal consistency of the scale. According to Pallant (2010; 2013), Cronbach alpha coefficient of a scale should be above a .7, but these values are sensitive to the number of items in the scale; there were 27 items in the MTL scale. Since some of the scale items are negatively worded, they were reverse coded before checking reliability. Neither Chan’s original 1999 study nor the revised 2001 (Chan & Drasgow) study ran a Cronbach on the MTL scale itself so this study cannot compare to those. Instead the Chan and Drasgow ran Cronbach on the antecedent scales which helped create the MTL. The reason they did this was an attempt to give meaning to MTL by placing it in a “nomological network of relationships” (Chan & Drasgow, 2001, p. 495) with some of the other scales and measures they used to create the MTL, such as the Military Attitude Scale (.85), Big Five Personality Factors (between .67 and .90), and Leadership Self-Efficacy (the three samples measured
between .76 to .83). Amit, Lisak, Popper, and Gal (2007) ran Cronbach’s Alpha and found the internal consistency reliability for each identity was as follows: Affective = .89; Non-Calculative = .82; Social-Normative = .78. In this current study, the Cronbach alpha coefficient was .84 for all three identities: Affective Identity, Non-Calculative Identity, and Social-Normative Identity.

**Quantitative Data Collection**

The researcher coordinated with the American Library Association, the Association of College and Research Libraries, the Association of Research Libraries, and their affiliates (such as REFORMA, BCALA, CALA, APALA, and AILA) to distribute the link to the online survey via email. Potential participants received an email invitation to complete the survey (see Appendix A). This national, online survey targeted all academic librarians, regardless of race/ethnicity, in positions of academic library leadership or seeking positions of academic library leadership.

The survey tool that was used to help answer this study’s research questions was the Motivation to Lead Measure (MTL), created by Chan in 1999 and revised by Chan and Drasgow in 2001. The researcher chose this tool for its potential to discover the motivation to lead of current academic library leaders and possible future academic library leaders. Data collected from these surveys was imported to Statistical Package for the Social Sciences (SPSS) and coded for analysis.

MTL was first used by Dr. Chan in 1999 as a new leadership predictor. It has since been used by various other scholars including Amit, Popper, Gal, Miskal-Sinai, and Lissak (2006), Kark and Van Dijk (2007), and Gottfried, Gottfried, Reichard, Guerin, Oliver and Riggio (2011). The MTL is a 27-question survey designed to identify
personality characteristics that will predict a person’s willingness for and acceptance of certain leadership positions.

The demographic sections of the survey includes questions that seek information regarding age, gender, ethnicity, number of years in academic librarianship, number of years in academic library leadership, number of years at current library, library’s collection size, and library’s type of institution (two-year, four-year, tier-one research institution). The final question on the survey asked participants if they want to be contacted for a one-to-one interview.

**Quantitative Data Analysis**

The researcher analyzed data collected in various ways in order to both explore possible relationships and explore any differences there might be between groups. In order to indicate the direction and strength of the relationship between two continuous variables, a Pearson correlation was used. Finally a factor analysis was run to identify which variables were the most important in the survey.

Analysis of the quantitative survey results included descriptive statistics, showing the demographics of respondents; the number of respondents who scored high on the Affective identity scale; the number of respondents who scored high on the Social Normative scale; and the number of respondents who scored high on the Non-Calculative scale. Independent sample t-tests were run to analyze differences in the MTL scales between males and females on the MTL scales. To test the individual different constructs of MTL (Affective Identity, Social-Normative Identity, and Non-Calculative Identity), the researcher used separate ANOVAs to examine the differences between White/Caucasian and African American/Black & Hispanic/Latin@ academic librarians,
and different library leaders on the MTL scales. Finally, the researcher conducted a
d factor analysis to examine the relation of various factors to the motivation to lead of
URM academic librarians (Creswell, 2008; Pallant, 2010).

**Phase Two (Qualitative)**

Narrative inquiry is a description of individual experiences by collecting and
analyzing data from interviews. The purpose of this method is to reveal the untold story
not found in a quantitative analysis phase. The researcher conducted semi-structured
interviews with twelve participants. Semi-structured interviews are “neither an everyday
conversation nor a closed questionnaire” (Kvale & Brinkmann, 2009, p. 27). Therefore,
the protocol merely provided suggested questions and the actual questions asked
sometimes differed somewhat from interview to interview. According to Kvale and
Brinkmann (2009), this type of dynamic and open-ended interviewing provides the
richest data. Questions for the interviews are based on the literature regarding motivation
to lead theory and retention of underrepresented minority academic librarians. Questions
for the interviews were also based on emergent findings from the quantitative survey
results (Creswell & Plano Clark, 2011; Greene, Caracelli, & Graham, 1989).

**Participant Selection**

During the quantitative (first) phase of the study, one of the questions asked if
participants would like to be contacted for an interview. The researcher contacted twelve
participants to be interviewed. These twelve participants include three self-identified
Hispanic/Latino males, three self-identified Hispanic/Latina females and six self-
identified African American/Black females. Participants in this second phase of the study
were a mixture of current academic library leaders and aspiring academic library leaders.
These populations were purposefully selected because the study looked at the motivation to lead of Hispanic/Latin@ and African American/Black academic librarians.

**Qualitative Data Collection**

**Interviews.** Using narrative inquiry approach, the goal of each interview was to spotlight the experiences of Hispanic/Latin@ and African American/Black academic librarians who are currently academic library leaders or aspiring to be academic library leaders. Preskill and Catsambas (2006) state that the role of narrative inquiry is to learn more about the respondent beyond his/her likes and dislikes through building relationships and creating opportunities for respondents to share their stories. Each interview lasted approximately one hour and all participants were asked the same set of basic questions. Before beginning each interview, participants were given a consent form (Appendix B) that includes consent to participate in the interview and have the interview recorded. In addition to recording the interviews, the researcher also took detailed notes. Interview questions were designed to engage each participant in a trusting dialog with the researcher: “At the root of in-depth interviewing was an interest in understanding the lived experience of other people and the meaning they make of that experience” (Seidman, 2006, p. 9). Open-ended questions were asked in order to gain a better understanding of each participant’s experiences. After each interview was fully transcribed by a paid student assistant, the researcher sent a copy of the transcript to the participant to ensure the information was accurate and representative of what was shared in the interview (Grbich, 2013).
Qualitative Data Analysis

Interview transcripts were analyzed as soon as the interviews had been transcribed by a paid student assistant. Themes were identified through coding interview transcripts. Initially the researcher coded interview responses based on hypothesis coding, but in order to ensure the accurate representation of URM academic librarian voices, in vivo coding was also used. In vivo coding is the task of assigning a word or short phrase from parts of the interview transcript and using those words/phrases as guiding codes. The goal in vivo coding is to ensure that concepts remain as true as possible to the participants' own words in order to best capture key elements of what is being discussed (Saldaña, 2013).

Reliability and Validity of Qualitative Results

In the desire to improve accuracy of the qualitative phase of this study, the researcher asked each participant to review his/her interview transcript. The purpose of this narrative member check was to ensure the researcher represented each participant accurately and to allow participants to check for completeness. In addition to correcting errors and challenging misinterpretations, member checking also gave the participant an opportunity to elaborate on his/her answers to questions. This allowed the researcher to delve deeper into understanding the data.

Ethical Considerations

Within the context of this study, there were several ethical issues to consider and guard against. Minimizing risks to participants was the primary concern for the researcher. It is possible that some participants may have experienced various levels of distress or discomfort as they discussed their lived experiences as underrepresented
minority academic librarians. Some participants may have felt uncomfortable revealing in-depth, personal information for fear of retaliation from their institutions. To address this issue, the researcher took several steps to ensure all participants of their confidentiality and explained how all identifiable information would be protected and redacted from the study.

**Summary**

This chapter described in detail the research steps and the limitations for this mixed methods study on the motivation to lead of underrepresented minority academic librarians. Survey and interview data from one-on-one interviews of underrepresented minority academic librarians who are currently library leaders or aspiring academic library leaders were gathered to answer the research questions. The next chapter will discuss, in detail, the study’s findings.
CHAPTER FOUR: RESULTS

This chapter presents quantitative and qualitative data findings related to the motivation to lead of underrepresented minority academic librarians. The study design includes the analysis of survey data from a national sample of 245 participants (n=245) using the Motivation to Lead (MTL) scale originated by Chan in 1999, revised by Chan and Drasgow in 2001, and subsequently used by several other researchers. In the second phase of the study, the researcher identified and interviewed participants then analyzed the lived experiences of those 12 underrepresented minority academic librarians, specifically African American/Black and Hispanic/Latin@, who were in leadership positions or who were actively seeking leadership positions at the time of data collection. Six of the participants identified as African American/Black females; three identified as Hispanic/Latinas, and three participants self-identified as Hispanic/Latinos. Using Motivation to Lead as the theoretical framework, the researcher used narrative analysis to give voice to underrepresented academic librarians in a predominantly White profession.

Organization of Chapter

The researcher begins with the quantitative results of the Motivation to Lead (MTL) survey. First, a breakdown of the demographic profiles is done to give the reader a basic understanding of the participants in this study and compare the study’s participants to national population found in the ACRL statistics. Next, the researcher provides the basic breakdown of the MTL identities (Affective Identity, Non-Calcultative Identity, and Social Normative Identity) in order to provide context for the statistical
analyses. Following the MTL identities, the researcher provides statistical analyses, using SPSS v. 20, to examine each of the MTL identities by various subgroups. The researcher then discusses findings and themes in the qualitative analysis portion of this chapter by first providing background information on the twelve interview participants. Finally, the researcher focuses deeper on the emerging themes discovered through the interviews and finishes with a summary of results for both quantitative and qualitative analysis.

MTL Survey Analysis

**Study demographic profile.** The researcher coded and entered data from the MTL survey results into SPSS. The demographic of the survey participants (n=245) generally reflected that of the national population of academic librarians, although the study sample had a much higher representation of women, African-American/Black, and Hispanic/Latin@ librarians because the researcher was trying to get more participants from those backgrounds. In the study sample, 82 percent of the survey participants were female, compared to 70 percent in the general population of academic librarians in the United States. In terms of race-ethnicity, the largest racial group in the study sample was White (52%), followed by African American/Black (20%), Hispanic/Latin@ (13%), Asian/Pacific Islander (7%), and Other (8%) which included biracial/multi-racial respondents and those who did not readily fit into the other racial/ethnic categories. In terms of the national population of academic librarians, the largest racial/ethnic category is White (86%), followed by African-American/Black (5%), Asian/Pacific Islander (5%), Hispanic/Latin@ (3%), and Other (1%). Table 4.1 shows a demographic comparison between the current study and the national population of academic librarians.
Respondents were asked to self-report the number of years they had worked in the profession. The librarians participating in this study have been in the profession ranging from less than one year to over 30 years. Table 4.1 shows that most of the academic librarians participating in this study were fairly new to the profession, with the following distributions: less than one year (2%), 1-4 years (27%), 5-9 years (20%), 10-14 years (16%), 15-19 years (12%), 20-24 years (9%), 25-29 years (8%), and 30 or more years (6%). About half (49%) had fewer than 10 years of experience working as academic librarians, regardless of the actual position they held. Finally, of the 245 surveys collected and analyzed, 21 percent came from HSI/HBCUs and 79 percent did not.

Table 4.1: Demographic Profile of Academic Librarians in Study and Nationally (in percentages)

<table>
<thead>
<tr>
<th></th>
<th>Study Sample (n=245)</th>
<th>National Sample (n=26,954)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>82%</td>
<td>70%</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic/Latin@</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>52</td>
<td>86</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>


The MTL Identities

Motivation to Lead is a construct for understanding individual differences in leader behavior through personality, values, self-efficacy, and past leadership experiences. The scale is split into three major identities: Affective, Non-Calcultative, and Social
Each identity measures the motivation to lead on its own 5-point scale. Following are descriptions of each identity and their average (Mean, Standard Deviation) for each.

**Affective Identity.** People who score high on the Affective Identity Scale tend to enjoy leading others and see themselves as natural leaders. These people are generally outgoing, social people who value competition and achievement. People who score high on affective leadership generally have had more leadership experience and express more confidence in their leadership abilities. The average for Affective Identity was the lowest of the three motivation to lead identities (M = 3.28, SD = .71).

**Non-Calculative Identity.** Participants who score high in the non-calculative motivation to lead scale generally value harmony and tend to be non-confrontational in their relationships with other people. These individuals lead only if they are not calculative about the costs relative to the benefits of being a leader. The participants who scored high on Non-Calculative Identity, also scored equally high on the Social Normative scale or the Affective Identity scale. The average for Non-Calculative Identity was the highest of the three groups (M = 3.86, SD = .58).

**Social Normative Identity.** Those who scored high on the social-normative scale generally lead out of a sense of obligation, duty, and responsibility to outside entities. These individuals are motivated by a strong sense of social duty, are extremely conscientious, and are highly agreeable. This average for Social Normative Identity fell in the middle of the three groups (M = 3.33, SD = .47).
MTL Comparisons by Subgroup

Analyses were run to examine each of the MTL identities (Affective Identity, Non-Calcualtive Identity, and Social Normative Identity) by various subgroups of the survey respondents, namely gender, race/ethnicity, and current position to see if there were mean differences. It was determined there was little to no statistical significance among the means (Table 4.2).

**Table 4.2: Mean Motivation to Lead (MTL) Identities by Subgroup**

<table>
<thead>
<tr>
<th>Type of MTL Identity</th>
<th>Affective</th>
<th>Non-Calcualtive</th>
<th>Social-Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3.28</td>
<td>3.86</td>
<td>3.33</td>
</tr>
<tr>
<td>Male</td>
<td>3.29</td>
<td>3.84</td>
<td>3.31</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr. American/Black</td>
<td>3.25</td>
<td>3.91</td>
<td>3.18</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2.97</td>
<td>3.63</td>
<td>3.31</td>
</tr>
<tr>
<td>Hispanic/Latin@</td>
<td>3.24</td>
<td>3.79</td>
<td>3.36</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>3.37</td>
<td>3.88</td>
<td>3.37</td>
</tr>
<tr>
<td>Other</td>
<td>3.21</td>
<td>3.88</td>
<td>3.30</td>
</tr>
<tr>
<td><strong>Position</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>3.58</td>
<td>3.82</td>
<td>3.38</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>3.65</td>
<td>3.86</td>
<td>3.34</td>
</tr>
<tr>
<td>Department Head</td>
<td>3.34</td>
<td>3.97</td>
<td>3.31</td>
</tr>
<tr>
<td>Academic Librarians</td>
<td>3.10</td>
<td>3.83</td>
<td>3.31</td>
</tr>
</tbody>
</table>

**Gender.** Table 4.3 (Appendix E) shows that both male and female academic librarians show higher scores for Non-Calcualtive Identity and lower scores for Affective Identity and Social Normative Identity, although the differences between males and females on three MTL identities were not statistically significant based on separate independent samples t-test analyses. There was no difference in the scores for males (M=3.29, SD=.72) and females (M=3.28, SD=.70) on Affective Identity; males (M=3.84, SD=.60) and females (M=3.86, SD=.57) on Non-Calcualtive Identity and males
(M=3.31, SD=.55) and females (M= 3.33, SD=.45) on Social Normative Identity. This suggests that both male and female participants in this study do not measure the cost or benefits greatly when they are considering what motivates them to take on leadership positions. Instead, they are motivated by the pleasure of leading and the feeling of social obligation.

**Race/Ethnicity.** Survey data were examined to see if there were differences in the motivation to lead identities by participants’ self-reported race/ethnicity. Table 4.4 (Appendix F) shows that although participants scored higher on Non-Calculative identity, analysis of variance (ANOVA) analyses found that there were no statistical significances on the MTL scale identities by the different race/ethnicity groups. This suggests that the participating ethnic groups in the national survey do not calculate the costs and benefits for taking and seeking leadership positions. Instead the analysis suggests these participants are more motivated to lead based on the pleasure of leading others and their desires to fulfill a sense of social obligation.

A one-way analysis of variance (ANOVA) was used in this study to determine whether there were any significant differences between the means of independent (unrelated) groups. The ANOVA cannot tell which specific groups were significantly different so in order to determine that information, post-hoc tests were also run for the ANOVAs that showed significant differences among the mean scores. In this study, the first between-groups ANOVA run was on comparing the mean scores of race/ethnicity and their motivations to lead (Appendix G). Since none of the Sig. values were less than .05, there was no statistical significance among the mean scores of race/ethnicity in this study and their motivations to lead.
**Position.** For the purpose of this study, the term “current library leader” is identified by librarians who fall under the categories of Dean, Associate Dean, and Department Head. The term “aspiring library leader” is identified by all other academic librarian positions. Statistically there was a significant difference in the motivation to lead of respondents based on their current position in libraries. Table 4.6 (Appendix H) reveals the ANOVA run for librarian position and their motivations to lead shows a statistically significant difference among librarian positions for Affective Identity ($F(3, 229) = 7.75, p = .000$). This is not surprising because, as stated previously, people who score higher on the Affective Identity scale generally have more leadership experience. Current library leaders in this study have been in the profession an average of more than 10 years.

*Post-hoc* tests were run to identify where the significant differences occurred among the mean scores. Tukey post-hoc comparisons found that Deans ($M = 3.58$) and Associate Deans ($M=3.65$) gave higher ratings than Academic Librarians ($M = 3.10$). Comparisons between Department Heads ($M = 5.11$) and the other three groups were not statistically significant at $p < .05$. The significance of this finding will be discussed in more detail in Chapter Five.

**Factor Analysis**

A principal component analysis was run to determine whether the sub-constructs (MTL identities) identified in earlier research on motivation to lead were found with this sample of academic librarians. In validation studies, Chan found the 27 survey items loaded onto three factors or identities (Affective Identity, Non-Calculative Identity, Social –Normative Identity) in military populations (Amit, Lisak, Popper, & Gal, 2007;
In this study, first, a Kaiser Meyer-Olkin Measure of Sampling Adequacy (KMO) was run to see if the value was .6 or above and the Bartlett’s Test of Sphericity value was .05 or smaller. The value for this study was .81, exceeding the recommended value of .6, and Bartlett’s Test of Sphericity was statistically significant at .000 demonstrating p< .05. These results supported the factorability of the correlated matrix.

In order to extract the correct information, using Kaiser’s criterion, the researcher was only interested in components that have an eigenvalue of 1 or more. An inspection of the screeplot revealed a clear break after the third component (Figure 4.1). The three-component solution explained a total of 43.76 percent of the variance, which was consistent with the original Motivation to Lead findings (Chan, 1999; Chan & Drasgow 2001). Upon closer examination of Table 4.8 (Appendix J), the researcher found that four of the questions loaded differently than the original studies, but this could be a result of the different populations involved in the research. The original studies focused on military and university students from Singapore and the United States, while the current study focused on academic librarians in the United States. The researcher found that all of the Affective Identity components loaded as expected, but there were two questions from Non-Calculative and two questions from Social-Normative that loaded slightly higher on the Affective Identity component. Question 8h (“I have more of my own problems to worry about than to be concerned about the rest of the group”) loaded as a .399 on Affective Identity but higher on its own Non-Calculative component with
at .543 so this is not statistically significant. The three questions that rated higher on Affective Identity were 8i ("Leading others is a waste of one’s personal time and effort"), 9a ("I feel that I have a duty to lead others"), and 9c ("I was taught in the value of leading others"). The researcher believes that because of the wording of these questions and because librarians generally enjoy helping people, respondents answered these questions based on the mindset of wanting to lead others and feeling pleasure in doing so.

![Scree Plot](image)

**Figure 4.1: Factor Analysis Scree Plot**

Data from the national survey helped broadly describe the motivation to lead of academic librarians. Findings from the survey show these participants are motivated to lead, not based on the benefits and rewards they may perceive from the profession (Non-Calculative Identity), but on the pleasure of leading others and their social obligations to leadership. In order to look more closely at the motivations to lead of African American/Black and Hispanic/Latin@ academic librarians, the qualitative phase of this
study asked participants to describe their motivations to lead in greater detail. These results told a somewhat different story than the national survey results.

**Qualitative Results**

The qualitative portion of this study explored the lived experiences of underrepresented minority academic librarians in predominantly White academic library environments, as well as those in Hispanic Serving Institutions (HSI) and Historically Black Colleges and Universities (HBCU). The research participants were selected based on the purpose and nature of the current study. The selected sample included 12 underrepresented minority academic librarians who self-identified as both current library leaders and aspiring library leaders (Academic Librarians). In order to make an informed decision about participating in the qualitative portion of the study, each participant was given a copy of the interview protocol, which included the purpose and nature of the study (Appendix D). Participants were also given a consent form to sign before the interview took place (Appendix B). The researcher interviewed six self-identified African American/Black females, three self-identified Hispanic/Latino males, and three self-identified Hispanic/Latina females. For the purpose of this study, the term “current library leader” is identified by librarians who fall under the categories of Dean, Associate Dean, and Department Head. The term “aspiring library leader” is identified by all other academic librarian positions. As such, there were seven aspiring library leaders and five current library leaders. At the time of the study, four participants identified as working in an HBCU or an HSI, while eight stated they were not currently working at an HBCU/HSI.
The participants’ involvement in this phase of the study was also completely voluntary, and their privacy was guaranteed in writing by the researcher. As a result, participants chose their own pseudonyms to replace their real names, and the researcher only used regional identification terms instead of the real names of their universities. All interviews took place via the telephone or video conferencing, based on the participants’ levels of comfort and availability. Although phone interviews were more cost-effective and convenient for participants, the researcher acknowledges that this form of interviewing had its limits. For example, the researcher could not observe and interpret the participants’ body language and facial reactions to questions asked.

The interviews took place during the months of October and November of 2013 and also January 2014. The researcher recorded the audio from each interview with the permission of each participant. Each audio recording was transcribed by a paid student assistant. These transcriptions were checked both by the researcher and the participants to ensure that the participants were represented correctly in their interviews. In-vivo coding was used by the researcher to develop themes from each interview. The researcher compiled codes from each interview in order to gather the necessary information that would thoughtfully and correctly represent each participant’s lived experience. The codes that emerged will be discussed in more detail below and in Chapter Five. While the intention of the study was to collect the lived experiences of each participant’s motivation to lead as an underrepresented minority academic librarian, the researcher noted that some of the participant’s motivation to lead changed from their individual responses on the initial survey. The sections below give a summary of each participant’s lived experience.
Qualitative Findings

The findings in the qualitative phase of the study are presented in various forms including tables, direct quotes from the participants’ interviews, and themes identified by the researcher. Findings revealed that participants were motivated to lead based on a strong desire to make a positive change in academic libraries, to help their communities, and to pave the way for other underrepresented minority academic librarians to become leaders as well. In order to remain in their careers, participants self-identified several factors that helped them succeed. Those factors included self-confidence, mentors, networking outside their libraries, and persistence.

Categories used in this qualitative phase coincide with Chan’s Motivation to Lead Theory; therefore; this chapter analyzes participant interviews using Affective Identity, Non-Calculative Identity, and Social Normative Identity. First, the researcher briefly describes emerging themes from the interviews and then provides participant biographies based on their survey results and the identities in which they scored the highest during the quantitative phase of the study. Finally, the researcher provides results to each interview question.

Emerging Themes

Obligation. Most of the participants in this second phase felt like they had to lead based on a sense of obligation. That obligation was either because they felt no one else would “step-up” or the job would not be performed to their high standards. There were also feelings of obligation based on the fact that most of these participants were in the clear minority at their institutions and no one else from their race/ethnicities could represent their voices. Some of the participants stated they took leadership positions in
their libraries because they felt obligated to “pave the way” for other underrepresented minorities to not only join the profession, but to become leaders themselves. The participants who stated this felt a sense of obligation to those who came before them and wanted to “pay it forward” by creating more opportunities for other underrepresented minority librarians entering the field.

**Lack of diversity.** Another strong, recurring theme that surfaced in the interviews was the disappointment in the progress of diversity in the profession. Several of the participants revealed they were the only person of color in their libraries. There was a strong perception that current academic library leaders were not doing enough to properly recruit, and especially retain and promote, underrepresented minority librarians in the profession. A majority of the interviewees expressed a sense of frustration with the lack of opportunity provided to librarians currently in the field as they spoke of being boxed into “diversity” positions and not offered other leadership roles. Many of these librarians felt they needed to seek leadership positions outside their libraries in order to receive the leadership experience they needed to succeed. Others spoke of being the lone Hispanic/Latin@ or African American/Black voice at the table and needed to represent the whole of their ethnic backgrounds.

**Reward.** Finally, many of the librarians in this qualitative portion of the study revealed they had a sense of reward and the positive feelings associated with doing a good job and helping others. Participants stated that they genuinely enjoyed helping patrons with research and participating in the daily academic discourse with other scholars. Some of the participants stated how excited they were that they were considered faculty and had the opportunity to travel and present their own research at national and
international conferences. Many used these opportunities to connect with other underrepresented minority librarians and network with other institutions.

**Participant Biographies Based on MTL Identities**

Table 4.6 (Appendix H) shows a brief synopsis of each participant’s background and his or her scoring on the Motivation to Lead scale. A majority of these interview participants scored highest on Social Normative scale, and a more detailed analysis of the interview data supports this statistical finding.

**Affective Identity**

**Isabel Woods.** Ms. Woods works at a Hispanic Serving Institution and self-identifies as an African American female. She scored highest on the Affective Identity Scale, but her responses to the interview questions showed that she seemed to lead more based on a sense of obligation, which falls under the Social Normative Identity scale. To her, academic library leadership is defined as “the group of librarians ranging from a dean/director down to the department heads/chairs, who work together to provide a strategic plan for the library while also ensuring that the plan is successfully carried out.” Ms. Woods is currently a department head within the reference and instruction department at her institution. She has been a librarian for over 10 years, and all of those years she has spent in academic libraries. Her responsibilities increased over the years, and she has worked in four academic libraries as a professional librarian. In addition to her responsibilities as a department head, Ms. Woods is also currently responsible for campus outreach activities, collection management, and liaison work with several academic departments.
When asked why she became a librarian, Ms. Woods stated that she was looking for a “safe” place to work. The word “safe” was later clarified to mean that she wanted a place where she could do intellectual work because she came from a home environment that was not centered on academia or “book smarts.” Although her family and friends back home were smart, she wanted to be in an environment where she could engage in academic and thoughtful discourse. As an undergraduate, Ms. Woods had the opportunity to work in her university library. She found that she really enjoyed helping people and loved looking for information. This is when she discovered that a career in librarianship would allow her to “be an intellectual, do research, and still help people in a ‘safe’ environment.” Those reasons have not changed over the years, but Ms. Woods insists they are no longer fulfilling. Those reasons “no longer make as much sense to [her] as they did 10 years ago.” When asked to elaborate on those feelings, Ms. Woods went on to explain that she feels frustrated with the profession. Although she is in a leadership position, she feels discouraged and feels she is being sabotaged by some of her coworkers.

When asked what she thought current academic library administrators need to know to better support African American/Black librarians, Ms. Woods said that they need to know that any underrepresented minority academic librarian is no different than anyone else in regards to their skills and abilities. She says that URM academic librarians “don’t need or like to be micromanaged” and that all librarians, regardless of race/ethnicity, should be treated equally. Unless the URM librarian is specifically hired to be a leader of a diversity initiative, the only leadership expectations an academic
library administrator should have for URM librarians should be within the specific area of hire.

Ms. Woods leads out of a sense of obligation and feels that if no one else steps up, she will do it herself. She wants to give back to other librarians who struggled with their careers and feels the only reward she would receive would be to know that these librarians were doing better than she did or that they achieved their career goals.

Ms. Woods says that she came in to a “broken organization” and she no longer feels her current position as a department head offers her the same fulfillment she experienced ten years ago. Because of a power struggle within her current institution, there was a general feeling of deception and negativity. As a result, Ms. Woods found herself in a library department that “on the surface claimed they wanted a new leader and change, but that has fought tooth and nail to avoid any type of change, even slight change.” She feels that she is being sabotaged by her colleagues and not getting any support from her superiors. Consequently Ms. Woods is considering leaving not only her work environment but the library profession all together, “The culture of this library, in combination with the previous place I worked, have affected my motivation to stay and lead by making me NOT want to stay and never want to lead again”. She feels she is not equipped with the skills needed to be a successful leader in this particular environment and needs new skills if she wants to be able to go back to helping others. Ms. Woods will be leaving the profession at the end of 2014 to either return to school to pursue a PhD or start a home business. After ten years of being an academic librarian, Ms. Woods feels she has “had enough” and has “taken enough punishment from this field to last a lifetime.”
Non-Calculative Identity

None of the interview participants scored solely on the Non-Calculative Identity scale.

Social Normative Identity

**KR Librarian.** Ms. KR Librarian self-identifies as a Hispanic female and has been an academic librarian since 2007. She scored highest on the Social Normative Identity scale. While earning her master’s degree in library science, Ms. KR Librarian was also a graduate assistant in the academic library where she is currently working as a tenured, full-time instruction librarian. She did not intentionally plan to be a librarian, but her background in teaching and her master’s degree in linguistics lead her down the academic librarian path. After teaching abroad for many years, Ms. KR Librarian decided it was time for a career change. She was offered a sizable scholarship and a graduate assistant position at a library school and decided to continue on the path.

Originally Ms. KR Librarian took the librarian position because it was a good opportunity and she liked the salary and her colleagues. She found that she was able to incorporate some of her “old skills” as a teacher into her new position as an instructional designer. It was a nice meld of both worlds, and she felt like she could use her creativity; however, there are many challenges in her current library that are discouraging her from remaining in the profession. According to Ms. KR Librarian, her library has gone through many drastic changes without any reasons or understanding as to why the new changes were made. There is a new dean in her library, so she is hoping for some positive changes. For example, there are several vacant librarian positions due to budget crises; she is hoping this new dean can help balance the budget and hire some, if not all, of those
vacant positions. Ms. KR Librarian also mentioned the need for a better leadership structure. Her library is considered a flat organization where no formal department heads are hired. The problems Ms. KR Librarian sees with this structure is that people who take on team leader positions are not always qualified to lead their groups. It sometimes appears that these new team leaders only take on the role of team leader for the extra money. Her hope is that the new library dean will see the flaws in this flat organizational layout and make positive changes that will benefit the library and give leadership responsibilities to others.

When asked why she did not apply for a team leader position, Ms. KR Librarian stated it was because she felt discouraged. Her former dean sent her to the Minnesota Institute for Early Career Librarians, but when she returned, she was not given the opportunity to show what she had learned in the institute. There was no follow-up either from her dean or from the Minnesota Institute itself. She said she would consider applying for a team leader position, but there just is not the opportunity to do so because the current team leaders generally stay until they retire. The increase in salary gives them less incentive to leave. Ms. KR Librarian said that current library administrators need to give URM librarians more opportunities to lead. They need to start with putting URM librarians in charge of projects and gradually increase responsibilities.

Ms. KR Librarian feels she leads out of a sense of obligation. Not only does she want to prove herself as a leader, she wants to set an example to other URM librarians and bring more diverse populations to the profession. Her sense of obligation is more than to her library or to diverse populations; it is an obligation to herself. She wants to show her management style and knows that she can be an effective leader in her
institution and in the profession. When asked if there are any other issues she wanted to bring up in the interview, Ms. KR Librarian admitted that the only reason she stays in the profession is because she is a single mother. She says she has a good salary and is tenured at her institution, but she knows she could make more money in the corporate world. Unfortunately she is not comfortable leaving the security of her library position to take a chance on the private sector.

**Biblio Beagle.** Ms. Beagle scored highest on the Social Normative Identity scale; yet her interview seems to reflect that she leads more out of a sense of desire (Affective Identity). As an academic librarian for six years, Ms. Beagle self-identifies as a Hispanic female. Before becoming an academic librarian, Ms. Beagle worked in a public library and then later became a staff person in an academic library. It was her time as a staff person in an academic library that made Ms. Beagle want to be an academic librarian. She decided to take a position far away from her home at a predominately White university in the mid-west. Unlike many of the participants in this study, Ms. Beagle’s experiences as an academic librarian are very positive.

Ms. Beagle is currently the instruction coordinator and multicultural librarian. She also serves as a library liaison to several interdisciplinary departments on her campus and handles the collection development for these areas. The instruction coordinator is a new aspect of Ms. Beagle’s job, and she is still trying to navigate her way through this new position. When asked how she is combating this challenge, Ms. Beagle states that she works in a very supportive environment. In addition to providing support during the transition from multicultural librarian to her current position, her library helped lead her through the tenure process and supported her research agenda. As a result, Ms. Beagle
was able to earn tenure a full year earlier than expected. She says there is a strong informal mentoring process at her institution and there is an expectation for all librarians to lead in one form or another.

Ms. Beagle thinks that academic library administrators need to understand the challenges URM librarians face, which sometimes include geographic locations. Although Ms. Beagle came from a predominantly Latin@ city/state, she was made to feel comfortable in her new predominantly White environment. She says it is because she was never made to feel a “token” and was provided with leadership opportunities right away. As a result, Ms. Beagle feels her background (not race) has helped her thrive in her current institution. Since a large majority of her current student population is White, a great percentage of those students are also first-generation college students from low-socioeconomic backgrounds, just like Ms. Beagle. She connects with these students based on lived experiences rather than ethnic or racial background.

Although Ms. Beagle is seemingly happy at her current library and enjoys taking some leadership roles, she does feel a sense of frustration when her colleagues do not step up and lead. She then feels obligated to take on more leadership roles in order to get the desired outcome her library needs.

**Paul Rose.** Mr. Rose is an academic librarian who works at a large research one institution, and he scored highest on the Social Normative Identity scale. He self identifies as a Mexican-American male. When asked how he defines academic library leadership, Mr. Rose says there are three components: the willingness to step forward, the obligation to speak up, and finally the opportunity to mentor others. Mr. Rose uses these components in his leadership style. He has been a librarian since 1995 and worked at
several university libraries until he came to his current institution in 2001. Mr. Rose is currently managing several units in this library, including the cataloging, the acquisitions, and the maps departments.

One of the main reasons Mr. Rose became a librarian was because someone recommended it to him. He was working in the interlibrary loan department at his undergraduate university when the Government Documents Librarian told him about opportunities in library science. At that time, Mr. Rose worked in a very supportive environment and was encouraged to seek his master’s degree. Another reason Mr. Rose wanted to become a librarian is because he saw it as a “very accepting” and “liberal” profession. He found his politics coincided with the politics of librarianship: “freedom of information,” “open access,” and intellectual challenge. When asked if his reasons for becoming an academic librarian have changed over the years, Mr. Rose said no.

While Mr. Rose is in a supportive environment and enjoys his management position, he still faces some challenges when it comes to supervising some of his subordinates. Part of those challenges is trying to motivate them and dealing with problem workers. He has the fundamental belief that people generally want to be productive so he approaches difficult persons with this mind-set. He does not get “hung up on the process” and instead lets his subordinates get the job done the way that works for them. For the most part, this mentality has helped Mr. Rose deal with difficult situations, but on rare occasions, he has had to take it up to the top. On those very rare occasions, the problem worker had to be terminated.
Still, Mr. Rose enjoys working at his current institution and reminds himself of the mission of the library each time he faces a difficult decision. He believes in what his library is trying to do as an organization and believes that his relationships with current administrators (and his co-workers) are positive and “everyone is buying into the bigger mission”. Part of that mission means understanding the diversity of the campus community. Mr. Rose believes current administrators need to hire people from diverse backgrounds to reflect the community in order to “relate to our users and be able to then allow them to fulfill their goals and objectives....”

As a follow up to that answer, Mr. Rose was not sure if his race/ethnicity plays out in his motivation to lead in his current library. He says he is a product of his experiences, which includes race and ethnicity to some degree, but he does not necessarily approach academic librarianship from that perspective. Instead Mr. Rose provides his expertise based on his evaluation of each situation, not necessarily his identity as a Hispanic male, “I don’t wake up in the morning and say, ‘I’m going to go and work and present the Hispanic perspective’. I get up and say, “I’m going to go to work and do the best I can to provide… the services that my users need….’”

Thinking about his leadership style, Mr. Rose feels satisfied, even proud, of the fact that he leads a very productive team that contributes positively to the mission of the library. However, he also feels there is a sense of obligation to his leadership style as well. He has a desire to play “a positive role in society” and feels his position as his current library allows him to do that. When asked if he ever feels like he leads based on the benefits and rewards he receives, Mr. Rose laughs and says, “I don’t think I base it off benefits and rewards… I’m not paid… in general what we as profession should be paid!”
Mr. Rose is very much an optimist and feels like the library world has made positive strides in regards to underrepresented minorities in the workforce. He fully recognizes libraries still need to do more, but he does not concern himself with being the representative “successful Hispanic… or the successful gay person, or the successful whatever”. Instead Mr. Rose concentrates on being a successful person and strives to do the best job he possibly can.

**Carmen Pimentl.** Ms. Pimentl scored highest on the Social Normative Identity scale, and she has been in the library profession since 1991 and has been in academic libraries since 1998. She self-identifies as a Latina and is currently working in reference and instruction at her institution but does not feel comfortable divulging much else regarding her current position except to say that she is actively involved in her library’s information literacy committee. She became a librarian because she was trying to find something that matched what she enjoyed doing. She had worked in the for-profit sector for a while and found that she needed something more in her life other than making money to help her feel more fulfilled. At first she was drawn to public libraries because she wanted to work directly with Latino communities, “to specifically work with books, literacy, cultural things, and connecting that to the community.” Since her change to academic libraries, she has faced a lot of frustrating moments that have taken her away from the community she loves to serve. As an academic librarian, Ms. Pimentl has had the opportunity to work with researchers and to even pursue her own research interests, but she feels she remains in the position because it pays well and she now has a family to support.
The challenges Ms. Pimentl has faced have been in dealing with the bureaucracy and the administrators of her institution. She feels isolated and undervalued. She noted that the people at her institution who seem to value her more are often outside of her library. As a result, Ms. Pimentl says she has lowered her expectations of her current library and looks outside its walls for support. She says she has reached the point where she no longer has the energy to put herself out there to be a leader in her institution. In the beginning when she actively sought leadership roles in her library, she was often met with resistance and was even over-looked for managerial positions. At one point Ms. Pimentl went to her human resources department to get a file with all the comments people on search committees were making about her and discovered these people said things such as “out for yourself” or “so ambitious” or “not a good fit.”

These comments were disheartening to Ms. Pimentl. She has done years of research on the recruitment and retention of URM academic librarians and found herself facing the exact same problems she was writing about in her articles. She says she is burned out and disillusioned with the profession and therefore has chosen not to write on the topic anymore. When asked why she has chosen to stay at her institution, given the hostile work environment, she says it is mainly because of family. Her children are young and still in school, and she does not want to uproot their lives. She also has a decent salary and benefits that she does not want to lose.

She leads out of a combination of satisfaction and obligation. There is a certain satisfaction of knowing that she did something good for the community and for her students, but she also feels a sense of obligation, like she has to “pay-back” those who
sacrificed and opened doors for her: “I’m here because of other leaders… librarians of color that came before me and the spaces that they opened up….”

Rasheda Dotson. Ms. Dotson scored highest on the Social Normative Identity scale, which is consistent with the responses she gave in her one-on-one interview. She is a self-identified Black woman who has worked in both public and academic libraries for over 13 years but has been a professional librarian for the last two years. Ms. Dotson made the transition from public to academic libraries because she wanted to be a subject specialist and did not want to do public programming. The reason she became a librarian in the first place was because she had two jobs in her undergraduate years working in a bookstore and being a tutor for foster kids. She decided to combine both elements of working with books and helping people learn. Since being in the profession officially for two years, Ms. Dotson’s feelings about becoming a librarian have not changed much, but she has found new reasons. For example, she realized how few African Americans there were working in libraries. Early on in her career she knew she wanted to impact librarianship in a way that acknowledged and served people of color.

There are challenges that Ms. Dotson faces in her current position, but isolation is not one of them. Even though her area is located outside of the library because it is a special collection and physically has its own space, and even though Ms. Dotson is not considered a library faculty member, she is instead considered an administrative professional. As an administrative professional, she is responsible for providing the same information literacy services but without adequate resources.
Despite these challenges, Ms. Dotson still feels very motivated to lead in her current library environment. Her position is unique in that she works within the Black Cultural Center on her campus and most of the staff she works with is African American. They collaborate to create programming and services that cater to African American students and highlight the African American culture. However, she is the only one of two African American librarians within her university library system, which makes her feel “a bit discouraged”. Ms. Dotson finds it “ridiculous” that she is still finding herself in work environments in which she is the only African American librarian, and often the only person of color. That is one of the motivating factors of her staying in the profession. Although Ms. Dotson states that she leads out of a sense of satisfaction, she still feels somewhat obligated to stay. Dotson says she wants to positively impact African American lives by equipping them with the resources they need to become information literate and playing a role in making libraries culturally aware of the people they serve. She feels that current academic library administrators need to show that they, along with their greater organizations, support diversity through collections, services, programs, and staffing, and they are not relying solely on URM librarians to provide all of the diversity that exists in the library.

Serena Smith. Ms. Smith is an archivist at a Hispanic Serving Institution and self-describes as an African American female. She received her degree in library science and has always been an archivist since receiving her degree. Ms. Smith scored highest on the Social Normative Identity scale. She describes academic library leadership as people who encourage leadership within organizations and delegate authority to others. When
asked if her reasons for going into academic librarianship have changed, she claims they have not changed but now she wants to get a PhD.

As a person of color, living in an extremely conservative state, Ms. Smith feels she has a lack of agency because of who she is. Therefore, she looks for leadership roles outside of the library because there are no leadership opportunities within her institution. She wishes that academic library leaders would recognize the leadership potential in others, especially people of color. She recounts a story of a White colleague who started at the same time she did and that colleague was taken to lunch. She was never mentored in such a way and never invited to lunch. She wants current leaders to open their eyes and pay attention to those individuals who have not had the same opportunities that others have. Leaders need to have an awareness of the system they create and take note of whom it is they are leading.

Ms. Smith says she leads out of a sense of obligation because there is only one other African American person who is tenured in her institution. She recognizes there is a vacuum and jumps in to fill the void when no one else will do it. She says it is important URM academic librarians have a voice. She also leads because she sees the benefits of leading, not benefits within her own library but rather outside. The provost invites her to be on campus-wide committees because she is known and valued outside her building, but her library colleagues do not seem to offer the same respect. When asked if she would ever consider leaving her institution, Ms. Smith says no because the benefits outweigh the lows. She is very well funded, is able to travel extensively for her career, is known in the profession, and is also well-respected on her campus.
**Sandra Marks.** Ms. Marks is the associate librarian and self-identifies as a Black/African American female, and she scored highest on the Social Normative Identity scale. She has been a librarian since 1997 and head of many libraries in the past. Ms. Marks is in charge of outreach, reference, and instruction in her current institution, and several staff report directly to her. Although she is part of a larger library organization, she is the only librarian in her building. Ms. Marks became a librarian because she already had a social sciences background and studied race, class, and gender. There were no college graduates in the family so she decided to go into librarianship to help her community. When asked if her reasons for becoming a librarian have changed, Ms. Marks says those reasons made sense to her when she was young; however, her energy is now very low. The people in her environment are privileged and not at all the population she envisioned helping. She feels very ambivalent about her career choice now.

Ms. Marks was asked about the challenges she faced in her current position. While she feels supported at her institution, she does not feel connected to other librarians. Now instead of fitting in, she feels she is more of a “chameleon”. She says her current library affects her motivation to stay and lead by using its resources to develop and grow. When asked what she thinks current academic library administrators should do to help encourage URM academic librarians, she says they need to pay attention to *why* there are so few URM librarians. She says it’s a very isolating profession when one is the only person of color in the institution.

When asked how her race/ethnicity plays a part on her motivation to lead, Ms. Marks says it plays a large role. She refers back to her original goal of going into librarianship: “I need to diversify this thing!” There are so few URM academic librarians
in leadership roles; it’s easy to get jaded. While she mainly feels the need to lead based on a sense of obligation to “diversify this thing,” Ms. Marks also contends that she leads based on group composition. She considers herself a team player and likes the feeling of leading, but she will not take the reins unless asked or no one else steps up to the plate. She feels very collegial but not as much with her White counterparts because they tend not to be as collegial with her.

Ms. Marks ends the conversation with how difficult it is to get a leadership position in academic libraries now. Ten years ago she felt she could have gotten any job she wanted but not anymore. She feels the profession pays lip service to diversity and instead plays it safe by hiring traditional librarians instead of taking a chance on librarians of color. It’s easier for them to “go with what they know”.

**Sarah Anderson.** Ms. Anderson was available to interview via Skype. She is a confident, woman who self-identifies as a Black/African American female. Ms. Anderson is head of special collections in her library. She has been a librarian for one year and became head of special collections in 2013. Although this is technically a new position for Ms. Anderson, it is not a new experience. She already has special collections, instruction, and budget experience from a previous job. Ms. Anderson scored highest on the Social Normative Identity scale.

Ms. Anderson defines academic library leaders as people who assume responsibilities of academic library needs and successfully facilitate and delegate said duties. Like many of the other participants, the reason she became a librarians is because she grew up in libraries and decided to take a job in her school’s library when she was an undergraduate. Her reasons for becoming a librarian haven’t changed much, but she
stated that she wants to be known as the face of librarianship and replace the stereotype of the “White lady in a bun”.

One of the challenges Ms. Anderson faces in her current position is that there is so much to do and it can be overwhelming. As the Skype interview went on, she had to stop the interview a few times to answer peoples’ questions or answer the phone. She says she feels like she is the only person working in her department. Ms. Anderson will not leave the position anytime soon because she feels invested in the institution. She considers herself “homegrown” because she attended her institution as an undergraduate, worked in their library, and now is a librarian in the same library. However, she did say that she plans on leaving for more opportunities if she does not get the directorship position at her current institution when her current library director leaves. Ms. Anderson says that staying at her institution would be ideal and that her race/ethnicity does play a role in her desire to lead because this institution is an HBCU. However, leadership in her institution is not necessarily all African American/Black because of its status. When asked to think about her leadership style and why she chose to be a library leader, Ms. Anderson stresses that she leads based on a sense of satisfaction because she loves showing people new skills. She feels she also leads based on obligation because no one else in her department seems to want to advance and she feels if she doesn’t do it, “it’s not going to get done”. Finally, Ms. Anderson feels she leads based on the benefits and rewards she will receive in the long-run. Not only does she get to learn new skills herself that will be transferable, she gets to put these things on her resume, which will later help her get a new leadership job if she needs one.
When asked what she thinks current academic library administrators need to know to better support URM academic librarians, she stressed that they need to understand that these librarians are not tokens. People of color tend to be diversity officers, but don’t force them to do it if there are others who are more qualified to be diversity officers. Ms. Anderson goes on to say that academic library administrators should not label people of color and automatically assume they will represent all diverse populations or be the official spokesperson for their race/ethnicity.

The thing that Ms. Anderson seems to struggle with the most is her desire to “toot her own horn”. She does not know why, but for some reason she feels uncomfortable accepting kudos for accomplishments. Her thought is perhaps she has a subconscious repulsion to drawing attention to herself and getting recognition for doing a good job.

Chicano Librarian. Although his interview states he is most interested in leading based on his desire to lead (Affective Identity), Mr. Chicano Librarian scored overwhelmingly higher on the Social Normative Identity scale. Mr. Chicano Librarian is a library dean at a large state university, which happens to also be a Hispanic Serving Institution. He self-identifies as a Chicano male and has been a librarian since 1974. His road to librarianship began during his freshman year in college when he took a job in his university library as a student assistant. That led to his love of libraries, and he accepted a part-time staff position and eventually a full-time clerical position in the same library. He was later asked to develop one of the first Chicano Studies collections in the United States. Mr. Chicano Librarian found himself identifying and acquiring materials, writing bibliographies, and providing specialized services before he even became a professional librarian. Although his undergraduate degree was in accounting, Mr. Chicano Librarian
decided to accept a fellowship to attend library school. Upon graduation, he took a position as Assistant Head of Public Services, overseeing reference and circulation, at his alma mater. As the years went on, Mr. Chicano Librarian’s interests and responsibilities increased. He continued to accept leadership roles both within his academic library units and also within the greater library community: President of the Association of Latino Faculty Staff and Students, President of the REFORMA Educational Foundation, and elected member of the ALA Executive Committee.

Mr. Chicano Librarian’s passion for libraries stems from when he first decided to become a librarian. He wanted to serve in a capacity that would contribute to the improvement of the educational, social, and economic status of Latin@s in the United States. Believing that information and knowledge are power, Mr. Chicano Librarian wanted to make sure that the history and culture of Latin@s were well-represented in the collections of academic libraries. He also wanted to make sure the proper levels of services and the right kinds of services were available to Latin@ populations. Finally, Mr. Chicano Librarian wanted to ensure that libraries had an adequate number of Latin@ librarians. When asked if his reasons have changed over the years, he explains that he is even more motivated now than ever because while some conditions have changed for Latin@s, this population continues to be under-represented and under-served.

Some of the challenges Mr. Chicano Librarian has faced in his tenure are not surprising. They include decreasing annual budgets, resistance to change or new ideas, and a library that was underutilized by the campus community. As the current dean of this particular academic library, he says they have learned to live within their means. He also says that although some employees (he calls them “team members”) have a hard
time accepting change, a good solution is to provide opportunities for professional/staff
development and include all team members in discussions and decision-making. For the
most part he finds that people will eventually come around. Those who don’t, eventually
move on or retire. Mr. Chicano Librarian advocates for slow, well thought-out, organic
change. This helps team members to adjust their frame of thought and prepare
themselves for the change. Another thing Mr. Chicano Librarian did to combat one of
the challenges he faced when taking his current position was to implement policy and
programmatic changes designed to increase use of the library and its resources. This
included simple things such as allowing food and drink in the library, implementing a
lecture series, and establishing a marketing committee to help with marketing the library
to the campus community. As a result the library has established new service
departments, re-designed some spaces to help library patrons feel more comfortable, and
submitted a plan for refurbishing the expansion of the library building.

The culture of his current library had a reputation of keeping people “in their
place”. Mr. Chicano Librarian felt that creativity and initiative were not practiced
because the previous campus administration was not very supportive of the library.
However, the current administration is very supportive of Mr. Chicano Librarian, which
allows him to encourage his team members to “push the envelope,” take calculated risks,
and try new things. Mr. Chicano Librarian suspects that some of the people in his current
institution were “not happy with having a Mexicano as an administrator” because their
body language.

When asked if his race/ethnicity plays on his motivation to lead in academic
libraries, Mr. Chicano Librarian says he believes URM academic library leaders serve as
role models, especially when they serve as mentors to students, staff, and other librarians. He works to encourage students and staff to consider and pursue librarianship as a career. He feels his leadership style is both “collegial and participatory,” and he leads out of a sense of obligation and enjoyment. Since he was a young man, he has been entrusted with leadership roles, and he takes these opportunities very seriously. Mr. Chicano Librarian says more needs to be done to promote librarianship among URM, especially Hispanic/Latin@.

Both Affective and Non-Calculative

Ira James. Interestingly, Ms. James is the only participant in the second phase of the study to have scored equally high on both the Affective Identity and the Non-Calculative Identity scales. Ms. James is a director at an academic library in the South East. She self identifies as a “Black, not African American” female. Ms. James said she felt “out of place” at one of her previous institutions which was an HBCU because they were satisfied with what they were doing and did not want to learn or do new things. Needless to say, she left to pursue more challenging roles.

Originally planning on earning a law degree, Ms. James dropped out of law school after a year and decided to pursue a degree in library science. When asked why she decided to do this instead, she stated that she wanted to hold intelligent conversations. The reasons for her becoming an academic librarian have not changed. She likes being in an academic environment and knows people actually want to be there.

A challenge that Ms. James has faced in her tenure as an academic librarian, more specifically as a library administrator, is that she appears to be younger than she actually is. Many times outsiders will treat her as a subordinate, and she has to correct them and
tell them that she is actually the library dean. Often times many of these same offenders are the faculty who work on campus and feel the library must meet their specific needs, rather than the needs of the students. As a result, Ms. James feels like she is always educating these people on what the library’s purpose is on campus and what her role as the library dean actually means.

Ms. James says that she hopes her academic library administrator colleagues can see that URM academic librarians are just as smart as everyone else and not all librarians are built to “fit the mold”. When asked what her motivation is for leading, Ms. James says she initially started taking on leadership roles to move up the ladder for financial gain, but she now likes to mold other librarians and influence (not mentor) these people. This is why she has started teaching online library courses to future librarians. Ms. James is a determined person who likes having goals and doesn’t like to give up. Her motto is “I want to prove you wrong!”

Both Social Normative and Non-Calculative

Gordito Renquito. Mr. Renquito is a self-identified Latino who scored equally highest on both the Social Normative Identity and the Non-Calculative Identity scales. He is not shy and not afraid to speak his mind. The interview was conducted via Skype, and when the researcher noticed Mr. Renquito was in an open area where his peers could hear his interview, he laughed and said he had nothing to hide. It was refreshing to see confidence and challenge to the status quo of librarianship because he has often found himself one of the only URM academic librarians in different environments. Mr. Renquito enjoys ruffling feathers when needed and stands confident in his knowledge,
talents, and record as a successful academic librarian, regardless of his physical abilities or his race/ethnicity.

Challenging the status quo comes naturally to Mr. Renquito. As an immigrant to the United States, he came to this country as a child and as a person with a physical challenge, Mr. Renquito speaks his mind about injustices and inequities in academic librarianship. He describes academic library leadership as an effort on the part of library planning and carrying out the mission. This goes beyond library managers; he stresses that everyone in the library should do these things.

Mr. Renquito came to librarianship through his studies as a doctoral candidate in History. Once he realized he no longer wanted to be in that field, he changed his studies to librarianship and has been an academic librarian for eight years. He is now in charge of collection development and the liaison to several academic disciplines at a large research institution. When asked to think about the reasons he became a librarian, he admits that it was not his first choice. Mr. Renquito wanted to be a historian, but he took a job at an inner city public library to make ends meet and decided to become a librarian after that.

Not surprisingly, like many of the librarians in this study, one of the challenges Mr. Renquito faces in his current position is communication. The communication between the library administration and the librarians and staff is so strained that a consultant was brought in to help remedy the situation, but according to Mr. Renquito, “Consultants are wonderful. They come up with a wonderful theory, but when it comes to the day to day mechanics, that’s where things break down”. That’s when he feels like the system fails and he feels like he’s trapped in the movie “Groundhog Day” and the old
patterns keep repeating themselves. The way Mr. Renquito deals with these issues is to build relationships. He says he has taken people in the library out to coffee, lunch, or dinner in order to cultivate relationships and encourage healthy communication channels. Regardless of the challenges Mr. Renquito’s library faces, he will not leave because he is tenured and feels comfortable there. Plus, since he is one of the only few URM librarians at his institution, he feels it will leave a gap in their personnel.

There are very few African-American and Latin@ librarians in library leadership roles in academia so he stays to help fill that gap because so many of them are led into public librarianship positions. Therefore, Mr. Renquito says that current academic library leadership needs to know how to make academic libraries more attractive to URM librarians. In his opinion, this starts at the high school level where counselors should start directing students of color into more challenging professions, and that is where the library administrators can work closely with high school counselors. Since this partnership is not happening, and since there are very few URM librarians, Mr. Renquito stays in the profession and leads out of a sense of obligation: “we are having to still provide the same level of service that we’ve always been expected to provide, but now we’re doing it with less, and so there is an obligation, not only to my colleagues, but also to my students”.

**Results of Interview Questions**

**Leadership definition.** When asked how they defined leadership, each participant stated something different and yet there was a recurring theme of transformational leadership throughout each answer. Leadership was defined as more than managing the day-to-day events that happen in a library building. They believe that
the role that academic library administrators play in planning, implementing, overseeing, and evaluating the products and services they provide is leadership. Every participant stated that library leadership involves articulating a vision for the continued development of the organization through implementing innovative change to enhance student learning in transformative ways. Some of the most transformative ways mentioned by participants included hiring diverse librarians, increasing information literacy, and improving technology. Each participant affirmed that leaders have a responsibility to motivate every member of the organization by clarifying their roles, setting clear goals, and involving all members of the team to participate in some decision-making roles.

**Lack of diversity.** All participants expressed concern for lack of diversity in the profession. One person even said that she realized how very few African Americans were working in librarianship and acknowledged that may have had something to do with why she did not originally think of becoming a librarian at first. She later says that she is glad she gave librarianship a second look because she would have missed opportunities to participate in a profession she now loves.

Some participants said current library leadership was not doing enough to help combat the issue of lack of diversity. Ms. Pimentl felt that for current academic library leaders, diversity is “just lip-service”. Likewise, Ms. Dotson, who works at a large institution that prides itself on diversity, stated that she was extremely disappointed in her university and expected more from them. She, like many others in this portion of the study, found themselves the only people of color at their institutions. Mr. Renquito said that he challenges his library administration to hire more diverse librarians but nothing seems to come to fruition.
The lack of diversity was so prevalent at Mr. Chicano Library’s institution that a few months after he arrived in his new position as dean of his library, a person who was just introduced to him said “Gee, you certainly do not look like a dean. You look more like the guy that fixed my roof last week.” Mr. Chicano Librarian said he was so shocked that all he could do was walk away. The person who said this to him has since retired from the university.

Many of the participants in this study, with the exception of one, found themselves challenged and questioned more than their White counter-parts. They deduced it was based in part to their race/ethnicity and felt that they to work twice as hard at their jobs to prove themselves.

**Reasons for becoming a librarian.** Before becoming library leaders or seeking positions of leadership in the field, these underrepresented minority academic librarians chose to become librarians for many reasons. They each stated in one form or another that they had “a bigger goal than just making money” because going into librarianship is much like going into teaching. Unless one acquires higher levels of upper administration, the pay for academic libraries is not lucrative. Some stated they wanted to foster their love of books and learning. Ms. Woods, for example, wanted a “safe” place to interact with academics and have intelligent conversations. Although her home life was loving and supportive, no one in her family went to college. Ms. Woods felt the need to be among academics and discuss scholarly ideas with others like her. While she does engage in these scholarly communications, she is still disappointed in how some of her colleagues treat her. Ms. Woods, like the other participants in the second phase of this study, stated that she really enjoyed the idea of working with researchers and found that
publishing and presenting their own research was very fulfilling. They all liked the idea of contributing to a body of knowledge and adding their voice to the scholarly communication landscape of academia.

Most of the participants stated they wanted to help increase the diversity of librarianship. Ms. Dotson, specifically, said she wanted to “impact librarianship in a way that acknowledged people of color….” She and others were approached by librarians they knew to consider librarianship and were encouraged to apply for diversity scholarships. Several of the interviewees mentioned library school scholarships and how that helped to influence their decision to become librarians. Many of them admitted to wanting to be public librarians first because that is how they were “funneled” or they felt they would be closer to their ethnic/racial communities.

Some were drawn to the public library first because those environments were more open to the communities they served. Mr. Renquito worked in an inner city public library and thoroughly enjoyed his work there, but he later sought an academic library position to fulfill his need to be connected with research and academia. Like the others in this study, Mr. Chicano Librarian wanted to serve in a capacity that would help the underserved, but for him he specifically wanted to help “the improvement of the educational/social and economic status of Chicanos/Latinos”. He strongly believes that information and knowledge on how to use that information is power. His reasons for becoming a librarian have not changed because he continues to serve the under-represented in his community, especially now as a library dean in an HSI. He worries that Latin@s are still at the bottom in terms of educational attainment and looks for ways of helping to improve their chances of succeeding at his university by implementing
library policies and contributing to university policies that affect Hispanics/Latin@s in
his community.

**Reasons change.** For many, the reasons for becoming a librarian did not change
over the years. As an example, Mr. Rose stated how he focuses on his library’s mission
and rests in the fact that he and his staff do their best to fulfill that mission. However, the
challenges faced in the profession by some of the participants have made them reassess
their desire to stay in the profession all together. Many of the participants stated the
main reason they stay in the field is because they have earned tenure and/or have family
they cannot easily move.

Ms. Woods, Ms. Pimentl, Ms. Smith, and Ms. KR Librarian all said they were
dealing with especially difficult work environments and no longer felt the same desire to
remain in the profession as they once had. They talked about going back to the private
work sector or going back to graduate school to earn a PhD. The reasons they, and others
in the study like them, remain are based on convenience and obligation. Too often,
librarians and other leaders find it necessary to move to get ahead. It is difficult to find
an academic library position of equal or greater responsibility and pay if one is not
willing to move out of state. Several participants had children in school or spouses with
decent paying jobs and did not feel comfortable uprooting their lives for another job and
more uncertainty. Most of the participants received tenure (or the equivalent thereof) at
their institutions and did not want to start the process at another university.

**Professional challenges.** A lot of the librarians interviewed for this section stated
they faced many challenges in their current positions. Words such as “isolated” and “not
valued” surfaced throughout their dialogs. One person claims to have been denied a
higher position in her library because of her library colleagues’ misperceptions of her personality and her intentions, “[They were] portraying me as like this selfish person because I had put myself out there….”

Ms. Woods found frustration with the organization in which she currently works, “It is truly what I call a broken organization.” She feels she walked into a toxic environment and now is a target for her colleagues to take aim and vent their own frustrations at her. She, Ms. KR Librarian, and Mr. Renquito all said that communication was one of the biggest issues at their institutions. In these cases the higher administration does not seem to communicate well with their libraries and perhaps as a result, the library administrators do not communicate effectively with their librarians or staff. Ms. KR Librarian says that one of the biggest frustrations for her was when her library administration would force radical changes with no evidence to support the reasons for mandated changes. Mr. Renquito compares communication at his institution to that of the movie Groundhog’s Day because ideas are repeated annually and never actually come to fruition, “So we talk about ‘Oh, let’s break down silos.’ ‘Let’s collaborate. ‘Let’s communicate…,’ and we don’t do that!”

Many of the participants stated they needed more or did not receive any mentoring at their institutions. Ms. Smith was uncomfortable answering the question regarding the challenges she faced at her institution because she felt it would identify her, but she did feel comfortable sharing her disappointment in mentoring at her institution. She found that at least one of her White colleagues was invited to lunch by the “top administrators” and asked about career trajectory. Ms. Smith, on the other hand, was never treated to lunch. Both Ms. Pimentl and Ms. Smith state that people who value their
work most “are often outside of the library”. As a result, they find themselves seeking
mentorships and support outside of their libraries. They have learned to lower their
expectations of their library colleagues, superiors, and their institutions themselves.
Contrary to those stories, Ms. Beagle, Ms. Anderson, and Ms. Marks said they all felt
supported at their libraries. Ms. Beagle expressly commented that she was fortunate to
receive enough mentoring and encouragement from her library leaders that she was able
to earn tenure a year earlier than expected. Ms. Anderson also says she is receiving a
great deal of mentoring at her library, and her dean is actually grooming her to become
the next library dean.

Ms. Dotson is head of a cultural center on her campus and says she faced many
challenges because she is not only new to the position but also fairly new to the field of
librarianship all together. She is also not considered a faculty member, like the other
librarians at her institution, and her cultural center is not wholly integrated into the
greater library system on her campus. Although she has these things stacked against her,
she is still expected to provide the same types of services to their students without
adequate resources and feels she and her staff must stretch their capacities and increase
their flexibility and creativity to accomplish their instruction and service goals. Ms.
Dotson, like others in this study, found herself to be one of the only librarians of color at
her institution, “I’m the only African American librarian here… and not a faculty
member, which makes it feel like I have less, I don’t know, influence… I have to work a
little bit harder to kind of prove myself here.”
Other challenges faced by participants in this study are decreasing annual budgets and resistance to change. KR Librarian reports that several faculty positions in her library have not been filled because of university budget constraints. As librarians at her institution quit or retire, those positions are not filled and the workload for the remaining librarians increases substantially. Mr. Chicano Librarian says that as a dean, he is always trying to push the envelope with implementing change and motivating his staff to buy into his vision for the future of the library, but he is often times met with a great deal of resistance from “team players” who find comfort in the status quo. In those instances he encourages them as much as he can, “Just like you do a team player… in baseball… [if] they’re not… batting or running,… the coach needs to talk to the team member” and let them know they’ve become a “weight on the team”. Mr. Chicano Librarian is finding that those most resistant to change either retire or leave. Echoing this stated challenge is Mr. Rose. Although he says his staff is generally motivated to do good work because they believe in the mission of the library, he still finds it challenging to deal with managing and supervising difficult people. Mr. Rose claims there are very few difficult people under his supervision, but he states that he has learned from those experiences and helped the worker grow or, in some extreme cases, he has had to “move through the process all the way to the unfortunate ending of terminating an employee”.

Motivations to stay. Ms. Beagle, Ms. Marks, and Ms. Anderson feel supported in their libraries and that helps increase their motivation to stay and their desire to want to lead. Ms. Anderson is actually a graduate from the same institution and feels a strong sense of investment and commitment to her organization because she is “homegrown”. Mr. Chicano Librarian says that his current upper administration is very supportive and
encourages his creativity and initiative in creating a library the whole campus community can be proud of. As such, he says he and his library faculty/staff “push the envelope” and that has encouraged him to stay. Mr. Rose feels a motivation to stay and lead because he believes in his institution’s mission statement and feels his colleagues strive to provide the best possible service to patrons based on that mission statement. He goes on to say that the upper administration have formed positive relationships with faculty and staff, and he feels that has contributed deeply to morale and desire to want to stay.

Other participants in this study did not feel a commitment to their institution based on support received. Instead, they choose to stay to use the opportunity for them to be able to help diversity issues in their library and in the library profession. Ms. Pimentl said that despite the challenges she has faced at her current institution, she will continue to seek leadership positions within her library because she wants to be able to recruit, hire, and promote other underrepresented minority librarians of color. Although Ms. Dotson is not considered faculty like her other library peers and is the only African American librarian on her campus, she is motivated to stay because she is the only African American librarian on campus: “I think it’s a double-edged sword because I’m motivated by being the only one, but on the other hand, it’s actually not really that great being the only one.” Ms. Dotson goes on to say that she thinks it is ridiculous that she is still finding herself in work environments in which she is still a minority. Although the biggest motivator for Ms. Dotson to stay and lead in libraries has been to contribute to the diversity of her campus and profession, her other strong desire is to positively impact African American lives by equipping them with the resources they need to become successful college students. She does not want to leave because she is head of their
Black Cultural Center on her campus and primarily works with African American staff that collaborate to create programming and services that cater to Black students.

Other motivating factors deal with educating outside entities regarding the library profession. Ms. James works at a smaller, private college and finds herself motivated to stay and lead in her environment because she wants to educate her university on what librarians actually do. “I’m dealing with a problem of people thinking the library being everything but the library. And… they want the library to solve their problems when they’re at the mercy of… having a [last] minute deadline.” Ms. James says that teaching faculty at her institution are the ones whom she must educate the most on this issue, “I’m not the bookstore, I’m not, I’m not your babysitter, I don’t do your papers.…”

There are some librarians who have stated they no longer want to stay in their institutions. Ms. KR Librarian and Ms. Woods have lost their motivation to stay and lead in their institutions, but they feel they cannot leave because of their outside obligations. Ms. KR Librarian says she was asked to attend a highly competitive and well-respected national leadership institute for academic librarians from underrepresented backgrounds, but when she returned to her university with the hopes of sharing what she learned, she was never provided with the opportunity. “That was a great program, and I loved it… I learned a lot, and I met some really great people… I was really appreciative that [the library dean] wanted me to do that, but nobody followed up with me. There was nothing to do after that!”

Ms. Woods blatantly states that she has completely lost the motivation to lead in her library because she feels she does not have impact as a leader there. She credits the negativity of the organization in part, but also says that she feels she needs to learn new
leadership skills that will help her deal with dysfunctional situations. At the time of this interview, Ms. Woods was actively applying to graduate schools that specialized in granting doctorates with an emphasis in organizational behavior.

Although Ms. Marks does not state any specific problems in her library, she also does not feel motivated to stay and lead in her current environment. Ms. Marks has been in her library for over ten years and says it is because she is “a known entity” and “they know what I’m already capable of.” It is because of this feeling of familiarity that she is contemplating seeking leadership opportunities elsewhere.

**What current library leaders need to know.** All participants expressed the desire for library leaders to hire a more diverse workforce (Mr. Rose and Ms. Marks stated leaders needed to think beyond race/ethnicity in their hiring practices). The bottom line was that the workforce needed to have the ability to relate to 21st century library users and have the ability to help these users fulfill their educational goals and objectives. In addition to hiring diverse staff, Ms. Dotson specifically said that library leaders needed to support diversity through collections, services, [and] programs” as well.

Many of the participants acknowledged that current library administrators are not aware of the diversity issues in their own libraries and make no real visible effort to address the changing needs of their profession and their libraries. Instead, according to Ms. Pimentl, library administrators are focusing more on issues of technology or state/nationally-mandated ideas rather than on the diversity within their own walls. One person specifically said that library leaders should take a good look at themselves and ask why they have such little diversity in their libraries. Ms. Marks says that if libraries are not attracting a diverse work force, leaders should not only look at their recruitment
tactics but also closely examine their retention and promotion efforts. Others echoed this sentiment by stating library leaders needed to “make an effort” and “put themselves out there”. However, the participants cautioned against disingenuous efforts.

Several of the respondents repeated phrases such as “I’m not the token,” “spokesperson,” “poster child” of their race/ethnicity and advised current library leaders against making their underrepresented minority librarians the “diversity librarian” if they have no desire to be such: “Yes, I’m Black and it’s fantastic, but that’s not all I am. I have the same skill-set as anybody else. I might even have a better skill-set than some!” Ms. Anderson states that in this day and age underrepresented minority librarians still have to “be that much better, that much faster, [and] that much smarter” than White counterparts, “but we don’t have to be the token”. She feels that if leaders allow librarians from diverse backgrounds to be pigeonholed as solely the “diversity person”, the danger is that librarian will not be seen for his/her potential leadership in other aspects of librarianship.

In short, participants stated that library leaders must get to know their librarians better and avoid labels. Mr. Chicano Librarian says that as a library dean, he does his best to get to know his librarians’ career paths in order to understand how best to support their leadership potential. He wants to know their aspirations and compares those to the types of opportunities currently available in his library. He says that academic library leaders need to better assess their professional development tools in order to create more opportunities for their library workers, especially librarians from diverse backgrounds. Ms. Smith says that leaders need to have an awareness of their library systems, “Open your eyes sometimes and see who has not been given these opportunities and why.”
Oftentimes, Ms. Smith says, underrepresented minority librarians are overlooked because library leaders do not take the time to consciously assess the needs of their librarians.

Part of being aware of the environment is also being aware of the fact that many academic librarians move from completely different parts of the country, and that may pose another set of challenges to underrepresented minority librarians. Ms. Biblio, for example, moved from an area of the country densely populated with Hispanic/Latin@s to a state that was significantly different and thousands of miles away from her family and friends. She said she was fortunate enough to have the support she needed to acclimate to her new environment successfully. That success was due in part to the fact that her current library administration provided resources to help her build new support systems. Ms. Biblio says that library leaders must provide additional training and not force the underrepresented minority librarian into a “pre-designed mold” that may have worked for other librarians in the past. She stresses that leaders should allow underrepresented minority librarians the opportunity to explore their options in order to help them develop the leadership roles that fit them.

[A]llow them to see themselves and how they fit in that library and not just as the token Latina, not as the token African American librarian, but to really see how their role fits and how their voice and their perspective are heard.

**Race/ethnicity on MTL in current library.** A majority of the librarians in their interviews stated that their race/ethnicity played a large role in their motivations to lead: “Students kind of look up to me… I’m sort of in a position to speak up for them… [and to] speak up for inclusion of more librarians [from diverse backgrounds].” This quote by Ms. Pimentl was echoed by other librarians in this study who said they were motivated to
stay and represent minority voices at their institutions. Ms. Smith said that as the only
tenured black female at her institution, she feels a strong need to “fill that void” and
“encourage and push” for other minority voices that may otherwise be silent if she were
not there to represent them. Many of the participants in this study said that if they left
their institutions, there would be no other librarian of their particular race/ethnicity, and
in some cases, no other librarians from diverse backgrounds. Ms. Dotson said she feels
motivated to present a professional example of what it means to be an underrepresented
minority librarian:

I’ve always been the only black person… And so in that sense… I feel that
I do have to be an example… just to be present and show other black
people that it can be done and that there are other avenues… So, it’s
something that I’m always cognizant of when it comes to where I’m
working and my visibility and how I interact with people and how I…
affect things within my organization. So I’m always interested in
programs and collections and in serving some other viewpoints that are
not coming from the rest of the staff… So in that sense there is a
motivation. There is a sense of responsibility, and it’s not something I shy
away from.

Others said they felt their race/ethnicity played a large role in their motivations
because of where they worked and they wanted to set an example for other
underrepresented minorities. Ms. Anderson, for example, works at an HBCU and
believes that the “relate-ability factor” comes into play on these types of campuses and
having diversity in leadership will help students from diverse backgrounds to feel more
connected to their schools. Many of the students are also African American and look up
to her as a role model. Mr. Chicano Librarian, who works at an HSI, says he believes
underrepresented leadership in libraries serve as role models and should also serve as
mentors to students, staff, and librarians. He uses his race/ethnicity to try and recruit
Latin@ librarians into the field but mostly into positions of leadership themselves. Mr. Chicano Librarian also says he wants to help other Latin@s see their own potential because quite often they pigeonhole themselves into thinking they will never be more than library staff and convince themselves they cannot earn a master’s degree. He is trying to change that thought with his own library staff by encouraging them to pursue master’s degrees and providing them with scholarship information. On a similar note, KR Librarian works at an HSI and says she would like to be a leader to other “Hispanic women or other women of color who are thinking of becoming… librarians.” She, like the other participants in this study, wants people from diverse backgrounds to know they can succeed in these types of positions.

There was also strong desire to challenge the preconceived stereotypes people have of librarians and diversify the profession from the top-down. Ms. James says she finds herself reminding people every day that underrepresented minorities are just as smart as anybody else. She works at a private university and says that sometimes people will come in to her library asking her for the director’s office: “And I’m like, that’s me! And then their jaws drop.” Ms. Marks proudly says her motivation is to help “diversify this thing” because she sometimes gets jaded by looking around and seeing the reality of a predominantly White profession. She wants to be part of a workforce that encourages people of all backgrounds to seek leadership positions and change the landscape of librarianship by helping to foster an institutional commitment to diversity, rather than “just paying lip service”.

Not all participants in this study feel their race/ethnicity was beneficial to their leadership aspirations. Ms. Woods felt that her motivation to lead has been damaged by
her race/ethnicity because she is “not from here”. As an African American, Ms. Woods currently works at an HSI as a department head and says she feels like “an outsider” and also feels like she cannot communicate with the people she is supposed to be leading: “because to them you’re not the right color, and you don’t speak the right language, and you’re not from the area….” Ms. Woods goes on to say that she is not motivated to lead at her institution because her colleagues are “intentionally rude” and deliberately speak Spanish in front of her when they do not want her understand them. At one point, a sympathetic co-worker told Ms. Woods that her staff was negatively talking about her and planning to derail any initiatives she planned to bring forward. Crestfallen, Ms. Woods now asks herself daily, “Why should I even be motivated to help someone who doesn’t… who can’t even show me respect?” Ms. Woods strongly believes it is her race/ethnicity that keeps her apart from her subordinates and feels the current arrangement is creating a very negative atmosphere: “I never looked at my skin color before and thought that this would make a difference, but apparently here it does.”

Officially this is the second HSI Ms. Woods has worked, but this is the first time she has encountered such hostility in the work place. When asked if her feelings about leading would be different if she were at another institution, she said, “I definitely think it would be different if I worked at an HBCU, and I’ve seen the difference when I work at [other institutions].” Ms. Woods has also worked at a traditional academic library, where again, she was in the minority. The current situation has created such a problem for Ms. Woods, that she is seriously considering leaving the profession all together.

Finally, there were two participants who stated their race/ethnicity did not play a large role on their motivations to stay and lead at their current institutions. Ms. Biblio
says her background of being a first-generation college student, regardless of her race, is her motivating factor. She has since become actively involved in programs on her campus that are targeted primarily to first generation, low socioeconomic students. She says that at least fifty percent of the students on her campus are the first in their families to attend college:

I’m from a different demographic than the than 98% of this campus. I’m in a predominantly white institution, and I feel that not so much my race or ethnicity but my background and where I come from as… the first generation college student from a low income family… [is] more of a motivator. I feel obligated to pay it forward and reach back and help those who maybe didn’t have someone like me in in the library… who cared about their experience…

Mr. Rose also says that his race/ethnicity is not a contributing factor to why he stays and leads at his current institution. He says that he is a product of his experiences, which race and ethnicity obviously play a factor, but he also considers his socio-economic level, his gender, and his worldview of things as having more to do with his motivation that just race/ethnicity. He says he does not sit in a room and speak “as a Hispanic;” instead he provides feedback to library issues and leads based on his experiences and his evaluations of events:

These are my experiences, and they’re a mixture because I deal [with] everybody… I don’t wake up in the morning and say, ‘I’m going to go and work and represent the Hispanic perspective’. I get up and say, I’m going to go to work and do the best I can to provide the services that my users need and do my job to the best that I can.

Summary of Findings

This chapter represented the research findings and analysis on the motivation to lead of underrepresented minority academic librarians, specifically those of African American/Black and Hispanic/Latin@ decent. The data and themes that emerged from
the study were analyzed to determine their impact on the research question, *In what ways does understanding the role of motivation to lead play a role in the retention and promotion of underrepresented minority academic librarians?* The sub-research questions were also investigated further:

1. What factors influence an underrepresented minority librarian’s motivation to lead in an academic library setting?

2. Are there differences between current and aspiring academic librarians and their motivation to lead in academic library settings? Does this vary by race/ethnicity?

The purpose of this study was to examine the motivation to lead in a large sample of underrepresented minority academic librarians and to explore a deeper understanding of their motivations through one-on-one interviews with African American/Black and Hispanic/Latin@ academic librarians. While this chapter discusses key findings of the study, Chapter Five will discuss the answers to the above research questions in greater detail.

The significant findings in this chapter reveal that although there was no statistical difference among race/ethnicities in the motivation of lead on the national scale, the one-on-one interviews with African American/Black and Hispanic/Latin@ librarians revealed that a majority of the participants scored highest on the Social Normative identity scale. The researcher did not intentionally set-out to interview these specific participants. Instead, the participants for the second phase of this study were randomly selected, based on their interest in being interviewed and other predetermined selection criteria described in Chapter Three. The differences in this study’s quantitative and qualitative results could be due in part to the survey instrument’s limited view of this study’s population
and the realities that these participants face in their profession. The previous studies on motivation to lead focused on military, business, and academic populations, which traditionally are male-dominated fields. Librarianship is predominantly a female dominated profession, and the participants in the second phase of this study were from underrepresented backgrounds. Previous studies on this topic did not conduct qualitative analyses of their findings so it is hard to conclude if those findings would not yield similar results to this study’s findings.

Quantitative Analysis Summary

**Statistical differences by gender.** The study showed that there was no statistical difference on the MTL scale for males and females in the study. Both male and female academic librarians score higher on the Non-Calculative Identity scale, suggesting that both male and female participants in the national survey do not measure the cost or benefits greatly when they are considering what motivates them to take on leadership positions. Instead, they are motivated by the pleasure of leading and the feeling of social obligation.

**Statistical differences by race/ethnicity.** Results concluded there was no statistical difference among the different races/ethnicities and their motivations to lead. Further analysis revealed that most participants of the national survey scored highest on Non-Calculative identity, suggesting that the participating racial/ethnic groups do not calculate the costs and benefits for taking and seeking leadership positions. Instead the statistical findings suggest these participants are more motivated to lead based on the pleasure of leading others and their desire to fulfil social obligations. Chan (1999) found significant differences in motivation to lead based on race/ethnicity, but the findings in
this study were surprising. As in Chan’s study, the researcher expected to see a significant difference between race/ethnicity in Social-Normative and Affective Identities. One reason for this finding may be the study’s population. Chan discussed how those who scored higher on the Social-Normative scale were from minority backgrounds and lead based on a sense of obligation; conversely, those who scored higher on Affective Identity scale were from White backgrounds and lead based on a strong sense of pleasure. Since a majority of Chan’s participants were male, this may account for the statistical differences. Previous studies also found that people who scored higher on the Social-Normative and Non-Calculative scales also expressed more of collectivist, rather than an individualist, viewpoints (Chan, 1999; Chan & Drasgow, 2001). Several studies have found that women tend to be more collectivist in their ways of thinking and interpreting the world (Arora, Singhai, & Patel, 2011; Cooper, et. al., 2013; Greenfield & Suzuki, 1998; Kahttab, et. al., 2012; Testé, 2012).

**Statistical differences by position.** Analysis of motivation to lead based on current position did show a statistical difference between current library leaders and aspiring library leaders. In the national survey, library leaders scored higher than aspiring library leaders (academic librarians) on Affective Identity. This is not surprising since traditionally people who score higher on the Affective Identity scale generally have more leadership experience. The statistical significance of this finding will be discussed in more detail in Chapter Five.

Data from the national survey helped broadly describe the motivation to lead of academic librarians. Findings from the survey show these participants are motivated to lead, not based on the benefits and rewards they may perceive from the profession (Non-
Calculative Identity), but on the pleasure of leading others and their social obligations to leadership. In order to look more closely at the motivations to lead of African American/Black and Hispanic/Latin@ academic librarians, the qualitative phase of this study asked participants to describe their motivations to lead in greater detail. These results told a somewhat different story than the national survey results.

Qualitative Analysis Summary

In this study, interview participants offered specific stories and examples of how their race/ethnicity plays a role in their motivations to lead at their current institutions. Other themes were also discovered and are summarized below. A more detailed analysis of these findings will be discussed in more detail in Chapter Five.

Feelings of obligation. All librarians interviewed for this study wanted to do the best job possible, and a recurring theme in most of the interviews was the feeling of obligation. On more than one occasion, the researcher heard that if it weren’t for outside influences, some of these librarians would have already quit the profession or gone on to other institutions. Many of the participants had families and were the primary breadwinner. Many echoed the remark, “If I didn’t have kids, I probably would have left”. Almost all of the participants stated they were staying and leading based on a strong sense of obligation and a desire to “pay-back” and “pay-forward”. Pimentl said, “My parents worked really hard… this is nothing like the kind of work that they had to do.” These librarians wanted to remain in the position as a way to thank their families for the sacrifices made for them, the librarians of color who opened doors for them, and may have also helped provide scholarships, and most importantly they had a sense of obligation to pay their fortunes forward to up-coming librarians of color.
**Frustrations with lack of diversity.** Several of the interview participants stated they were the only underrepresented minorities in their libraries. Many believed that current academic library leaders were not doing enough to address the problems of diversity in academic libraries. Several participants felt discouraged with the lack of leadership opportunities for librarians of color and stated they felt compelled to advise current leaders against pigeonholing underrepresented librarians into “diversity” positions without getting to know their potential and allowing them to develop other leadership skills. In order to cultivate their leadership skills, some of the academic librarians in the second phase of this study sought opportunities to lead outside of their libraries. Some spoke of being the lone Hispanic/Latin@ or African American/Black voice at the table and resented being asked to represent the whole of their ethnic backgrounds.

**Feelings of reward.** Another major theme throughout the interviews was a strong sense of reward associated with knowing they are doing a good job and helping their communities. All of the participants in the second phase of this study stated that they deeply enjoyed helping patrons with research and contributing to the scholarly communication within academia themselves. Some of them felt a strong sense of pride in their own research and discussed their own publications and presentations. Many said they would not have the opportunity to contribute to library scholarship if it were not for working in academic libraries. The ones who published and presented on important library topics found themselves traveling to national conferences where they formed strong networks with other underrepresented minority librarians and sought other leadership opportunities outside of their institutions.
In short, the findings in this study indicate that underrepresented minority librarians have a strong sense of obligation when it comes to their motivations to lead. Findings also indicate that although there is no perceived statistical significance on the motivation to lead of librarians based on their race/ethnicity or their gender, there is a difference based on their current position as either a library leader or an aspiring library leader. This chapter also briefly touched on underrepresented minority librarians’ motivations to lead in their current environments and discussed the supports and constraints experienced by these participants in their current settings. A more detailed discussion of the findings will be discussed in Chapter Five.
CHAPTER FIVE: DISCUSSION AND CONCLUSION

Summary of the Study

This chapter summarizes the previous four chapters, presents conclusions drawn from the current study, and discusses implications for academic library leadership, implications for social justice, and thoughts for future research. The chapter begins with a summary of the problem, follows with a review of the research questions and the methodology, and then discusses results of the study in greater detail. The purpose of this study was to investigate the motivations to lead of underrepresented minority academic librarians, specifically African American/Blacks and Hispanic/Latin@s, who are currently working either at a predominantly White institution, a Hispanic Serving Institution (HSI), or at a Historically Black Colleges and Universities (HBCU) Institution.

Summary of the Problem

Studies have shown the social inequities perpetuated by educational institutions in the U.S. continue to benefit White students more so than their underrepresented minority counterparts (Bourdieu & Passeron, 1977; Gordon & Generett, 2011; Kim & Taylor, 2008; Lareau & McNamara Horvat, 1999). Due to demographic changes in the United States, specifically the changing student populations of colleges and universities, the need for more underrepresented minority leaders, especially in academic libraries, is necessary to help the changing population succeed in higher education. Academic library leaders have the potential to influence students’ academic success through library policies, collections, budgets, and staffing. Consequently, it is important for these library leaders
to fully understand their student population in order to make informed decisions regarding their libraries and their library users. In addition to potentially better assisting underrepresented minority students, the increase of diversity in academic libraries could also prove to be beneficial for surrounding communities because underrepresented minority librarians have a better understanding of not only the cultural and language differences, but also the information needs of these diverse populations (Alire, 2001; Kim & Sin, 2008).

Although the profession has invested years in recruitment efforts, retention and promotion of underrepresented minority librarians remains a challenge for libraries (Adkins & Espinal, 2004; Davis & Hall, 2007; Diaz, Tellman & Jones, 1998; Epps, 2008; Hall, 2007; Winston, 2008). This mixed-methods study used Motivation to Lead (MTL) theory, (which measured three correlated factors: Affective Identity, Non-Calculative Identity, and Social-Normative Identity), to explore the motivations that help underrepresented minority academic librarians stay in the library profession and pursue leadership positions within the field. This chapter delves deeper into the quantitative and qualitative findings by dissecting individuals’ motivations to lead and exploring how understanding those motivations can help increase the retention and promotion rates of underrepresented minority academic librarians.

Much of the current research on leadership looks at leader characteristics and how those influence organizational success. Literature on diversity in academic libraries generally focuses on why underrepresented minority librarians leave the profession. To date, there is no research that investigates the motivation to lead of these librarians. In order to understand retention and promotion of underrepresented minority academic
librarians, it is important to understand the obstacles these librarians face and what motivates them to pursue leadership positions in a predominantly White profession.

**Review of Methodology and Research Questions**

This study used a mixed-methods design to collect quantitative and qualitative data through a national survey of academic librarians and through semi-structured, open-ended interviews with African American/Black and Hispanic/Latin@ academic librarians. This approach allowed for a more inclusive look at the questions and a better understanding of the issues faced by this particular group of academic librarians because it first looked at the issue of motivation to lead from a broad, national lens and then focused on the more comprehensive details of lived experiences. The first phase used the 27-item *Motivation to Lead (MTL)* scale (Chan, 1999; Chan & Drasgow, 2001), which measured three dimensions of MTL: *Affective-Identity*, *Social-Normative Identity*, and *Non-Calculative identity*. The instrument was not only distributed online to various academic library listservs, but it was also emailed to underrepresented minority library caucus leaders and posted to social media network sites for a broader dissemination.

After the quantitative data results were collected and analyzed, the researcher identified twelve participants for the second phase of the study. Using an appreciative inquiry approach to help elicit in-depth answers, the researcher interviewed six African American/Black females, three female Hispanic/Latinas, and three male Hispanic/Latinos. Each interview took place either over the phone or via Skype, depending on participant comfort level and availability. The researcher is based in California, but ten of the participants were located out of state. This means the researcher tried to accommodate diverse time zone restrictions by sometimes interviewing participants either very early in
the morning or late in the evening, Pacific Standard Time. All dates and times were chosen by the participants in order to accommodate their busy personal and professional schedules. The interviews were conducted between October 2013 and January 2014, and the interviewer used a secure office location to audio record each interview. The transcripts were typed by a paid student assistant and stored in a secure, locked cabinet inside the secure office location. The researcher then gave each participant the opportunity to provide written feedback on his/her own transcript. Finally the researcher coded each transcript in order to identify recurring themes.

In order to gain more insight into what motivates these individuals to stay in the profession and seek leadership opportunities, each participant was asked a series of 12 interview questions (Appendix D). Those questions were guided by the main research question in this study: *In what ways does understanding the role of motivation to lead play a role in the retention and promotion of underrepresented minority academic librarians?* The following sub-research questions were also investigated and answered through both the quantitative and qualitative phases of this study:

1. What factors influence an underrepresented minority librarian’s motivation to lead in an academic library setting?

2. Are there differences between current and aspiring academic librarians and their motivation to lead in academic library settings? Does this vary by race/ethnicity?

**Discussion of Findings**

Findings indicate that although a majority of academic librarians scored highest on the Non-Calculative Identity scale, Social Normative Identity and Affective Identity scored similarly. Survey results suggest that most academic librarians do not pursue
leadership positions based on the benefits they receive; rather, they lead based on a sense of obligation and pleasure. However, one-on-one interviews with African American/Black and Hispanic/Latin@ academic librarians reveal a different story with more in-depth reasons behind why they chose to stay in the profession.

Factors that Influence Motivation to Lead

There were several individual factors that interview participants credited with staying in the profession. Some of those factors included things like having self-confidence, pairing up with respected mentors, networking with other minority academic librarians outside of their libraries, and having a strong sense of persistence when faced with obstacles. In addition to these individual reasons, the researcher discovered three major themes woven throughout all of the participants’ responses which influenced their motivations to stay and lead in academic libraries. Those themes included a sense of obligation, a sense of reward, and feelings of disappointment in diversity efforts in academic libraries.

Sense of obligation. Research has shown that employees driven by a sense of obligation, rather than personal ambition, are more likely to work toward the benefit of their greater organization and speak up more at work (Tangirala & Kamdar, 2013). When one thinks of the word “obligation,” usually negative connotations of moral and legal commitments come to mind where a person feels bound to do something based on guilt, or because of an agreement, or to repay a debt. The term obligation, in this current study, does not necessarily reflect negative feelings from participants. On the contrary, most of the participants expressed almost a sense of honor and pride when they talked about their obligations. Most of the participants in this second phase felt like they had to
lead based on a sense of obligation and responsibility, usually to themselves but sometimes to others. There were three librarians (Woods, Pimentl, and KR Librarian) who expressed deep feelings of frustration with librarianship and wanted to leave the profession all together, but they felt obligated to stay based on the stability of their jobs for the sake of their families.

Some of the participants clearly stated they wanted to take leadership positions because they felt no one else would “step-up” or the job would not be performed to their own high standards. All of the librarians who were interviewed took pride in their work and wanted to ensure their libraries were doing all they could to help support student learning needs. They had a strong desire to succeed in meeting challenges placed before them and often found themselves taking on roles that no one else wanted to take. Some of the librarians, Ms. Anderson and Ms. Dotson, for example, were the only librarians in their units and often felt like, by default, they had to take leadership roles because their staff was counting on them to do so.

There were also feelings of obligation based on the fact that most of these participants were in the clear minority at their institutions and no one else from their race/ethnicities could represent those important voices if they left. “Voice is… participation in and acceptance of the academic and intellectual process… Voice is identity, a sense of self, a sense of relationship to others, and a sense of purpose. Voice is power…” (McElroy-Johnson, 1993, p. 86). The voices mentioned in the interviews were not only of other librarians from diverse backgrounds but also student voices from underrepresented communities. The participants cautioned that they are not speaking for
every minority person at their university, but they also felt that other librarians may not fully understand the “voiceless” and may not be able to accurately represent their needs.

In addition to wanting to give voice to others, the participants in this study all wanted to “give back” to those diverse librarians who set the road before them and “pay it forward” to a new set of diverse librarians who will eventually follow in their footsteps. This concept of reciprocity was studied by researchers who found that pro-social behavior was more strongly influenced by the obligation to reciprocate (“paying it back”) and less affected by the expectation of reciprocity (“paying me forward”) (Korsgaard, Meglino, Lester, & Jeong, 2010). Furthermore, other research has found that moral responsibility to “pay back” others was associated with a person’s perceived importance of the past rather than feelings of guilt or “what’s in it for me?” (Zimmermann, Abrams, Doosje, & Manstead, 2011).

In addition to wanting to be a voice, many of the interviewees credited family obligation as one of the main reasons for staying in the profession. As previous studies have indicated, Hispanic/Latin@ and African American/Black individuals exhibit high degrees of loyalty and commitment to their families (Coleman, Ganong, & Rothrauff, 2007; Fingerman, VanderDrift, Dotterer, Birditt, & Zarit, 2011; Fuligni, 2001; Fuligni, Tseng, & Lam, 1999; Groger & Mayberry, 2001). One of the ways participants in this study demonstrate respect for their families is to succeed in their current positions. Thus, family respect and responsibility strongly motivated their desires to stay. Some of the participants were single mothers: Although balancing work and family commitments is a significant source of strain for all working parents, working single mothers suffer additional anxiety (Okimoto & Heilman, 2012); however, the participants in this study
knew the work they were doing was also benefiting their children. They did not express feelings of anxiety, but three librarians did express some feelings of resentment at the fact they had to stay in their current libraries because they could not uproot their families. In order to make the best of their situations, they seek leadership opportunities outside their libraries.

**Disappointment with diversity.** Studies show that a lack of diversity leads to biased selection of research, uniformity of opinion, poor decision making, and a mistrust in the system (Inbar & Lammers, 2012; Kivlighan, 2008; Lazos Vargas, 2008). Although the American Library Association (ALA) has committed to recruiting more underrepresented minority librarians, numbers still show that White females continue to dominate the profession (ALA, 2012a). This is another reason why nearly all of the participants in this study stated they wanted to remain in academic libraries. Building off the concept of giving voice to the voiceless, several of the participants revealed they were the only persons of color in their libraries, and there was a strong perception that current academic library leaders were not doing enough to properly recruit, and especially retain and promote, underrepresented minority librarians in the profession.

A majority of the interviewees expressed a sense of frustration with the lack of opportunity provided to librarians currently in the field as they spoke of being boxed into “diversity” positions and not offered other leadership roles. Librarians in this study cautioned library leaders against tokenism. Many of these librarians felt they had to seek leadership positions outside their libraries in order to receive the experience they needed to succeed. Finally, some of the librarians stated that because of the lack of diversity,
they experienced isolation and therefore sought diverse professional relationships through ALA sponsored caucuses such as REFORMA and BCALA.

**Feelings of reward.** There is ample research on the topic of reward and its effect on human motivation, specifically the primitive and modern parts of human brains and the conscious/unconscious calculation of risks and rewards (Morse, 2006). The concept of “reward” in this study was not specifically defined in monetary terms; rather, the researcher found that interview participants expressed feelings of reward that were closely tied to social acceptance. Although the national survey scores indicated Non-Calculative identity was the highest for participants, qualitative participant scores showed they valued Social Normative and Affective identities more. This means that participants in the second phase of this study did look at the benefits and rewards when taking leadership positions, but they seemed to look at those rewards based on feelings of social norm and pleasure.

Participants weighed the needs of their communities, their libraries, and their families before deciding to take leadership roles. They took the time to investigate how fulfilling the needs of others could also help their own needs. A study on interpersonal relationships found that participants calculated the costs and consequences to both themselves and those they were contemplating helping, and that their sense of moral obligation to help was greater when both the recipient and the participant faced higher levels of need (Sorkhabi, 2012). That explains why these participants revealed they had a sense of reward and the positive feelings associated with doing a good job and helping others. Participants stated that they genuinely enjoyed helping patrons with research and participating in the daily academic discourse with other scholars. Some of the participants
stated how excited they were that they were considered faculty and had the opportunity to travel and present their own research at national and international conferences. Many used these opportunities to connect with other underrepresented minority librarians and network with other institutions.

**Differences of MTL among Academic Librarians**

Quantitative results showed that there was little to no statistical significance in the motivation to lead mean scores between and among gender or race/ethnicity. However, there was a statistical difference in the motivation to lead scores among those in current leadership positions and those seeking leadership positions. This finding supports Chan’s Affective Identity concept that a person is motivated to lead others by an innate desire that comes from the satisfaction and pleasure of simply being a leader. Quantitative results showed that current library leaders scored higher on Affective Identity scale than aspiring library leaders. This is because people who scored higher on Affective Identity generally have more leadership experience and have been in the profession longer.

Qualitative findings also echoed this strong sense of Affective Identity among the interview participants who were current library leaders. The researcher got a strong sense from the interviewees that each of them received a certain amount of pleasure from taking leadership positions, but those librarians who were in the profession for a significantly longer period of time outwardly voiced their pleasure with leadership. These individuals saw themselves as leaders and “love to lead,” but deeper conversations revealed that, with the exception of Mr. Chicano Librarian who expressly said he always loved to lead (even in team sports as a child), the other Affective Identity leaders did not always start out that way. They, like the current aspiring librarians, found themselves
leading based on a sense of obligation (Social Normative Identity). This finding suggests that, with more time and more experience, the aspiring library leaders will learn to also “love to lead” one day.

Those considered “current library leaders” currently hold positions in academic libraries as deans/directors/university librarians, associate deans/associate directors/associate university librarians, and department heads/supervisors/coordinators. Those considered “aspiring library leaders” in this study currently hold positions in academic libraries as academic librarians in various departments such as reference, instruction, archives, systems, or metadata.

**Understanding MTL’s Role in Retention and Promotion**

Understanding the role of employee motivation is an important tool that all leaders need to learn how to use. However, understanding motivation in academic libraries, specifically the motivation to lead of underrepresented minority librarians is often completely overlooked by today’s library leaders. Current library leaders can use their understanding of motivation to lead theory to help inspire more underrepresented minority librarians to take on leadership roles. Not all motivation comes from the outside; research has shown (including this current study) that each individual has his/her own set of motivating factors. It is the responsibility of current library leaders to carefully identify and address these motivating factors and build strategic leadership development plans for each of their librarians.

Many library leaders may lack the knowledge in implementing successful motivational programs that increase retention and promotion rates of underrepresented minority librarians. Results from this study show that leaders must create positive work
environments and provide leadership opportunities for all of their librarians. Although there are many individual factors that contribute to a librarian’s motivation to lead, current library leaders must work with their librarians to identify, on individual levels, successful processes and programs that will work for their career goals. Mr. Chicano Librarian stated that he takes the time to get to know his librarians and their career trajectories before tasking them with projects and leadership opportunities. On a similar note, Ms. Biblio Beagle shared how in her library, even though she is one of the only ethnic minorities (not only at her institution but also in the state where she lives), her current library leaders took the time to get to know her career passions and the factors that contributed to her desire to want to lead. They discovered that she had a deep affinity for first-generation college students and research. As a result (and with proper training and mentoring), she now works closely with first-generation college students and earned tenure/promotion a year early.

Identifying individual motivational factors may sound time consuming, but it is less costly than librarian turnover. People tend to want to stay when they are in work environments that make them feel valued and appreciated for a job well done. A library leader who takes the time to find out the African American social sciences librarian he just hired a few months ago also has a passion for information literacy may task him with taking the lead on developing a new curriculum for the library’s information literacy program. That could lead to a larger leadership role of tasking him to work with campus curriculum committees to help develop campus-wide curriculum policies. Each step in the individual’s leadership development plan should be carefully plotted through on-going discussions between the current library leader and the academic librarian.
Once a leadership development plan, based on the academic librarian’s passions and motivations, is clearly identified, it is imperative for the library leader to recognize and reward her librarians accordingly. Academic library leaders should not assume that people feel valued and appreciated just because they continue to be productive and grow in their leadership capacities. They should also not assume that the recognition and reward system that works for one librarian will work for others. Although results from this study show that monetary incentives are not huge motivational factors for these participants, that does not suggest people do not want to be compensated for the good work they do. Incentives can be both monetary and non-monetary. The current budgetary landscape for academic libraries does not always allow for pay increases or financial compensation, but a library leader should be on the lookout for professional development opportunities or chances to be part of university policy and strategic planning. Again, the reward is based on the librarian’s comfort and preference (Bessell, Dicks, Wysocki, & Kepner, 2012).

**Implications for Leadership Practice**

Studies in business show racial diversity in employment is associated with increased sales, more customers, and greater profits for companies (Herring, 2009). Increasing diversity in university librarianship, specifically library leadership positions, may not only benefit the universities but also increase retention rates of minority students. One of the ways to support the academic success of minority students and improve pedagogy is to hire more qualified minority university librarians to help teach information literacy courses and to help minority students feel more at ease in the library. Retaining those minority librarians will also increase the pool of future potential
university library leaders. Brown & Stout-Dapaz (2001) and Conteh-Morgan (2001) discuss how library deans tend to hire images of themselves and how hiring diverse library instructors helps to quell minority and inter-national students’ feelings of alienation. If university libraries don’t start hiring qualified, diverse individuals as their leaders, they will continue to have difficulty serving their growing diverse populations effectively and lose future minority library leaders.

**Implications for Social Justice**

Since it is the responsibility of library deans to ensure patrons feel comfortable and not feel alienated or anxious about coming in the building, it would be wise if more academic library deans reflected the cultural diversity of their student populations. University libraries must be proactive in establishing policies and programs designed to support the academic success of minority students by not only hiring more qualified minority academic librarians but also diversifying collections, and expanding services to minority university students (Puente, Gray, & Agnew, 2008). In addition, university library leaders must be mindful of the unique needs of an increasingly diverse student population to ensure that university libraries are a welcoming place for all students (Switzer, 2008). A recent study found that although more Latin@ students use the physical library than white students, Latin@ students still do not perform as well as white students on information literacy assessments (Dabbour & Ballard, 2011). Given the differences in test scores, researchers suggest improvements in pedagogy for minority students are needed (Dabbour & Ballard, 2011). Without higher numbers of diverse librarians and library leaders, serving the ever-changing communities will be difficult.
Limitations of the Study

This study offered insight into the motivations to lead of underrepresented minority academic librarians. Findings from this study can help current academic library leaders build leadership development plans for each of their librarians, based on the passions and motivations of each of those librarians. Nevertheless, this study, as with any research study, has limitations which much be acknowledged. Those limitations include survey interpretation, generalizability, and positionality.

The Motivation to Lead instrument has been vetted by several other researchers and tested for validity and reliability not only by those other researchers but by this researcher as well. However, as with any survey instrument, there are limitations. One of the limitations of this particular instrument is that it was mainly designed for military personnel. As such, some of the questions may be interpreted differently by different populations. In this case, the population was predominantly female. Military personnel are traditionally male dominated. For this reason, the researcher placed more emphasis on the qualitative results of this study’s findings.

Although the national survey produced a fairly large research sample (n=248), the qualitative interview participants were not fully representative of the quantitative national sample. It would have been ideal to interview three African American/Black males instead of six African American/Black females for a more balanced perspective on the current state of academic libraries, but no African American/Black males stated they wanted to be interviewed for the second phase of the study. Also, since a majority of the national survey participants scored highest on Non-Calculative Identity and a majority of the qualitative participants scored highest on Social-Normative and Affective Identity,
the data are not generalizable. However, data from this study can inform and provide valuable insight to academic library leaders on the motivations to lead of underrepresented minority academic librarians.

It is important to note that the researcher’s positionality could have also presented a limitation. The researcher is currently employed as an academic librarian at a four-year institution and is a member of a racially underrepresented minority group. The researcher is also seeking leadership positions within academic libraries. As such, researcher bias may have been derived from personal experiences, which in turn, could have influenced the study. On the other hand, as an academic librarian from a similar background as the participants, being an “insider” afforded the participants a sense of trust and the researcher a deeper understanding of the lived experiences of these librarians. Efforts to reduce biases and maintain objectivity included member checking of transcripts to ensure the researcher captured participant feelings and experiences accurately.

Finally, another limitation of the study was distance. All, except for two, participants were located outside of the researcher’s state of California. This means most participants wanted to be interviewed via telephone. While this was the most convenient form of communication for all parties involved, the researcher could not read body language or facial cues during the interview.

**Areas for Future Research**

It is clear from this study that further research on successful retention and promotion programs of minority university librarians is needed. Looking at the failing retention and promotion efforts that affect minority librarians will allow the researcher to investigate what does work for future retention and promotion efforts. Current academic
library leaders can put to use the lessons learned for retaining, nurturing, and promoting more diverse librarians into positions of leadership. While a majority of the current research focuses on the success of diversity recruitment efforts, with the exception of a handful of ARL retention programs, there is little research on successful retention and promotion strategies that universities themselves can put in place. Not all universities are associated with ARL; therefore, those libraries also need effective programs to help retain current minority librarians and develop potential library leaders.

In addition to investigating retention and promotion successes, and in addition to studying non-ARL institutions, future research should also look at the internal and external motivating factors at play when it comes to library leadership development. To date, no other research (aside from this current study) looks at motivation to lead in librarianship. Research using motivation to lead theory focusing mainly on current underrepresented minority library leaders could help establish a baseline for future research on potential library leaders. More research on retention efforts and motivational factors can present practical implications for leadership selection, training, and development in university libraries. In researching library leaders’ motivations to lead, one could discover additional motivational factors that will help expand the range of motivational factors beyond what is discussed in this study (Amit, Lisak, Popper & Gal, 2007; Chan, 1999; Chan & Drasgo, 2001; Lisak, 2004).

Another area of research could be developing best practices for current academic librarians to follow when creating individual leadership development plans and investigating the organizational success of university libraries that have higher diversity retention rates. There are success stories in retention and promotion in academic libraries
based on programs that help foster leadership development for underrepresented minority librarians. For example, in a state where 90% of the population is White, the University of Nebraska-Lincoln University Libraries established a committee and a “Multicultural Services Team” in order to help increase the number of minority librarians from 2.6% of the faculty in 1999 to 12.2% in 2009 (Anaya, Maxey-Harris, Panigabutra-Roberts, 2010). They credit their success to a sincere leadership team that values diversity.

**Conclusion of the Study**

To date, the face of academic librarianship is still radically different from the changing faces of students in colleges and universities. Academic libraries are most often led by White women and men with very few librarians of color in the field, let alone in positions of leadership (Kyrillidou & Morris, 2012). To be more specific, underrepresented minority academic librarians hold 7.1% of the deanships at Association of Research Libraries (ARL) (Kyrillidou & Morris, 2012). This is an important issue because the racial makeup of students attending colleges and universities is changing and is disproportionate to the academic leadership of their educational environments, especially in their libraries. As more underrepresented minority students graduate from high school and seek post-secondary opportunities, the numbers of underrepresented minority students in colleges and universities continue to increase and the numbers of URM educators, namely librarians, will need to keep up in order to help these students succeed (U.S. Department of Education, 2011).

Library leaders can help students succeed through developing library services, collecting diverse resources, and creating a welcoming environment for underrepresented minority students (Hall, 2007). Studies have shown that students feel more safe and
comfortable coming to the library when they see a more diverse staff in the building (Elteto, Jackson, & Lim, 2008). University libraries have the power to provide diverse educational environments that prepare students to succeed in diverse societies (Winston, 2001), yet studies suggest that American educational institutions continue to replicate existing social inequalities by shaping their settings to benefit White students and their families (Bourdieu & Passeron, 1977; Gordon & Generett, 2011; Kim & Taylor, 2008; Lareau & McNamara Horvat, 1999).

Still, academic libraries fail to retain and promote highly qualified individuals because current library leaders lack the understanding of what motivates an underrepresented minority librarian to stay in the profession and seek leadership positions. Soon this generation of library leaders will retire, and researchers agree that retention and promotion efforts should not lie solely with national diversity programs. They argue that all academic libraries should have a vested interest in recruiting, retaining, and promoting minority librarians (ALA, 2011a; Musser, 2001; Winston, 2001; Winston, 2008).

Unfortunately, many highly qualified underrepresented minority librarians leave their institutions for other jobs or for other professions all together. Research tells us that some of the main reasons they leave are due to discrimination, isolation, a lack of mentoring, and having very little professional support from their peers and library leaders (Alire, 2001; Bonnette, 2004; Olivas & Ma, 2009; Thornton, 2001). While some institutions have mentoring programs or residency programs put in place to help new librarians from underrepresented backgrounds succeed, these programs could prove unsuccessful if library leadership is not fully behind the mission of retaining and promoting diverse librarians. Mentoring programs alone do not show diversity support
because mentorships depend on the relationship between the mentor and the mentee and whether the mentor voluntarily enters the mentorship or was assigned without consideration for strengths, weaknesses, and other important factors (Damasco & Hodges, 2012).

Current library leaders need to make more of an effort to retain and promote their URM librarians by first getting to know them and understanding what motivates them to want to stay in the profession. Every librarian chose a career in libraries, and in some instances those reasons have changed over the years. Those reasons could be their passion for staying in the profession. Finding and nurturing those passions can help both the library leader and the URM librarian to hone their motivations to lead and seek positions that will help the librarian develop more leadership skills and acquire more leadership opportunities in the future.

Research says there is an attrition of underrepresented minorities in librarianship because of limited opportunities for professional mobility and access to positions of leadership (Davis & Hall, 2007, p. 16). The truth is that there is considerable opportunity; it is just a lack of understanding on the part of library leaders, as to who their librarians are and what their professional passions and talents are. It is important for current library leaders to create opportunities for underrepresented minority librarians to develop and demonstrate their leadership potential (Alire, 2001; Epps, 2008; Johnson, 2007; Wheeler, 2000). Otherwise, academic libraries will not be able to effectively influence change and remain relevant to their users (Alire, 2001; Wheeler, 2000; Winston, 2001).
This study discussed, in detail, what the Motivation to Lead theory is and how it can help retain and promote minority academic librarians. Prior to the MTL research on motivation and motivation to lead focused on personality traits. This study encourages current academic library leaders to go beyond personalities and instead to recognize the multidimensional nature of their librarians. Every potential new library leader brings with him/her a set of personal characteristics such as knowledge, skills, abilities, and personality. Current library leaders must learn to use MTL to recognize their librarians’ individual differences which interact with their interests and abilities. As time goes on, librarian individual motivations to lead can change with leadership experiences and training.

Motivation to Lead Theory does not assume people are born to lead or that people have an unconscious desire for power (Carlyle, 1841; McClelland, 1975, 1985; Miner, 1977, 1993; Stahl, 1986). Instead, MTL assumes that leadership skills, leadership style, and the understanding of what it means to be a leader are learned traits (Bandura, 1986, 1997; Chan, 1999; Chan & Drasgow, 2001). Getting to know URM academic librarian passions and current motivations, establishing a leadership development plan, and creating a positive work environment, will help with URM academic librarian career trajectory and could potentially lead to a more diverse workforce in academic library leadership. Transformational changes in academic library environments must be implemented to encourage the motivation to lead in underrepresented minority academic librarians. This study challenges current library leaders to think outside the box, beyond diversity recruitment efforts and beyond mentoring. It invites these leaders to personally get to know their underrepresented minority librarians by understanding their motivations
and learning how to nurture and reward those motivations to help “diversify this thing”
called academic library leadership.
APPENDIX A: EMAIL INVITATION TO PARTICIPATE IN SURVEY

My name is Antonia P. Olivas, and I am a doctoral candidate in the joint Educational Leadership Program at University of California San Diego/California State University San Marcos. The goal of this email is to recruit participants for my dissertation research. All academic librarians, regardless of race/ethnicity, are invited to participate in the first part of this study (https://www.surveymonkey.com/s/Motivation_to_Lead).

Current literature on the retention and promotion of underrepresented minority (URM) academic librarians indicates that there is a severe lack of URM librarians in positions of leadership. I am conducting a mixed methods study to examine the minority leadership gap in academic libraries using an appreciative inquiry lens. I want to look at the reasons why URM librarians choose to stay in the profession and why some of them also choose to lead. I will specifically be exploring the experiences of African American/Black and Hispanic/Latino academic librarians who are currently working in academic libraries.

Activities Involved in the Research

- **Survey/Questionnaire:** Part one of this research is a survey/questionnaire. All academic librarians, regardless of race/ethnicity, are welcome to participate. This instrument includes a total of 36 questions which requires about 15 minutes to complete. You have until August 31st to complete the full survey. You will be given the opportunity to provide your contact information at the end of the survey only if you would like to be contacted at a later date for the second part of this research. This is the link to the Motivation to Lead (MTL) scale (Chan & Drasgow, 2001) inviting all academic librarians to participate: https://www.surveymonkey.com/s/Motivation_to_Lead

- **Interviews:** The second part of this research is a one-on-one interview either in person, over the phone, or online. You are not required to participate in the second part of this study. The interview entails a minimum of 1 hour responding to 13 questions, and going over your rights as a participant.

Risks
There are minimal risks in participating in the research. They include:

1. Loss of time or boredom while filling out the survey and/or answering interview questions.
2. Recalling uncomfortable memories or current struggles that are deemed difficult to articulate or share.
3. Experiencing deeply-rooted unexpected and unresolved feelings.
4. Personal information may be subject to being breached.
Safe guards
Safe guards are put in place to minimize risks. They include:
1. The primary investigator will house all survey answers in an electronic file on a laptop where only the researcher has the password. The primary investigator is working alone, thus limiting others to have access to data.
2. Your name and university will not be a requirement in order to participate in the survey.
3. If you decide to participate in a later interview, you can ask the primary investigator to turn off the audio-recorder and take a moment to recuperate, or refuse to answer any question.
4. You will be directed to talk with people you trust (i.e., family, friend, and mentor), make an appointment with a counselor, or if necessary, request to stop or withdraw from the research. Also, a list of health services referrals in your area and from the primary investigator’s home campus will be offered if a strong emotional reaction is evoked during the interview and journal writing processes.
5. Documents will be kept in a locked cabinet and within a login-only accessible computer with the primary investigator only having access to the documents. The primary investigator is working alone, thus limiting others to have access to data. Pseudonyms will be used to hide your identity.

Benefits
Although your participation will yield no direct personal benefits to you, the primary investigator believes that your authentic participation will add an in-depth understanding of your lived experiences to that of other academic librarians. In turn, your responses add information to the motivation to lead of underrepresented minority academic librarians.

Voluntary Participation
Your participation is entirely voluntary and may be withdrawn at any time. If the length of the survey becomes inconvenient, you may stop at any time. There are no consequences if you decide not to participate.

Incentive
There are no monetary incentives for participating in this research.

Questions and Contact Information
This study has been approved by the California State University San Marcos Institutional Review Board (IRB). If you have questions about the study, you may direct them to the primary investigator, Antonia Olivas at tolivas@csusm.edu or (760) 750-4333, or the primary investigator’s Chair, Dr. Carolyn H. Hofstetter at chofstet@ucsd.edu. Questions about your rights as a participant should be directed to the IRB at (760) 750-4029.
APPENDIX B: INFORMED CONSENT TO PARTICIPATE IN RESEARCH

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher to discuss this consent form with you, please ask her to explain any words or information you do not clearly understand. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.

Ms. Olivas is asking you to take part in a research study called: Understanding the Motivation to Lead of Underrepresented Minority Academic Librarians

The person who is in charge of this research study is Antonia Olivas. This person is called the Principal Investigator. However, Ms. Olivas is being guided in this research by Dr. Carolyn Huie Hofstetter, University of California San Diego.

The research will be conducted online and in person.

Purpose of the study

The purpose of this study is to investigate the motivations to lead of underrepresented minority academic librarians for a doctoral dissertation in Educational Leadership.

Should you take part in this study?

- This form tells you about this research study. After reading through this form and having the research explained to you by someone conducting this research, you can decide if you want to take part in it.
- You may have questions this form does not answer. If you do have questions, feel free to ask Ms. Olivas to explain the study.
- Take your time to think about the information that is being provided to you.

This form explains:

- Why this study is being done.
- What will happen during this study and what you will need to do.
- Whether there is any chance of benefits from being in this study.
- The risks involved in this study.
- How the information collected about you during this study will be used and with whom it may be shared.
Providing informed consent to participate in this research study is up to you. If you choose to be in the study, then you should sign the form. If you do not want to take part in this study, you should not sign this form.

**Benefits**

We are unsure if you will receive any benefits by taking part in this research study.

**Risks or Discomfort**

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

**Compensation**

You will receive no payment or other compensation for taking part in this study.

**Cost**

There will be no additional costs to you as a result of being in this study.

**Conflict of Interest Statement**

Antonia Olivas is the primary researcher on this project. She is currently an academic librarian who is of underrepresented minority decent and is interested in pursuing leadership positions within the academic library field. To ensure the integrity of the study’s data, Ms. Olivas will work closely with her dissertation committee to keep information confidential and true to respondents’ nature.

**Who will see your information?**

In this research study, we use and share your information to the extent authorized (permitted) by you. We know that this information is private. If you authorize us to use your information we will protect it as required by the law.

By signing this form, you are permitting University of California San Diego and California State University San Marcos to use information collected about you for research purposes.

**How will my information be used?**

By signing this form, you are giving your permission to use and/or share your information as described in this document for any and all study/research related purposes that Antonia Olivas may pursue after the dissertation. Your authorization to use your information will not expire unless you revoke it in writing.
Your Rights:
You can refuse to sign this form. If you do not sign this form you will not be able to take
part in this research study.

How Do I Withdraw Permission to Use My Information?
You can revoke this form at any time by sending a letter clearly stating that you wish to
withdraw your authorization to use of your health information in the research. If you
revoke your permission:

- You will no longer be a participant in this research study;
- We will use the information collected prior to the revocation of your
  authorization. This information may already have been used or we may need it to
  complete and protect the validity of the research.

To revoke this form, please write to:

Antonia Olivas, Doctoral Candidate, UCSD/CSUSM

For IRB Study: #2013-114 Motivation to Lead Understanding Why
Underrepresented Minority Academic Librarians Choose to Stay

Kellogg Library
California State University San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096-0001

While we are conducting the research study, we cannot let you see or copy the research
information we have about you. After the research is completed, you have a right to see
the information about you, as allowed by UCSD/CSUSM policies.

Privacy and Confidentiality

Your study records will be private and confidential. Certain people may need to see your
study records. By law, anyone who looks at your records must keep them completely
confidential. The only people who will be allowed to see these records are:

- Antonia Olivas, doctoral candidate, Carolyn Huie Hofstetter, dissertation
  chair, and all other dissertation committee members
- Certain government and university people who need to know more about the
  study. For example, individuals who provide oversight on this study may
  need to look at your records. This is done to make sure that we are doing the
  study in the right way. They also need to make sure that we are protecting
  your rights and your safety.
• The UCSD/CSUSM Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, staff in the UCSD Office of Research Affairs, staff in the CSUSM Graduate Studies and Research

New information about the study

During the course of this study, we may find more information that could be important to you. This includes information that, once learned, might cause you to change your mind about being in the study. We will notify you as soon as possible if such information becomes available.

Questions and Contact Information

This study has been approved by the California State University San Marcos Institutional Review Board (IRB). If you have questions about the study, you may direct them to the primary investigator, Antonia Olivas at tolivas@csusm.edu or (760) 750-4333, or the primary investigator’s Chair, Dr. Carolyn H. Hofstetter at chofstet@ucsd.edu. Questions about your rights as a participant should be directed to the IRB at (760) 750-4029. You will be given a copy of this form to keep for your records.

- I agree to participate in the study.
- I agree to be audio recorded.

Consent to Take Part in Research and Authorization for the Collection, Use and Disclosure of Information

It is up to you to decide whether you want to take part in this study. If you want to take part, please read the statements below and sign the form if the statements are true. I freely give my consent to take part in this study and authorize that my information as agreed above, be collected/disclosed in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

______________________________
Signature of Person Taking Part in Study

______________________________
Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent and Research Authorization

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I hereby certify that when this person signs this form, to the best of my knowledge, he/ she understands:

- What the study is about;
• What procedures will be used;
• What the potential benefits might be; and
• What the known risks might be.

I can confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in the appropriate language. Additionally, this subject reads well enough to understand this document or, if not, this person is able to hear and understand when the form is read to him or her.

_____________________________________________
Signature of Person Obtaining Informed Consent / Research Authorization

_______________________________________________________________
Printed Name of Person Obtaining Informed Consent / Research Authorization

Date
APPENDIX C: SURVEY INSTRUMENT

My name is Antonia Olivas, and I am a doctoral candidate in my final year of the Joint Educational Leadership Program at the University of California San Diego and California State University San Marcos. I am currently conducting a study on the motivation to lead of African American/Black and Hispanic/Latino academic librarians. I am using the Motivation to Lead Scale (Chan & Drasgow, 2001) for the first part of this mixed-methods study. If you identify as an academic librarian, regardless of race/ethnicity, you are invited to participate in this survey/questionnaire. This is a 36 question instrument and should take approximately 15 minutes to complete.

If you decide you do not want to participate, you are not required to complete the survey/questionnaire. Please note, the results of this confidential study will be used in my final dissertation.

Thank you for your interest and your willingness to participate. The link for this study will expire August 31st, 2013 at 11:59pm (PST). Please feel free to forward the link to your academic librarian colleagues.

This study has been approved by the Institutional Review Board at California State University San Marcos.

Regards,

~Antonia Olivas, Education Librarian & Doctoral Candidate
tolivas@csusm.edu
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.** I agree to participate in this study and understand the results of this survey/questionnaire will be used in the researcher's final dissertation. | • Yes, I agree and understand.  
• No, I do not agree to participate in this study.  |
| **2.** I am an academic librarian working at a college or university library: | • Yes  
• No  |
| **3.** I identify my race/ethnicity as... | • Open ended |
| **4.** I self-identify as... | • Female  
• Male |
| **5.** Are you currently working at an Historically Black College/University (HBCU) or a Hispanic Serving Institution | • Yes, I am currently working at an HBCU.  
• Yes, I am currently working at an HSI.  
• No, I do not currently work at either an HBCU or an HSI university. |
6. My current position in my library is...  
- Dean/Director/University Librarian  
- Associate Dean/Associate Director/Associate University Librarian  
- Department Head  
- Other (please specify, open ended)

7. How many years have you been working as an academic librarian?  
- Open ended

**Motivation to Lead Scale**

These are the original Chan & Drasgow (2001) Motivation to Lead survey questions.


<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I am the type of person who is not interested in leading others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Most of the time I prefer being a leader than a follower when working in a group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I am definitely not a leader by nature.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I am the type of person who likes to be in charge of others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I believe I can contribute more to a group if I am a follower rather than a leader.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I usually want to be the leader in the groups that I work in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I am the type who would actively support a leader but prefers not to be appointed as a leader.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I have a tendency to take charge in most groups or teams that I work in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I am seldom reluctant to be the leader of a group</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>17.</td>
<td>I am only interested to lead a group if there are clear advantages for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>I will never agree to lead if I cannot see any benefits from accepting that role.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19.</td>
<td>I would only agree to be a group leader if I know I can benefit from that role.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>I would agree to lead others even if there are no special rewards or benefits with that role.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>I would want to know what’s in it for me if I am going to agree to lead a group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>I never expect to get more privilege if I agree to lead a group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>If I agree to lead a group, I would never expect any advantages of special benefits.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>I have more of my own problem to worry about than to be concerned about the rest of the group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>Leading others is a waste of one’s personal time and effort.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>I feel that I have a duty to lead others if I am asked.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>I agree to lead whenever I am asked or nominated by the other members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>I was taught in the value of leading others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>It is appropriate for people to accept leadership roles or positions when they are asked.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30.</td>
<td>I have been taught that I should always volunteer to lead others if I can.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31.</td>
<td>It is not right to decline leadership roles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32.</td>
<td>It is an honor and privilege to be asked to lead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33.</td>
<td>People should volunteer to lead rather than wait for others to ask or vote for them to lead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34.</td>
<td>I would never agree to lead just because others voted for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35. Would you be willing to be interviewed individually?</td>
<td>Yes, I would like to be considered for an interview.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(one-on-one) for this study?  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>36.</strong> Thank you for selecting the option of being considered for a future confidential one-on-one interview. I will contact you within 30 days to let you know if you have been selected as an interview participant. Please provide your contact information below. All information provided will be held in strict confidence, and no one (except for the researcher) will have access to this information. Your contact information will be destroyed once the study has been completed. Again, thank you for your willingness to participate in this study.</td>
<td>• No, thank you.</td>
</tr>
</tbody>
</table>

Please provide your most updated and convenient contact information where you can be reached.  

- Name:  
- University:  
- Email Address:  
- Phone Number:
APPENDIX D: INTERVIEW PROTOCOL & QUESTIONS

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of Interview</td>
</tr>
<tr>
<td>Place of interview</td>
</tr>
<tr>
<td>Participant (pseudonym)</td>
</tr>
<tr>
<td>Participant title</td>
</tr>
<tr>
<td>Participant contact information</td>
</tr>
</tbody>
</table>

Purpose of the Study

This topic aims to capture information about the overall experience of participants in university and college libraries who are currently in positions of leadership or are actively pursuing leadership positions in these types of libraries. This study is important because there is a disproportion of academic library leaders of color to the growing underrepresented minority student population (specifically African Americans/Blacks and Hispanic/Latinos). Academic library leaders are ultimately responsible for the collections, the programming, the services, and the overall environment of their libraries. With the steady increase of African American/Black and Hispanic/Latino(a) college students, it is important to have academic library leaders who are familiar with and understand their demographic needs.

You are invited to participate in this study because you identify as an academic librarian currently in a leadership position or actively pursuing a leadership position, and you also identify as African American/Black or Hispanic/Latino(a).

Description of Procedure
Thank you for signing the consent form. Below are the activities involved in the second phase of this mixed methods study.

- **Interview**: This interview entails a minimum of 1 hour responding to 13 questions, and going over your rights as a participant.

**Recording and Transcripts**

The interview will be audio recorded. A transcription of this interview (including your written responses) will be provided to you so that you can have the opportunity to review your representation and confirm the transcription.

**Risks**

There are minimal risks in participating in the research. They include:

1. Recalling uncomfortable, sad memories or current struggles that are deemed difficult to articulate or share.
2. Experiencing deeply-rooted unexpected and unresolved feelings.
3. Personal information may be subject to being breached.

**Safe guards**

Safe guards are put in place to minimize risks. They include:

1. You can ask the primary investigator to turn off the audio-recorder and take a moment to recuperate, or refuse to answer any question.
2. You will be directed to talk with people you trust (i.e., family, friend, and mentor), make an appointment with a counselor, or if necessary, request to stop or withdraw from the research. Also, a list of health services referrals in your area and from the primary investigator’s home campus will be offered if a strong emotional reaction is evoked during the interview and journal writing processes.
3. Documents will be kept in a locked cabinet and within a login-only accessible computer with the primary investigator only having access to the documents. The primary investigator is working alone, thus limiting others access to data. Pseudonyms will be used to hide your identity.

**Benefits**

Although your participation will yield no direct benefits to you personally, the researcher believes that your authentic participation will add an in-depth understanding of your lived experiences to that of other underrepresented minority academic librarians. In turn, your responses add information to the motivation to lead research regarding African American/Black and Hispanic/Latino(a) academic librarians.

**Voluntary Participation**
Your participation is entirely voluntary, and may be withdrawn at any time. If the length of the interview becomes inconvenient, you may stop at any time. There are no consequences if you decide not to participate.

**Incentive**

There are no monetary incentives for participating in this research.

**Contact Information**

This study has been approved by the California State University San Marcos Institutional Review Board (IRB). If you have questions about the study, you may direct them to the primary investigator, Antonia Olivas at tolivas@csusm.edu or (760) 750-4333, or the primary investigator’s Chair, Dr. Carolyn H. Hofstetter at chofstet@ucsd.edu. Questions about your rights as a participant should be directed to the IRB at (760) 750-4029.

Do you agree to participate in this study?
Do you agree to be audio recorded?

**Questions**

1. Since this study is completely confidential and your identity will not be shared with anyone, you are welcome to choose your own alias. This is the name by which you will be referred throughout the study. I recommend not using an alias you’ve used in the past and not using an alias with your real initials. For example, if your name is Janet Smith, do not use the name Joan Simpson. Feel free to be creative, but please note that the researcher reserves the right to change your alias to protect your identity or if your alias is deemed inappropriate (For example: no profanity or culturally insensitive names will be used).

2. How do you define academic library leadership?

3. Tell me about yourself (Example: How long have you been in the library profession? More specifically, how long have you been an academic librarian? What is your position at your current library and what are your major responsibilities at this library?)

4. Think about the reasons you became a librarian. Please tell me about these reasons.

5. Have those reasons changed? Why/Why not?
6. What challenges, if any, have you faced in your current position? What did you learn from these challenges?

7. When you think about the culture of your current library, are there ways in which it affects your motivation to stay and lead in this environment? How?

8. As a Hispanic/Latina academic librarian, what do you think current academic library administrators need to know to better support underrepresented minority librarians pursue their own leadership roles?

9. In what ways, if any, does your race/ethnicity play on your motivation to lead in your current library?

10. Think about your leadership style and why you choose to be a library leader. Do you feel you lead based on the satisfaction/pleasure of leading? Or do you feel you lead because of sense of obligation? Or do you feel you lead based on the benefits/rewards you receive?

11. Is there anything else you’d like to tell me about your experiences as an underrepresented minority academic librarian who has chosen to stay in the profession?

12. May I contact you in the future with follow-up questions?
**APPENDIX E**

*Table 4.3: Mean Identities by Gender*

<table>
<thead>
<tr>
<th>I self-identify as...</th>
<th>Affective Identity</th>
<th>Non-Calculative Identity</th>
<th>Social Normative Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2825</td>
<td>3.8642</td>
<td>3.3290</td>
</tr>
<tr>
<td></td>
<td>N 190</td>
<td>180</td>
<td>178</td>
</tr>
<tr>
<td></td>
<td>Std. .70353</td>
<td>.57460</td>
<td>.44685</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2946</td>
<td>3.8386</td>
<td>3.3122</td>
</tr>
<tr>
<td></td>
<td>N 43</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Std. .72329</td>
<td>.59820</td>
<td>.54887</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2847</td>
<td>3.8594</td>
<td>3.3258</td>
</tr>
<tr>
<td></td>
<td>N 233</td>
<td>222</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Std. .70565</td>
<td>.57785</td>
<td>.46672</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>Affective Identify</td>
<td>Non-Calcultive Identity</td>
<td>Social-Normative Identity</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------</td>
<td>-------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>3.2370</td>
<td>3.7852</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.47207</td>
<td>.64322</td>
</tr>
<tr>
<td>Hispanic/Latin@</td>
<td>Mean</td>
<td>3.2469</td>
<td>3.9127</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.77231</td>
<td>.67051</td>
</tr>
<tr>
<td>African American/Black</td>
<td>Mean</td>
<td>3.3652</td>
<td>3.8841</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>122</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.73056</td>
<td>.51611</td>
</tr>
<tr>
<td>White</td>
<td>Mean</td>
<td>2.9653</td>
<td>3.6270</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.63598</td>
<td>.49806</td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td>Mean</td>
<td>3.2056</td>
<td>3.8772</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.70667</td>
<td>.67168</td>
</tr>
<tr>
<td>Other</td>
<td>Mean</td>
<td>3.2847</td>
<td>3.8594</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>233</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.70565</td>
<td>.57785</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>3.2847</td>
<td>3.8594</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>233</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>.70565</td>
<td>.57785</td>
</tr>
</tbody>
</table>
## APPENDIX G

**Table 4.5: Race/Ethnicity ANOVA**

<table>
<thead>
<tr>
<th>Identity</th>
<th>Between Groups</th>
<th>Within Groups</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sum of Squares</td>
<td>df</td>
<td>Mean Square</td>
</tr>
<tr>
<td>AffectiveIdentity</td>
<td>2.681</td>
<td>4</td>
<td>.670</td>
</tr>
<tr>
<td>NonCalcIdentity</td>
<td>1.118</td>
<td>4</td>
<td>.280</td>
</tr>
<tr>
<td>SocNormIdentity</td>
<td>1.135</td>
<td>4</td>
<td>.284</td>
</tr>
</tbody>
</table>

157
### APPENDIX H

**Table 4.6: Post Hoc Test for Current Position**

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>(I) Current Position</th>
<th>(J) Current Position</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>Dean</td>
<td>Associate Dean</td>
<td></td>
<td>-.07184</td>
<td>.17792</td>
<td>.978</td>
<td>-.3886</td>
</tr>
<tr>
<td></td>
<td>Department Head</td>
<td></td>
<td>.24003</td>
<td>.14335</td>
<td>.340</td>
<td>-.6110</td>
</tr>
<tr>
<td></td>
<td>Academic Librarians</td>
<td></td>
<td>.47839*</td>
<td>.12487</td>
<td>.001</td>
<td>.1552</td>
</tr>
<tr>
<td>Assoc. Dean</td>
<td>Dean</td>
<td></td>
<td>.07184</td>
<td>.17792</td>
<td>.978</td>
<td>-.3886</td>
</tr>
<tr>
<td></td>
<td>Department Head</td>
<td></td>
<td>.31187</td>
<td>.16947</td>
<td>.257</td>
<td>-.7505</td>
</tr>
<tr>
<td></td>
<td>Academic Librarians</td>
<td></td>
<td>.55024*</td>
<td>.15415</td>
<td>.002</td>
<td>.1513</td>
</tr>
<tr>
<td>Dept. Head</td>
<td>Dean</td>
<td></td>
<td>-.24003</td>
<td>.14335</td>
<td>.340</td>
<td>-.6110</td>
</tr>
<tr>
<td></td>
<td>Associate Dean</td>
<td></td>
<td>-.31187</td>
<td>.16947</td>
<td>.257</td>
<td>-.7505</td>
</tr>
<tr>
<td></td>
<td>Academic Librarians</td>
<td></td>
<td>.23836</td>
<td>.11250</td>
<td>.150</td>
<td>-.0528</td>
</tr>
<tr>
<td>Academic Librarian</td>
<td>Dean</td>
<td></td>
<td>-.47839*</td>
<td>.12487</td>
<td>.001</td>
<td>-.8015</td>
</tr>
<tr>
<td></td>
<td>Associate Dean</td>
<td></td>
<td>-.55024*</td>
<td>.15415</td>
<td>.002</td>
<td>-.9492</td>
</tr>
<tr>
<td></td>
<td>Department Head</td>
<td></td>
<td>-.23836</td>
<td>.11250</td>
<td>.150</td>
<td>-.5295</td>
</tr>
</tbody>
</table>
Table 4.6: Post Hoc Test for Current Position (Continued)

<table>
<thead>
<tr>
<th>Tukey HSD Dependent Variable</th>
<th>(I) Current Position</th>
<th>(J) Current Position</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>Dean</td>
<td>Associate Dean</td>
<td>-.03987</td>
<td>.15502</td>
<td>.994</td>
<td>.994</td>
<td>-.4412</td>
</tr>
<tr>
<td></td>
<td>Department Head</td>
<td>-.15181</td>
<td>.12508</td>
<td>.619</td>
<td>.875</td>
<td>-.4756</td>
</tr>
<tr>
<td></td>
<td>Academic Librarians</td>
<td>-.00626</td>
<td>.10851</td>
<td>1.000</td>
<td>1.000</td>
<td>-.2872</td>
</tr>
<tr>
<td>Assoc Dean</td>
<td>Dean</td>
<td>.03987</td>
<td>.15502</td>
<td>.994</td>
<td>.994</td>
<td>-.3615</td>
</tr>
<tr>
<td></td>
<td>Department Head</td>
<td>-.11194</td>
<td>.14850</td>
<td>.875</td>
<td>.875</td>
<td>-.4964</td>
</tr>
<tr>
<td></td>
<td>Academic Librarians</td>
<td>.03361</td>
<td>.13484</td>
<td>.995</td>
<td>.995</td>
<td>-.3155</td>
</tr>
<tr>
<td>Dept Head</td>
<td>Dean</td>
<td>.15181</td>
<td>.12508</td>
<td>.619</td>
<td>.619</td>
<td>-.1720</td>
</tr>
<tr>
<td></td>
<td>Associate Dean</td>
<td>.11194</td>
<td>.14850</td>
<td>.875</td>
<td>.875</td>
<td>-.2725</td>
</tr>
<tr>
<td></td>
<td>Academic Librarians</td>
<td>.14555</td>
<td>.09898</td>
<td>.457</td>
<td>.457</td>
<td>-.1107</td>
</tr>
<tr>
<td>Academic Librarian</td>
<td>Dean</td>
<td>.00626</td>
<td>.10851</td>
<td>1.000</td>
<td>1.000</td>
<td>-.2747</td>
</tr>
<tr>
<td></td>
<td>Associate Dean</td>
<td>-.03361</td>
<td>.13484</td>
<td>.995</td>
<td>.995</td>
<td>-.3827</td>
</tr>
<tr>
<td></td>
<td>Department Head</td>
<td>-.14555</td>
<td>.09898</td>
<td>.457</td>
<td>.457</td>
<td>-.4018</td>
</tr>
</tbody>
</table>
Table 4.6: Post Hoc Test for Current Position (Continued)

<table>
<thead>
<tr>
<th>Tukey HSD</th>
<th>Depen. Variable</th>
<th>(I) Current Position</th>
<th>(J) Current Position</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound Upper Bound</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Dean</td>
<td></td>
<td>.04600</td>
<td>.12630</td>
<td>.98</td>
<td>.3730</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department Head</td>
<td></td>
<td>.07599</td>
<td>.10217</td>
<td>.97</td>
<td>-.1885</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Librarians</td>
<td></td>
<td>.07288</td>
<td>.08895</td>
<td>.84</td>
<td>-.1574</td>
</tr>
<tr>
<td></td>
<td>Assoc. Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound Upper Bound</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-.3730</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department Head</td>
<td></td>
<td>.02999</td>
<td>.12039</td>
<td>.99</td>
<td>-.2817</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Librarians</td>
<td></td>
<td>.02688</td>
<td>.10940</td>
<td>.99</td>
<td>-.2564</td>
</tr>
<tr>
<td></td>
<td>Dept Head</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lower Bound Upper Bound</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-.3405</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Dean</td>
<td></td>
<td>.02999</td>
<td>.12039</td>
<td>.99</td>
<td>-.3417</td>
</tr>
</tbody>
</table>


### APPENDIX I

**Table 4.7: Demographics of Interview Participants Showing Their Original Scores on the MTL Survey**

<table>
<thead>
<tr>
<th>Name</th>
<th>Self-Identified</th>
<th>Gender</th>
<th>HSI/HBCU</th>
<th>Position</th>
<th>Years</th>
<th>Highest Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beagle Chicano Librarian</td>
<td>Hispanic</td>
<td>Fem.</td>
<td>No</td>
<td>Academic Librarian</td>
<td>6</td>
<td>Social Normative</td>
</tr>
<tr>
<td>Renquito</td>
<td>Latino</td>
<td>Male</td>
<td>No</td>
<td>Academic Librarian</td>
<td>8</td>
<td>Social Normative</td>
</tr>
<tr>
<td>Pimentl KR Librarian</td>
<td>Hispanic</td>
<td>Fem.</td>
<td>No</td>
<td>Academic Librarian</td>
<td>6</td>
<td>Social Normative</td>
</tr>
<tr>
<td>Rose</td>
<td>Mexican-American</td>
<td>Male</td>
<td>No</td>
<td>Academic Librarian</td>
<td>18</td>
<td>Social Normative</td>
</tr>
<tr>
<td>Woods</td>
<td>African-American</td>
<td>Fem.</td>
<td>Yes</td>
<td>Department Head Librarian</td>
<td>10</td>
<td>Affective Identity/Social Normative</td>
</tr>
<tr>
<td>Dotson</td>
<td>African-American</td>
<td>Fem.</td>
<td>Yes</td>
<td>Department Head Librarian</td>
<td>2</td>
<td>Social Normative</td>
</tr>
<tr>
<td>Smith</td>
<td>Black/African-American</td>
<td>Fem.</td>
<td>Yes</td>
<td>Academic Librarian</td>
<td>13+</td>
<td>Social Normative</td>
</tr>
<tr>
<td>Marks</td>
<td>Black/African-American</td>
<td>Fem.</td>
<td>No</td>
<td>Department Head</td>
<td>15</td>
<td>Social Normative Affective Identity/Non-Calcultative</td>
</tr>
<tr>
<td>James</td>
<td>Black/African-American</td>
<td>Fem.</td>
<td>No</td>
<td>Associate Dean</td>
<td>22</td>
<td>Social Normative</td>
</tr>
<tr>
<td>Anderson</td>
<td>Black/African-American</td>
<td>Fem.</td>
<td>Yes</td>
<td>Department Head</td>
<td>1</td>
<td>Social Normative</td>
</tr>
</tbody>
</table>
**APPENDIX J**

*Table 4.8: Factor Analysis Pattern Matrix*  

<table>
<thead>
<tr>
<th>Affective</th>
<th>Non-Calculative</th>
<th>Social-Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td>7b. Most of the time I prefer being a leader than a follower when working in a group.</td>
<td>.680</td>
<td></td>
</tr>
<tr>
<td>7d. I am the type of person who likes to be in charge of others.</td>
<td></td>
<td>.763</td>
</tr>
<tr>
<td>7f. I usually want to be the leader in the groups that I work in.</td>
<td></td>
<td>.692</td>
</tr>
<tr>
<td>7h. I have a tendency to take charge in most groups or teams that I work in.</td>
<td></td>
<td>.631</td>
</tr>
<tr>
<td>7i. I am seldom reluctant to be the leader of a group.</td>
<td></td>
<td>.627</td>
</tr>
<tr>
<td>8d. I would agree to lead others even if there are no special rewards or benefits with that role.</td>
<td></td>
<td>.626</td>
</tr>
<tr>
<td>8f. I never expect to get more privilege if I agree to lead a group.</td>
<td></td>
<td>.628</td>
</tr>
<tr>
<td>8g. If I agree to lead a group, I would never expect any advantages of special benefits.</td>
<td></td>
<td>.649</td>
</tr>
<tr>
<td>9a. I feel that I have a duty to lead others.</td>
<td>.405</td>
<td></td>
</tr>
<tr>
<td>9b. I agree to lead whenever I am asked or nominated by the other members.</td>
<td></td>
<td>.664</td>
</tr>
<tr>
<td>9c. I was taught in the value of leading others.</td>
<td></td>
<td>.377</td>
</tr>
<tr>
<td>9d. It is appropriate for people to accept leadership roles or positions when they are asked.</td>
<td></td>
<td>.681</td>
</tr>
<tr>
<td>9e. I have been taught that I should always volunteer to lead others if I can.</td>
<td></td>
<td>.612</td>
</tr>
<tr>
<td>9f. It is not right to decline leadership roles.</td>
<td></td>
<td>.564</td>
</tr>
<tr>
<td>9g. It is an honor and privilege to be asked to lead.</td>
<td></td>
<td>.595</td>
</tr>
</tbody>
</table>
Table 4.8: Factor Analysis Pattern Matrix<sup>a</sup> (Continued)

<table>
<thead>
<tr>
<th>Component</th>
<th>Affective</th>
<th>Non-Calculative</th>
<th>Social-Normative</th>
</tr>
</thead>
<tbody>
<tr>
<td>9h. People should volunteer to lead rather than wait for others to ask or vote for them to lead.</td>
<td>.439</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Rev7a | .630 |     |      |
| Rev7c | .727 |     |      |
| Rev7e | .734 |     |      |
| Rev7g | .697 |     |      |
| Rev8a |     | .799 |      |
| Rev8b |     | .646 |      |
| Rev8c |     | .817 |      |
| Rev8e |     | .720 |      |
| Rev8h |     | .399 | .543 |
| Rev8i |     | .474 |      |
| Rev9i |     |     | .493 |

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 4 iterations.
REFERENCES


Montague, R. (2005). Library access Midwest program (LAMP): A regional recruitment alliance for library and information science. *Grant Proposal*, Graduate School of Library and Information Sciences, University of Illinois at Urbana-Champaign, Urbana, IL.


