

**Strengthening Libraries at
Historically Black Colleges and Universities**
Project Planning Grant

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The Andrew W. Mellon Foundation
By the HBCU Library Alliance

Steering Committee Members:

- Janice Franklin (Alabama State University)
- Tommy Holton (Dillard University)
- Loretta O'Brien Parham (Hampton University)
- Emma Bradford Perry (Southern University and A&M College)
- Elsie Stephens Weatherington (Virginia State University)

Leadership Planning Grant Committee Members:

- Richard Bradberry (Bowie State University)
- Waltrene Canada (North Carolina Agricultural & Technical State University)
- Janice Franklin (Alabama State University)
- Obidike Kamau (Texas Southern University)
- Samuel Morrison (retired, Broward County Library)
- Kate Nevins (SOLINET)
- Loretta O'Brien Parham (Hampton University)
- Merryll Penson (Board of Regents, University Systems of Georgia)
- Susan Perry (Council on Library and Information Resources)
- Emma Bradford Perry (Southern University and A&M College)
- Maureen Sullivan (Consultant)

Project Consultant: Consuella A. Askew

TABLE OF CONTENTS

	Page
Executive Summary	ii
About the Project	1
Methodology	2
Results and Analysis	3
Demographic Profile.....	3
Themes	3
Role of the HBCU Librarian.....	3
Role of the HBCU Library.....	7
Professional Development of HBCU Librarians	12
Summary and Conclusions	16
Discussion and Recommendations	19
Appendices.....	22
Appendix A: Timeline of Events	
Appendix B: Focus Group Participants’ Demographic Data	
Appendix C: Draft Design of Educational Institute	

Executive Summary

Introduction and Background

The purpose of the HBCU Library Alliance's planning project was to identify strategies to promote the role of the HBCU librarian on each campus and advocate for total integration of libraries into campus programs for teaching and learning. The HBCU Library Alliance provided a collaborative planning approach for assessing needs and for design and delivery of programs and tools for addressing those needs. The planning grant objectives were to:

- Assess the need, define the scope, and design the curriculum of an educational institute for the professional development of HBCU library managers
- Engage selected HBCU Presidents in discussions about the value and role of the library within the context of the institution's mission
- Enrich the utility of the HBCU Library Alliance website as a vehicle for communication, advocacy, resources, and educational materials.

Specific Procedures

The planning project activities took place over a period of 11 months and consisted of focus groups with HBCU library directors (n=78), a group interview with HBCU Presidents or designees (n=13), and the design of an educational institute.

Summary of Conclusions

An analysis of the discussions held by the HBCU library directors and HBCU Presidents indicated that there are three major areas of concern: (a) the growth of leadership, (b) fiscal constraints, and (c) keeping abreast of emerging and existing technologies.

The longevity or tenure of most HBCU library staff perhaps, to a degree, retards the potential for the growth of these libraries. As was noted by the directors, these longtime employees rarely participated in professional development events outside their local area or sought professional opportunities to gain new skills or knowledge. Their reluctance to move outside their comfort zone establishes an organizational culture that is resistant to change and prohibits forward movement of the library. Whether mirroring the culture of the overall institution or not, this stagnation results in the perception that HBCU library operations remain the same no matter what.

A resistant culture coupled with fiscal constraints requires that HBCU libraries adopt new measures for assessing and describing their contributions to the teaching and learning missions of their institution. Currently there is no standardized or widely used instrument to obtain user feedback regarding the performance of HBCU libraries. The development of such a tool will provide library directors with a means for informed decision-making concerning programs,

services, and resource allocations, and the ability to identify areas of concern with library services.

Both campus administrators and HBCU library directors indicated that technology was an issue – in specific, finding the fiscal resources and training necessary to keep abreast of the emerging and changing technologies.

All of the above need to be addressed before HBCU libraries can expect to fully move toward the ideal 21st century library. The path toward change and continued progress will be a long and arduous one. Current and future HBCU library leaders will need to equip themselves with effective leadership skills, invest in a well-trained staff, and engage significant administrative support at the institutional level in order to be successful in this endeavor.

Recommendations

The nature and scope of the professional development needs indicated by the directors and the presidents will require an ongoing and sustained effort. The following recommendations are suggested to meet the immediate development needs of the HBCU librarians and library directors:

- An educational institute to develop leadership
- A library exchange program
- Workshops and training opportunities
 - Information technology
 - Research methodology.

These suggested events represent the beginning steps of an ongoing, sustained effort to provide HBCU library directors and their staff with the skill set and tools needed to move their libraries forward. In order for these learning events to have a sustained impact on and to affect change within the HBCU library community, these efforts will require the full commitment and participation of the HBCU Library Alliance member libraries.

About the Project

The purpose of the planning project was to identify strategies to promote the role of the librarian on each campus and advocate for total integration of libraries into campus programs for teaching and learning. The specific goals of the project were to:

- Determine what it means for a library at an HBCU to be integrated into teaching and learning processes and what HBCU libraries need to be able to do this effectively
- Gather input from the HBCU community and the academic library community about the role of the library in teaching and learning
- Design an educational program that will improve the skills, knowledge, and ability of HBCU librarians to enable them to integrate their libraries more effectively into their institutions' teaching and learning missions.

To achieve the project goals, the HBCU Library Alliance proposed a four-step planning project. The entire planning project was managed by a consultant, Consuella A. Askew, selected by and accountable to the Planning Committee, which was comprised of library directors and professionals appointed by the HBCU Library Alliance Steering Committee along with representatives of SOLINET, CLIR, and the Andrew W. Mellon Foundation.

The planning grant objectives were to:

- Assess the need, define the scope, and design the curriculum of an educational institute for the professional development of HBCU library managers
- Engage selected HBCU Presidents in discussions about the value and role of the library within the context of the institution's mission
- Enrich the utility of the HBCU Library Alliance website as a vehicle for communication, advocacy, resources, and educational materials.

The project took place between September 2003 and July 2004. Appendix A provides a detailed timeline of project activities and events.

Methodology

Focus Groups

Focus groups were conducted with 10 different groups of HBCU library deans and directors (n=78) and one group of selected HBCU Presidents (or their designees) (n=13) over a period of six months (see Appendix A for the project timeline). Eight of the 10 focus groups were conducted in-person, at regional sites, and two took place by telephone. The transcripts from the focus groups and the notes from the presidential group interview were analyzed using the qualitative analysis software Atlas.ti to identify emerging themes.

The group interview process was as an iterative one. The original set of questions used for the first focus group was refined over the course of three interviews resulting in the following six questions that were posed during the remaining sessions:

1. What is your role as library dean/director?
2. What role does your library assume in the teaching and learning mission of your institution? What do you envision for the future?
3. What types of assessment activities do you engage in, in your library? How often do you assess? What do you do with your results?
4. What changes are you planning for your library?
5. If your library received an unexpected large donation from an alumnus with the stipulation that it would have to be spent on professional development for the library faculty/staff, what types of activities would you participate in? Why? What types of professional development activities would you encourage your staff to participate in? Why?
6. Suppose you had one minute to talk to your institution's president on the library's contribution to teaching and learning on your campus. What would you say?

Presidential Conversation

The second strategy engaged selected HBCU Presidents in discussions about their perception of the value and role of the library. The planned outcomes for this conversation were to: (a) educate the presidents about the role of the librarian, (b) assess the presidents' perception of the role of the campus librarian, (c) establish a shared vision as to the role and direction of the campus library, and (d) create a core group of library advocates.

Results and Analysis

Demographic Profile

Demographic and institutional data was collected from all focus group participants to provide an interpretive framework for the content analysis of the discussions. As a group, HBCU library directors are predominantly female (82%) and 50 years of age or over: 29.5% -- 50-54; 21.8% -- 55-59; and 29.5% -- 60+. A little more than half of these directors (56%) have been in their current positions six years or more and 22% have held their current positions for 15 years or longer. Twenty-six percent of the directors earn an annual salary within the \$70,000 to \$79,000 range. The majority (39%) earn annual salaries between \$45,000 and \$70,000. Almost 60% hold a master's degree and 33% have doctoral degrees. For more details concerning the demographics and institutional characteristics, see Appendix B.

Themes

Over the past decade, technology has greatly influenced the nature of library services and the role of the library within the learning environment. The influence of technology and its impact on library operations resounded in conversations with the HBCU library directors and was a focus of the presidential conversation as well. The responses from the two groups of participants—HBCU library directors, HBCU Presidents and presidential designees—are representative of two differing perspectives of library service based on their hierarchical placement on campus. One perspective of responses represents the concerns, issues, and challenges faced at the operational level expressed by library directors. The second perspective represents the concerns, issues, and challenges of library services from a planning or visionary perspective offered by the HBCU Presidents. A content analysis revealed overlapping themes in the discussions held by both groups of participants: (a) the perceived role of the HBCU librarian, (b) the perceived role of the HBCU library, and (c) the professional development needs of HBCU librarians. In the following discourse, institution names have been omitted to protect the confidentiality of the participants.

Role of the HBCU Librarian

The responses collected from the library directors indicated that although leadership and management were very important roles for an HBCU library administrator, the role of the HBCU librarian is ever evolving, impacted by the use of educational and information technologies in higher education. One of the first focus group questions posed to the library directors asked them to describe their role as library director. When responding to this question, many of the participants began describing what role the library directors **should** have on their campus as opposed to detailing their own roles. This suggests that many of the directors are frustrated with their roles and perhaps current status on campus.

Leadership and Management

More often than not, the directors began their role depiction by referring to their leadership and/or management responsibilities. Their responses seem to indicate that the majority of these administrators perceive their functional role more as a library manager than a library leader. As they listed their responsibilities, they frequently listed their operational duties first. For example, one director shares the “ABCs” of administration stating, “Now at this time my [role] is three and three, administering, budgeting and coordinating, that’s ABC.” Another expressed her administrative role like so: “In actuality, I consider my role to be very much administrative in making certain that the fires are put out, which are constantly scary.” The few who mentioned their role being that of leader expressed it in vague terms such as the following: “At [my institution] I see my role as providing leadership for the library as it relates to our students, faculty and staff.”

Although the presidents were not asked specifically about their perceptions of the library director’s role, throughout the conversation their responses invariably touched upon such perceptions. It was noted at one institution that librarians were “traditionally administratively driven” and were a part of the campus administrative team. However, now that the campus has become more learning-centered, the librarians are experiencing changing roles as a result of having to keep up with technology and accreditation requirements. Another president mentioned that at her institution, the library director holds the title “manager” of the library; the library is seen as a facilitative entity that connects to all aspects of the institution’s teaching and learning.

The majority, if not all, of the directors indicated that their roles centered on providing management and leadership for the library and all of its functions both internally and externally. Ironically, a few directors revealed reluctance to fully exercise the power bestowed them by their position on campus. This may be attributed to a sense of frustration from not always getting what they need from administration or to the lack of interdepartmental cooperation. One focus group participant noted:

I have a machine-readable evaluation that we do. . . . There’s a question at the bottom for comments and this is where they really talk about us. They say we’re not open long enough and I heard lighting somewhere, ‘the lighting is poor,’ ‘you need to get your air conditioners repaired,’ and ‘your computers stay down.’ You know none of this is anything that we can do; I cannot fix air conditioners and computers.

While it is true that the library director is not responsible for repairs, he or she is nevertheless responsible for overseeing the maintenance and upkeep of their facility. One director stressed the importance of leadership in moving the library forward: “I would say that in our case it is a lack of leadership. . . . You need all this stuff, but you also need to have in the library that vision and commitment and the follow-through.”

A reticence to take an aggressive stance on personnel issues was also apparent. A director who was relatively new to her position stated, “I think we’re all seeing changes in reference and those kinds of things, but what I find is my reference desk was not staffed, at least not with a librarian, and sometimes throughout the day students had a real problem. It’s my first semester, so I have to see how things work there before I do something.”

Public Relations and Marketing

Public relations and marketing were considered vital; as one director stated, “If you don’t toot your own horn, nobody else will.” This belief was shared by many of the library directors as they struggled with the misperceptions of their teaching faculty, students, and administrators concerning the lack of library collections and services. Although it speaks to the role a library director should have, the following comment nicely packages this aspect of the director’s role: “I see the librarian as being the PR person. Your role is to promote your services. Assuming that everyone knows what a library is for, you still have to go out and promote it and that’s what a director does also.” One director noted the importance of garnering the campus administration’s attention: “Currying the favor of the administrators by whatever means necessary, forging the relationship to promote what you are doing in the library, to have a greater understanding by all constituencies in your campus community . . . [about] what your given library has to offer, what kind of services you provide, what programs you’re having, etc. . . .” These thoughts were underscored during the presidential conversation.

By their own admission, the HBCU Presidents generally do not focus a lot of attention on their libraries. Many stated they visit their libraries as little as once a semester, noting that it was the least problematic department on campus, so the library tends not to demand their close attention. Only one administrator was able to proudly state he’d visited his library several times over the course of his two-month tenure. Because their responses indicated infrequent visits to the library, one president challenged the rest as to whether or not this group of administrators felt that the library was really the “hub” of the campus. She further posed the question, “How do you change the library so that it can transform from a depository of books to a critical pacesetter equipping students to be competitive scholars?” When the group was asked by one of the moderators, “If you don’t visit the library, why do you expect the faculty to visit,” one outspoken president responded, “My role is different from faculty. Why would I?” Another responded that the issue is not whether “we should model. The challenge is why doesn’t the library make it attractive enough for students to come to the library?”

Part of the director’s marketing strategies and public relations efforts began with their participation in the various campus committees and community outreach programs. “With the committees that I sit on -- our strategic planning committee, our long-range planning, academic affairs, and several other committees -- I’ve been able to interpret the needs of the library in such a way that people can actually see it.” This type of campus interaction and visibility is vital to the continued support of the library by the campus administration given the opinions expressed by the HBCU Presidents.

Even though many directors recognize that being pro-active in the community and being seen around campus, in addition to a strong marketing and public relations campaign, is critical to the viability of their library programs, some directors still believe that promotion alone will bring their users into the library. This is discreetly evident in the following statement: “We’ve made our presence known by saying, ‘well, you know you need to consider library aspects of this,’ but you know no one has taken us up on this.”

Mentorship

Mentorship of students and staff was a repeated theme. For some, it was a role that they assumed for their staff: “A large part of what I do in addition to the administrative kinds of

things, is mentoring and being a sounding board and what-have-you for the library faculty.” Given the age demographics mentioned earlier, mentorship in the context of grooming future HBCU library leaders is critical. In recognition of this, one director noted:

My other role is that of mentor. It's not just my staff, but I've tried to teach [them] to be able to take over my job and remind them constantly, ‘you know, I'm getting old; I'm not going to be here that much longer and you need to look at where you want to go.’

Mentorship for other directors was a social good, a role they assumed for their student body that went above and beyond their position as library director, as exemplified by the following: “I personally am advisor to three student organizations and I spend a lot of time with students.”

Fundraising

The higher education literature reveals that HBCU institutions have been and continue to be under-funded. It was noted by some participants that a large portion, if not all, of their library budget consisted of Title III funding (federal grants). One recently hired library director shared her surprise upon learning that her library budget consisted largely of Title III funds: “I mean, my library is not funded by that [parent] institution. The majority of my funding comes through Title III. . . . I almost fainted when I saw that.” Another director expressed her concern with her library’s Title III funding:

At my institution, my program is totally, almost totally, funded by Title III. So this means that I must write the proposal each year, which includes the budget, the staff, the objectives, and all of the other things that go along in this proposal writing. With this, the evaluators visit twice yearly to determine whether we are actually doing what we said we were doing. And if Title III funding should fold, we would just be handicapped because we’ve had serious financial constraints.

As a result of these and other budgetary concerns expressed by the directors, many considered fundraising an important aspect of their jobs. “I think I see my role more also as to raise funds, fundraising, in terms of programs that we want.” Another stated, “I also see myself as a fundraiser and always as an advocate of the library, bringing into the library the teachers and finding out what their needs are at all times in order that we might enrich and enhance our collection.” Grant writing also was considered to be an important function of the HBCU library director, as noted in the quote above about Title III funding. Some directors indicated that fundraising efforts in the library could be impacted, potentially negatively, by the institution: “I’d also say tied into the money would be administrative perception. Because . . . if you don’t have their [administrators’] support, then it’s going to be difficult to get the money and there can be real barriers as to how they feel about the library.”

Other Roles “As Assigned”

In addition to the typical or commonly shared roles, there were also some atypical roles assumed by the library directors that varied from institution to institution. For some, the

structure of their organization required them to take on additional administrative and library duties that a library director may not otherwise incur. Almost in all cases, technology has greatly impacted the way these librarians perform their jobs and the perceptions of their roles by others. A good example of this is illustrated by a comment from a director who is also responsible for the library's network: "I'm more than just an administrator. . . . I do the library systems. I don't have a person to do that, but it's really stressful. If the system isn't working, I'm called and I've got to make it happen." The role of the library director as perceived by others is revealed by the following comment: "I am the one who's looked toward for building a strong collection or database management and for library information and technology."

It is clear that the HBCU library director assumes many roles on his or her campus on an "as needed" basis. During one of the first focus group discussions, one director shared with the group her words of wisdom to her staff: "I often tell people that there is not anything that goes on in this building that I . . . have not done at some point, including removing a dead mouse. So you do what you have to do at a given point in time." In some cases, the director has been forced to assume a role out of necessity rather than willingness. Such is the case indicated by the following participant's comment: "I think I'm in a bit of a different situation than the majority of you because I work in a technical college environment. I end up being everything to everybody because I am the only library professional on campus."

The presidential discussion regarding the image and perception of librarians can be viewed as a catalyst for thought. One university administrator mentioned that his library director shared his notes from the focus group in which he participated and the administrator was struck by the dissonance of the library's self-perception as compared to the student's perceptions. He noted that many of the librarians viewed themselves as 20th century librarians and suggested that the profession should take a look at how librarians are being trained. The self-perception of the HBCU librarian may or may not be systemic of the training provided by library schools, but is a result of their professional experience and socialization. Given the diffuse amount of responsibilities these library administrators shoulder on a daily basis and the lack of resources they have to work with, it becomes more understandable but not necessarily acceptable why these leaders are seemingly stuck in the 20th century frame-of-mind.

The Role of the HBCU Library

When asked to describe their libraries' role in the teaching and learning missions of their institutions, the most commonly mentioned method was through library instruction. The role of the library as it pertains to the teaching and learning mission of the institution not surprisingly overlapped many of the roles assumed by the library director. One of the most important roles of the campus library is to provide and make accessible print and electronic information resources to support the institution's curriculum.

Our main objectives and goals [are] on-going and that's collection development -- that we support whatever our curriculum is. Whatever majors we have going out there . . . they look for the library to support in print and non-print materials and of course now technology. Technology is the biggie.

Technology as the "biggie" is important, particularly when referring to electronic information resources and tools. However, this information technology can also be expensive depending on

the discipline areas. The following comment illuminates the general state of HBCU library collections:

I think we all have an older collection. Even if we were given a million dollars today, we'd still have an old collection if it was for nothing but the Bible and other reports. A million dollars sounds good but . . . you will still have an old collection and I think we need to train our faculty when these students say, 'Oh, it's nothing in that library but old books,' they need to be able to respond to say, 'Well have you used the electronic resources?'

Library Instruction

Most of the directors indicated that their library provided library orientation or training of some type, despite staffing shortages and lack of teaching spaces in the library. The HBCU librarians employed a variety of approaches and formats to implement their instructional programs, ranging in complexity and content from library orientation tours to one-credit courses. Generally the target group for the training is first-year students. One participant described her library's instruction program which is integrated into a college course: "We also do bibliographic instruction. It's a part of a course that's called *Adjustment to University Life* on our campus that all freshmen and transfer students are required to take. So we spend about three sessions with students doing . . . bibliographic instruction." There is an ongoing debate as to whether or not "one shot" sessions are sufficient to equip college freshman with library skills that they will utilize throughout their college career. Based on her experience, one director commented, "I'm convinced more and more freshmen . . . don't need it . . . and although they come, I mean they need an orientation, but what I have found . . . is by the time they get to junior year, when they begin to do those research papers and things, that's when they really need us."

As in other academic libraries, the HBCU librarians find it difficult to engage the full cooperation of their academic faculty to move their instructional programs forward. Most often the resistance of the faculty to encourage their students to use their campus library results from the faculty's own lack of knowledge of the library's resources. In particular, it was noted that many faculty members were unfamiliar with library information technology (i.e., electronic databases, Internet, etc.). One director noted:

Another big barrier is the faculty, because the faculty is not comfortable using technology and you don't have a card catalog that you can go thumb through anymore. That's what they did in grad school. So they are not comfortable, so they don't encourage the students.

Another noted that their faculty members are unaware of the primary electronic resources in their academic discipline:

A lot of them [faculty] say that they do not know. And if they came along 30 years ago and they have not gone back to school again or done anything themselves to self-improve . . . a lot of them are not aware of what some of these specific primary electronic resources are.

The librarians recognized the importance of concentrating more effort on training their faculty to gain their alliance and cooperation when it comes to library instruction and promoting library services in general. In spite of the challenges, the directors indicated that they have also achieved some success in their training efforts that have led to other demands, which then have led to overburdening already short-staffed libraries.

We are now switching to Blackboard™, and the librarians have been so good at perfecting instruction, that they are now asking the librarians to do the training for the faculty. So that's an added burden. I have a couple of librarians who work until 10:00 at night.

Technology

The library directors expressed that, along with the campus computing department, the library has always been considered one of the most technologically advanced units on campus. "I must add that traditionally the technology . . . because we were so advanced . . . was manned in the library. The library has always been in the forefront of technology on . . . campus."

Acknowledging how technology has impacted learning in higher education, the HBCU Presidents broached the concept of a library without walls. Some were more accepting of this concept than others. One administrator voiced his unwillingness to let go of the "library as place" and thought that the library needed to be "re-imagined." He had earlier expressed that he "didn't know if the traditional library remains significant today as was 30 years ago," and suggested that discussions currently taking place should "consider the library's role culturally."

The limited library visits of the administrators proved evidentiary of their lack of knowledge about the changing library environment in the wake of the many technological advances. For example, one president expressed a desire to have his library networked with other libraries to provide their students remote access to other library collections. He also wanted to have some way to assure that each institution involved would be able to share their resources with each other. This is currently a reality as many HBCU institutions are part of local or regional consortia and share their collection information with a wide body of users. Additionally, automated catalogs have allowed many libraries to make their collections searchable via the World Wide Web.

Community Service

HBCU institutions have always instilled a sense of community in their students, faculty, and staff. It is no surprise that these institutions often serve as pillars in the local community in which they are situated. Therefore, in addition to providing instruction for their campus constituency, many of the HBCU libraries also provide instructional services to their surrounding communities.

The public libraries are going through some problems so the public school students are allowed to use the [campus] library. We even go as far as to have classes on how to do research for the high school students.

[*My institution*] is unique in that we have an elementary school next door and a middle school down the street and a high school across the street, and so some students in our community actually attend school in the area, from K [kindergarten] through post-secondary. I have a partnership with the librarian at [the local] Elementary and I go over and read stories to them and they come over to the [campus] library . . . because it is a community college and we have to do community outreach.

Library as Place/Space

As in national studies, the concept of the campus library as place emerged as yet another important role during the focus groups. Library as place refers to a library's role as sanctuary for students who need a place to study aside from their dorm room or home. One director asserted the importance of this library role: "I also think that providing a sense of place is very important and I feel it here in this library, the sense of place that it's conducive to the study and conducive to the learning of the students." This belief was shared by some of the HBCU Presidents. While some presidential attendees espoused the idea of a "library without walls" or the library as a "service" rather than as a place, others were more reluctant to conceptualize the library as a virtual entity. One presidential attendee noted that he enjoyed seeing books and felt that students have lost such an appreciation because they have grown up reading computer screens.

This approach, in addition to the topic of a library without walls, presented an opportunity for learning as another participant suggested identifying three to four schools that could be used to create and implement a new concept of the library and serve as models. Despite the intriguing exchange concerning the changing concept of the library, it was acknowledged that there is a "tremendous need for faculty and resources" if the library were to become a place without walls and, in order to make this possible, something has to be done in the process that will "link faculty with librarians."

Ironically, although the presidents espoused their vision of a library without walls, the library directors talked about the use of library space by campus administration. It became clear that some administrations used their campus library as a space to house various campus departments and personnel. Sometimes this worked out for the mutual benefit of the library and the institution; sometimes it was to the detriment of the library as illustrated by the following comments from the focus groups. A director shares an experience that has worked out to the mutual benefit of the library staff and the teaching faculty:

We've found that . . . our professional development center, which the Vice President for Academic Affairs set up in our building . . . has helped faculty a lot. Because . . . it's in the basement and it's away from the students, so students don't see them [faculty] . . . coming to use it. They're [faculty] just uncomfortable; they're not familiar with the technology but they don't feel comfortable enough to be in the lab where the students are, with you showing them [the faculty] how to do it. We have a professional development center geared particularly to faculty, [so] that we find that we have a lot of them coming over and asking for help.

Another director shared a not so positive experience resulting from the library becoming one of the “wired” departments on the campus:

We were fortunate to get some monies to make the library wired. It was announced in September with the new students coming in. Come to find out, it worked against us. Because my area in the library administration department [is] . . . on the floor where the hub is . . . we have to move out to accommodate a new person that started December 1st because she wants a building area where it’s wired. So when you do improvements for the library, people on campus find out about it, then you are tagged by, ‘Why don’t we use that space in the library and move them somewhere else?’

More often than not it was stories like the latter that peppered the focus groups when it came to the library-as-space issue. While campus administrators envision wonderful things for their libraries, the library’s ability to serve their campus to the fullest capacity is stifled as a result of having to compete for space and use of technologies within their own facilities.

Section Concluding Remarks

As explained previously, community outreach and services are a part of the legacy of HBCU institutions, in which the library plays a role. Specifically, the perception and reputation of the HBCU organization (and library) extends beyond the campus boundaries to the community-at-large.

One of the chapters [Jack and Jill] called last week. . . . She wanted . . . the seniors that they had [to] come in . . . the library and get an overview of the library. They are trying hard to take them to HBCUs . . . for early admission. . . . The lady said, ‘I heard you may not be able to do this,’ but she said, ‘I thought I’d ask you anyway.’

From time to time, the public relations efforts described by the library directors involved the library partnering or collaborating with other academic units on campus, or other local libraries (i.e., academic, school, public libraries, etc.).

Last spring we were trying to work with our history department . . . to provide internship[s] to the students who are majoring in history. We did have two student interns in 2003, one who was a history major. . . . The other student was a history major, but she wanted to get her master’s at the time. So what I did with her is, she worked within four units of the library, for about six weeks; she worked with technical services a couple of weeks, circulations, graphics . . .

It is without doubt that for every success the library experiences, there is a challenge to the library’s integration into the teaching and learning mission of the institution. Among the major barriers noted by the directors that prevented them from achieving full integration into the teaching and learning mission of their parent institution were negative faculty perceptions, weak

leadership, insufficient resources (human, material, and financial), and lack of support by campus and institution administrators.

Professional Development of HBCU Librarians

The rapidly changing information environment and highly competitive academic landscape compel the academic librarian to continually seek to remain on the forefront of the latest technologies and information resources. However, budget constraints limit the ability of many HBCU library staff members to participate in professional development opportunities outside their institution. Continuing education and professional development opportunities are important factors in the library remaining or becoming a visible, viable, and vibrant campus entity. The HBCU library directors recognized this need and, when posed a question as to how they would spend funds designated for professional development opportunities, their responses clustered around four major areas: leadership development, continuing education, communication skills, and technology.

Leadership and Management

Touching on the leadership and management role of the library director, one administrator stated that there is an assumption in higher education that the “last man standing” is an administrator. He further proposed the need to invest in honing the administrative skills of the librarian as “not everyone has that acumen solely based on their experience” and recommended that the administrative skills of the library director should be reviewed.

Realizing that they will not hold their current positions forever and given the average age of the library directors, many of the directors expressed the desire and the need to cultivate leaders within the library ranks. Oftentimes this development of leadership overlapped with the need for continuing education and cultivating interpersonal skills. One director stated, “If I do leave or if I’m forced to leave, you know, by illness or whatever else, you can handle a mini-collapse even though I think it is incumbent upon every director, every manager, to train people so that they can safely function whether or not you are there.”

Subsequent discussions concerning the types of skills new leaders should be equipped with resulted in a laundry list including oral and written communication skills, interpersonal skills, team-building skills, and some business administration. A participant commented on the importance of developing interpersonal skills: “Some of the people kinds of skills, group kinds of skills, to develop leadership among our staff so that maybe even they would grow enough that they could go to another library.” Another pointed out that there is perhaps a need for better understanding of the psychology of people: “The humanistic issues and dealing with people, perhaps we need some psychology because in small institutions, you have to do a little bit of everything and one-on-one dealing with people, supervising . . .” In addition to people skills, the directors acknowledge that being business savvy or having a business “sense” is also important for a library leader. This came across very clearly in the following comment made during the second focus group: “But library administrators really need to have a basic understanding [of] how to communicate with the business administration.” In this same session, another director acknowledged, “My nine credits of business administration, first of all, helped

me more than my library degree. And that nine hours of minor studies I feel gave me organizational skill development, personnel development, process development . . .”

Diversity

The changing library is also a result of increasingly diverse user populations. Originally conceived to provide higher education opportunities for African Americans in the United States, HBCU libraries have traditionally provided library services for a homogeneous body of users. National trends indicate that more and more non-traditional students are entering college. Non-traditional students are typically older, working students, often with families, who are either returning to school for a second degree or entering college for the first time. As can be expected, these students are generally more focused and savvy consumers when it comes to their tuition dollars. They come to college with higher expectations of the educational services provided, including library services, than their traditional counterparts. This was proven to one library director by responses to a library survey:

We've gotten the most interesting reports from our non-traditional students because those are students that are very focused and they don't have time to play around, so they've been critical, but it has helped us.

Today, HBCU institutions enroll students of all races, ethnic groups and nationalities. This diversity is also reflected in many of the HBCU library staffs. The following response by a library director on the “ethnic representation” of her staff provides an excellent example of staff diversity:

I have my assistant from Baghdad, Iraq, another reference assistant from Bombay, India, both of whom are naturalized citizens. I have recently hired a man from Nigeria who is working in the area of computer science in the laboratory.

Diversity is also reflected in the age groups represented by the library staff members. It became apparent throughout the focus groups that a large number of the directors were working with library staff/faculty members who had long tenures. It came as no surprise that in some instances, staff members had worked in the library many years longer than the director. Working in the same library during one's career promotes a sense of security, but also increases the resistance to change. As a result, the library directors found motivating their staff members and moving their library forward a huge challenge. Comments such as the following resounded in the various focus groups:

Frankly a lot of people that I've got are getting along in years. They aren't ambitious anymore; some of them have very marginal skills even though they have their MLS degrees. I think if we had someone to come in and help us and maybe reinvigorate some of their spirits, if nothing else it would go some way to making our library a lot more viable an organization on campus.

You're dealing with people who haven't kept up their professional development. They are, some of them, still the same librarians they were when they got their

degrees. So they're going to have to be, I have to say, made to . . . care more about themselves. It's a question I think [of] re-interesting them in what it is that they devoted their lives to. Maybe I'm getting them more interested in finding out what it is to be a librarian now as opposed to what it was in 1968, or 1975, or when it was that they got their degrees.

In contrast, as the library directors reflected on the professionalism of their staff members, it was noted that their younger librarians did not display what they felt were acceptable work ethics. Their accounts of the unacceptable actions of these librarians included such things as not answering the phone in a professional manner, talking to other staff members while keeping students waiting, gossiping in front of faculty members, etc. The following statement summed up the general feeling of the directors regarding their young professionals:

I often said if I had to be born again that I would want to be born in my generation. I think we learned work ethics, we learned respect, we learned loyalty; you just don't find it in the persons that you hire today. You know most of them want to come to work and get a paycheck, but they don't want to do what is required to get the job done. . . . You know, even if we didn't have a shortage of librarians, what would be the work ethic of, I won't say all but some of the next generation when it comes to not only libraries but in any job.

Although these comments reflected an array of valid concerns, they also reflected a lack of understanding and the inability to address generational differences by tapping into the beliefs and values that exist within their staff ranks in order to create solidarity.

Assessment

Although the majority of the directors indicated that they conducted assessments each year, it became apparent that a fundamental and important need of this group (as well as librarians as a whole) is a better understanding of quantitative and qualitative research methodologies. Of those that indicated they evaluated their library's performance on a regular basis, only a few indicated that they created their own instruments to do so. Many of the participants stated that they measured their library's performance based on data collected by their institution's yearly assessment instruments. Unfortunately, only a few directors reported that they were able to or allowed to provide input for the library items appearing on their institutional assessment instruments. Commenting on the lack of research skills of librarians today and the need for additional training, one participant stated, "When you hire a librarian and tell her to design union surveys, or you tell her to manipulate the data, all she can do is the basics. . . . When I start to use the statistic terms, she freezes. But I would send them, all my librarians, to take . . . research development course(s)."

Traditionally, librarians have relied on input and output measures (i.e., volumes added to collection, serial subscriptions, reference transactions, gate counts, etc.) to illustrate their performance and describe their contribution to the institution's mission. Yet, these measures cannot adequately describe service performance of the library in terms of the quality of service being provided to its users. In one of the early focus group sessions, a participant stated:

There [are] lots of traditional things being measured along with electronic things. But we just sort of measure the counts. There needs to be a different kind of measurement of actual service that's going on. . . . We offer so much electronically and we're helping so many people in different ways, I just don't feel like we're capturing that. With the traditional [measures], we can do the surveys, 'how many times do you use this particular database?' But I'm not sure what we're really determining from that.

The following comment sums up this section nicely:

What we need to do is become more effective in assessing the quality of what we're delivering and not the quantity of what we're delivering.

Talent Development

The term talent development is widely used in the fields of education and business (specifically human resources management and marketing). A simple definition of this concept is to provide training to cultivate specific talents and skills of personnel. It seems appropriate to use as a descriptive term for some of the professional development needs of staff members identified by the directors. The majority of HBCU libraries operate with a small number of staff and cross-training staff is an effective measure to ensure adequate levels of service should there be an unforeseen reduction in staff. A director whose library staff consists of six people noted:

We're trying to get more cross-training where we bring in people who can train in the library. We want to know everybody's job for the most part, so we need someone to . . . come in as well, look at what we are all doing, and then tell us how we can do it better, and do one another's job even better.

Another director referred to the need to upgrade the existing skills of staff members who rarely have the opportunity to attend professional development activities: "One of the greater needs is to bring those people that you have up to snuff, because oftentimes they've been there 15 years and you'll find their development difficult to come by." This thought was shared by another participant:

All of mine would basically be geared to training, because I think that's where my staff suffers most in having funds to attend workshops to get the training that they need. Some of them need to be cross-trained, so that they don't become so territorial and say 'I've got to do this and this is all that I know how to do.' You know you need to be flexible and learn all kinds of jobs. Be flexible.

Technology

The theme of technology was tightly interwoven throughout conversations with the directors and the presidents. As more and more information becomes available in electronic

form and as preservation efforts involving the digitization of information take precedence over other formats of preservation (i.e., microform, photocopying, etc.), there is a great need for HBCU librarians to receive training in these areas.

Some of the comments focusing on technology needs were as basic as “We'd center [training] on our database online catalog,” while other needs were more intermediate, as indicated by the following:

I'd like to see our library and the staff become a part of what I call a ‘virtual campus.’ I think that if we're going to be competitive, I think that we've got to move away from the traditional way of dealing with information. . . . We are not equipped with the knowledge by most of our staff members; they need to be able to be trained to be able to do that.

These comments, among many others, indicated that overall this group of librarians is still marginally behind when it comes to technology. Perhaps the following statement provides a partial explanation: “Technology was dumped on us, we were not prepared for it. . . . There was no money . . . we had to cut from here to here to here to support technology.” This statement was echoed to some extent in the presidential conversation when one attendee stated that the major issue his institution has is finding the resources to keep pace with technology.

Section Concluding Remarks

The professional development needs expressed by these HBCU library directors ranged from learning how to search the variety of electronic databases that are available in their libraries to learning digitization techniques needed to preserve the African-American cultural collections held by many of their institutions. Some of these needs may be addressed by taking advantage of the expertise that exists within their institutions through interdepartmental cooperative efforts. An example of this would be inviting a staff member from the institution's Office of Assessment or Planning to facilitate a training session to teach librarians how to develop a survey. Library directors will have to be creative and practical in their solutions to address some of their professional development needs.

Summary and Conclusions

This is my third job at an HBCU . . . close to three years from now it will be thirty years later. It's still the same, it seems like nothing has changed in the new millennium . . . it's still like 1974. You know that it is always the same thing at the HBCUs that I've been associated with; it's always the same thing.

After listening to both groups of participants and reflecting on their discussions, several reasons became apparent for why some librarians say that HBCUs, and HBCU libraries, are the same today as they were 30 years ago: (a) low turnover of library staff, (b) fiscal constraints, and (c) the technology divide.

The longevity of the HBCU library staff members was noteworthy. In fact, quite a number of the directors indicated they had worked in their libraries over 10 years and many had staff members who had been there much longer than they. Whether this speaks to a degree of

job satisfaction or not is perhaps another study. However, it does indicate that there is little potential for the infusion of new ideas and experiences and an established organizational culture (consisting of rituals and traditions) that has been in place for many years, perhaps even decades. In order to survive in the workplace and reduce the potential for burnout, new librarians coming into these institutions would be more likely to acculturate in the short-run, thereby adding to the stagnant pool of librarians. Alternatively, there may be a high percentage of new hire turnovers as these new librarians fail to acculturate and seek opportunities elsewhere where they may feel more encouraged to explore professional interests and ideas. Promoting change in such an environment would first necessitate the arduous task of changing the library culture. Given the difficulties the directors expressed with dealing with day-to-day personnel issues, leading change within these libraries presents a monumental and time-consuming challenge, a challenge that these leaders may not be able or equipped to undertake.

As one administrator stated previously, there needs to be a “re-imagining” of the librarians’ roles and the role of the library on the campus. It can no longer be taken for granted that as long as librarians successfully manage their resources, the institution will automatically recognize the library as an integral part of the campus and critical to the teaching and learning processes. Just because libraries are part of an academic campus does not translate to their being perceived as an academic unit. An HBCU president substantiated this thought when he offered that libraries are often seen as “ancillary units.”

Fiscal constraints coupled with staffing shortages prevent these libraries from progressively moving ahead, and continued materials budget cuts allow for little or no growth of library collections. Indeed many of the library directors stated that their budgets did little more than help them to sustain their serial subscriptions. As a result, their remaining collections (i.e., monographs, audiovisuals, electronic, etc.) suffer. This is most likely the primary reason that faculty members refer students to libraries at other local institutions. Such recommendations made to students only serve to fuel the misperception that their campus library does not fully contribute to the teaching and learning mission of the institution. While it is true that HBCU libraries have been traditionally and are still under funded, their level of funding does not necessarily have to predict the level and quality of service provided to their users. Library performance assessments may lead to basic strategies being employed to improve library services to their users.

The directors repeatedly mentioned traditional, now little-used measures (i.e., usage statistics, gate counts, collection size, etc.) as measures of their contribution to the mission of their institutions. A few even acknowledged that the current metrics do not adequately address the library’s contribution to the teaching and learning processes occurring on their campuses. Over the past 10 years, there have been a variety of new instruments developed and tested to more effectively assess and describe the library’s contribution. So far, none have been adopted and widely used within the HBCU community. Quite a number of directors noted they were dependent on their institution’s assessment and planning offices (or equivalent) to conduct assessments concerning their library. In some instances, the library director had little or no input in the development of the instrument used to assess their unit’s performance. Ideally, the library would have an instrument that would enable their users to provide constructive feedback that would inform the director’s decisions in the development of services and programs, the allocation of library resources, and the identification of problem areas within the library.

Many directors have begun to more aggressively promote their library services, as they felt that their campus community was not fully aware of the resources that were available to

them. They have also indicated that they serve on various campus committees and participate in community outreach services and programs that have helped their marketing efforts to some degree.

The focus groups and conversation with the presidents reveal that the technology divide is an actual issue at the HBCU institutions. Although the larger HBCU libraries may have access to sufficient information technologies and a strong network infrastructure, many of the smaller institutions do not have either. Throughout the discussions both the “haves” and the “have-nots” were equal in their understanding of the potential for infusing information technology into their services. Many espoused the use of instructional software such as Blackboard™ and WebCT™ as a means of integrating the library into the teaching and learning mission of the institutions. However even basic software or freeware such as instant messaging applications (e.g., AOL Instant Messenger, Yahoo, Trillian, etc.) can enhance library services by providing a vehicle for real time reference services.

Discussion and Recommendations

The HBCU library directors expressed that they enjoyed the opportunity to share their thoughts and to establish connections with their colleagues. Many noted that the focus groups offered them an in-person venue by which they gained insight on similar issues and experiences, shared information, and sought advice from fellow directors. The planning project was designed for the project team to learn more about the HBCU librarians. In the process, the library directors also learned from each other.

Although the focus groups produced a wealth of confirmatory and new information, as with many research efforts it also introduced even more questions. There is no up-to-date comprehensive quantitative data available on HBCU libraries or librarians, although a study is underway (under the auspices of the HBCU Library Alliance) to assess quantitative data reported in the Academic Libraries Survey of the National Center for Education Statistics.¹ The results of this planning project will most likely serve as the basis for future qualitative studies of this population of libraries.

A number of the library directors were very forthcoming about their needs and the focus groups revealed that there are indeed gaps in professional development levels. Several major professional development themes emerged from the focus groups and the presidential conversation: organizational development, assessment, and technology. As the directors repeatedly expressed their need for training in leadership and management skills, interpersonal skills, team building, strategic planning, etc., it became evident that these could be grouped under the theme of organizational development. These topics should be a priority for these libraries as they strive to move forward into the 21st century.

The demographic data showed that over 60% of the HBCU directors will reach retirement within the next 5 to 10 years, indicating a clear need to concentrate on cultivating leadership within the HBCU library staff population. This was also a clear theme in the presidential conversation as well. Therefore, initial training efforts should focus on building the leadership and management skills of HBCU librarians. Library leaders with vision and the ability to move their staff towards that envisioned state are critical to the continued growth of HBCU libraries.

Educational Institute

One of the major deliverables described in the planning grant proposal was the design of an educational institute that would address the specific professional development needs of the HBCU library directors. The institute design will combine the issues and professional development themes that emerged from the conversations with the HBCU library directors and the HBCU Presidents.

The target audiences for the educational institute are HBCU library directors and middle managers. The overarching goal of the institute will be to assure that the HBCU libraries build

¹ The most recent completed study by Jim Gravois compared academic libraries of public HBCUs with those of TWI in select states. This study appeared in *College & Research Libraries*, v. 56 (November 1995), pages 519-530. The Academic Libraries Survey study should be completed in January 2005.

and sustain strong leadership within their libraries and their institutions. The strategic goals are as follows:

- Provide an understanding of the higher education environment in general and specifically in HBCUs
- Provide knowledge and resources to enhance library leadership and management
- Provide an opportunity for networking, mentorship, and information about other professional development activities.

The initial educational program will consist of five components with the major components being two, five-day institutes. The first five-day institute will establish a theoretical framework for concepts focused on leadership and management. The second institute will provide a more experiential learning event focusing on the more practical development needs of the librarians. A draft of the design informed by the combined discussions is provided in Appendix C.

Exchange Program

Another approach that emerged for grooming leadership and infusing new ideas and methods into the HBCU library environment was the idea of a library exchange program. Descriptions of an exchange program were discussed in all but one of the focus groups, exemplifying the library directors' strong interest. The library directors stated they wanted to be able to send their librarians to work in another library for a period of time no less than two weeks. The "visited" library could be across town, out of state, or out of the country. This program would allow their librarians the opportunity to experience working in a different environment, to acquire new skills and ideas and to put those experiences, skills and ideas to work in their home library. The exchange program would operate separately from the proposed institutes and would require an additional source of funding. Such a program may best be facilitated and coordinated under the direction of the HBCU Library Alliance or under the auspices of the Southeastern Library Network (SOLINET) whose membership includes a large number of the HBCU libraries.

Research Methods

Qualitative and quantitative research methods are another crucial area for training. Some directors noted the lack of expertise within their libraries to support such endeavors on their own. While others may not have addressed the lack of such expertise directly, it was evident in their omissions or inability to contribute to some parts of the discussion. In order for library directors to gain the support of their campus administrators, they need to be able to express their needs in a quantitative fashion that captures the attention of their campus leaders. The directors' continued heartfelt and passionate pleas for support have seemingly fallen on deaf ears. Training in research methodologies and data collection are currently being offered by several consortia including SOLINET and the Association of Research Libraries (ARL).

Technology

Information and educational technologies, ranging from electronic databases to distance learning software, have become an integral part of higher education institutions. Unfortunately, as noted by one HBCU administrator, “Fiscal resources to keep the institutional technology up-to-date are hard to come by for some institutions.” Along the same lines, a director stated, “Technology has been thrust upon these libraries while many were unprepared or unequipped to handle it.” Those directors who utilized Blackboard™ or WebCT™ for library instructional purposes were proud of their technological efforts. However, in addition to instructional software and library automation software, there are other technologies that could assist the library operations to run more smoothly and efficiently. These librarians should be exposed to innovative ways to use existing technologies and be introduced to new technologies.

The nature and scope of the professional development needs cited indicate that they cannot be met with one or two workshops, but will require an ongoing and sustained effort. Ideally, the proposed institutes will be supplemented with online courses and in-person workshops allowing for multiple opportunities for learning and wider participation. Despite the availability of training opportunities, in order to be successful and to effect change within the HBCU library community, these efforts will require the full commitment and participation of the HBCU Library Alliance members.

APPENDICES

APPENDIX A
HBCU Library Alliance Project Planning Grant
Timeline of Events

September 2003

September 1 Project Consultant hired
September 30 Planning Grant Committee conference call – meeting #1

October 2003

October 6 Project Administrator hired
 Planning focus groups

November 2003

November 5 Focus Group # 1 –Morgan State University, Baltimore, MD
Committee Observer: Loretta Parham
November 7 Focus Group #2 - St. Augustine’s College Raleigh, NC
Committee Observer: Waltrene Canada
November 12 Focus Group #3 –Jackson State University, Jackson, MS
Committee Observers: Sam Morrison, Emma Perry
November 14 Focus Group # 4 –Atlanta University Center, Woodruff Library, Atlanta, GA
Committee Observers: Richard Bradberry, Sam Morrison
November 24 Planning Committee conference call - meeting #2

December 2003

December 3 Focus Group #5 -Texas Southern University, Houston, TX
Committee Observer: Merryll Penson
December 5 Focus Group #6 - Alabama State University, Montgomery, AL
Committee Observer: Susan Perry
December 10 Focus group #7 –Dillard University, New Orleans, LA
Committee Observer: Obidike Kamau
December 12 Focus Group #8 - Tennessee State University, Nashville, TN
Committee Observers: Waltrene Canada

January 2004

January 8 Planning Committee meeting #3 (in-person), ALA Midwinter
January 28 Focus Group #9 – conference call
January 30 Focus group #10 – conference call
 Website expansion

February 2004

Website expansion ongoing
Start drafting the institute design

March 2004

Website expansion ongoing
Design of institute ongoing

April 2004

April 6 President's Meeting
April 21 Planning Committee meeting #4 - conference call
Debriefing on Presidential Conversation
Analyzing data from focus groups
Website expansion ongoing
Design of institute ongoing

May 2004

May 5 First draft of institute design
May 13/14 Planning Committee meeting # 5 (in-person), SOLINET offices,
Atlanta, GA – educational institute design
Analyzing data from focus groups
Website expansion ongoing
Design of institute ongoing

June 2004

June 30 Planning Committee meeting # 6 (in-person) – ALA Orlando
First draft of report of findings and revised institute design review
Institute design ongoing
Website expansion ongoing

July 2004

Report revised and institute design revised as needed – 2nd draft distributed
Third draft of design distributed

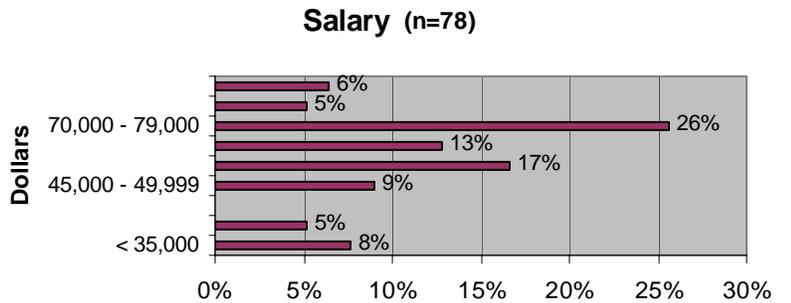
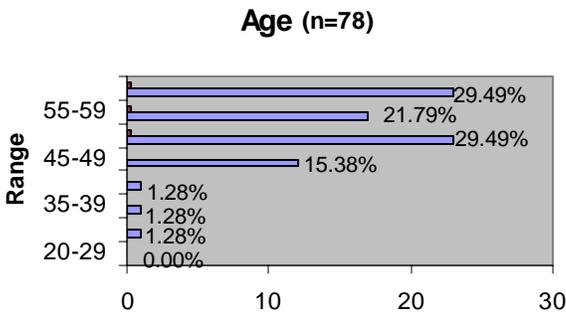
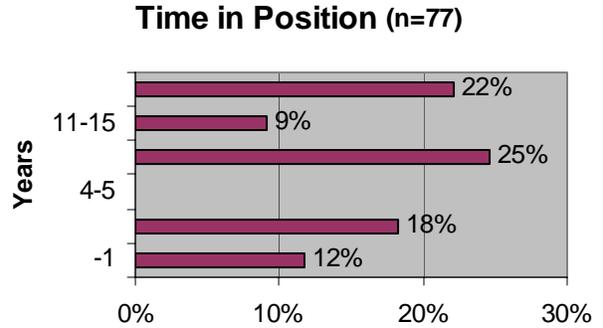
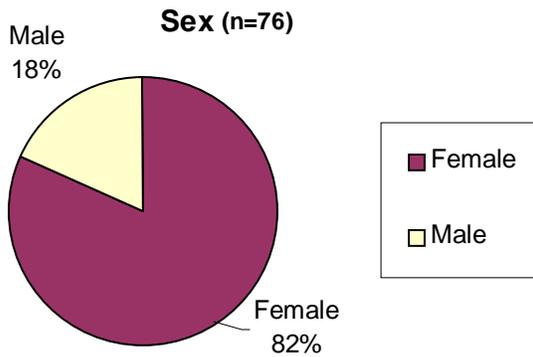
August 2004

Final Report of Findings due to Mellon Foundation

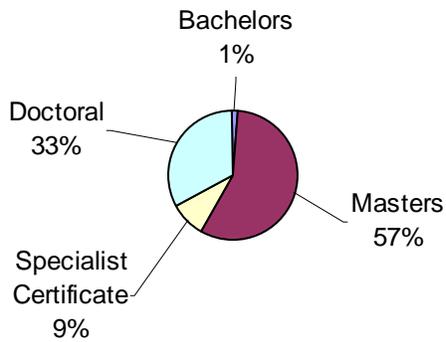
APPENDIX B

HBCU Library Alliance Project Planning Grant Focus Group Participants (n=78) Demographic Data

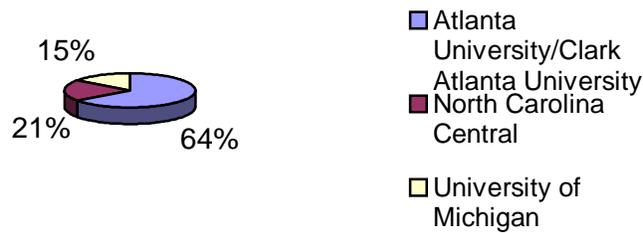
The following charts and graphs illustrate the demographic data collected from the 78 library directors who participated in the 10 focus groups.



Education (n=78)



Library School (n=72)

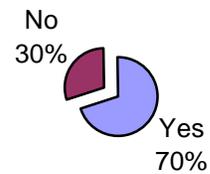


The following charts and graphs illustrate some of the institutional characteristics of the HBCUs represented in the focus group.

Institution Undergraduate Enrollment (n=70)

Mean	2,823
Median	2,000

Bibliographic Instruction (n=76)



APPENDIX C
HBCU Library Alliance Planning Grant Committee
Educational Institute Plan of Action
- DRAFT -

The following provides an explanation of the embellished educational institute. Please note that no activities have been scheduled for the month of May as this is peak graduation time for most institutions.

Component 1 – Train the Trainers

The train the trainers program will allow us to identify prospective institute faculty members (library directors and middle managers) from within the HBCU community. These individuals will be identified and selected by the planning committee and will be trained by a group of select “expert” consultants (also identified by the planning committee) in the subject areas of focus for the institutes. This will be a way to embrace the uniqueness of the HBCU culture and to facilitate interaction between faculty and participants promoting full participation. It will be a means to develop a cadre of trainers who are already intimately familiar with the HBCU library environment and culture and will create a cohort of future leaders within the HBCU library community. To enable HBCU directors and librarians to participate in this 5-day training event, money for backfill will be written into the grant to cover costs of substitutes where needed. Criteria will be established for eligibility to receive such funds (e.g., a one professional library will have preference over a library with 3+ professional librarians).

January 2005:	Recruit Trainers Plan for meeting with Trainers to discuss program Program site identified
February 2005:	Recruiting and planning continues
March 2005:	Train the Trainers Program implemented

Component 2 – Pilot Institute

The five-day Pilot Institute will be a dry run for the new HBCU library institute faculty during the summer 2005. As we discussed, participants for the Pilot Institute will consist of teams from 10-15 HBCU libraries. As a means of showing their commitment to the program, participants will be asked to agree to serve as adjunct trainers for future institutes. To allow full participation, grant funding will be used to provide travel and accommodations for these adjuncts, their institutions will be asked to provide the costs of their meals. After the pilot program we will obtain feedback from both the faculty and the participants that will be used to make any necessary changes to the content of the Institute before its premiere roll out in the fall 2005.

July 2005:	Pilot Institute
August 2005:	Feedback gathered from participants
September 2005:	Faculty (previous trainees) and Expert trainers regroup

Component 3 – Institute I

The content of the first Institute will remain the same as the pilot institute; however we may want to think about extending the timeframe to a full week. As with the training program, we can write into the grant backfill funds for directors and their staff members who may otherwise be hesitant to attend due to staffing shortages. The second Institute will take place five months after the first. During that five-month period, we can fund travel for the institute faculty to conduct site visits to participants that will sustain a connection and establish a mentoring relationship between the two groups.

October 2005: Institute I implemented

Dec '05 – Mar '06: Site visits conducted by Institute Faculty

Component 4 – Institute II

Using a cohort approach, the second Institute will be used to extend the content from the first. This institute will be experiential-based, involving more hands-on activities. The content will focus on the more practical development needs of library staff identified by the directors such as: grant writing, fundraising, conflict management, etc.

March 2006: Institute II implemented

Component 5 – End of grant preparation

The last four months of this 18-month period will be used to evaluate the programs and write the grant report.