

Lauren Pressley

Catalyzing organizational change

Strategies and tools to implement your scholarly communication agenda

As ACRL President, I spend much of my time thinking about the priorities we have identified as part of our Plan for Excellence: our new signature initiative focused on equity, diversity, and inclusion; the value of academic libraries, student learning; research and the scholarly environment; and new roles and changing landscapes.¹ Though this plan has designated areas of focus, I'm sure we all have had experiences that demonstrate that these themes intersect with each other. Thinking systemically across these themes, we can enable the evolution of academic libraries in ways that support our core mission across multiple domains of service.

Scholarly communication is a pillar within all of these areas. One theme within equity and inclusion is the need for an equitable research environment. The Value of Academic Libraries project speaks to helping students understand scholarly communication as a process, and student learning enables this work. The changes in research and scholarly communication have led to academic libraries considering new roles. Scholarly communication is woven throughout the Plan for Excellence and the work that ACRL does.

The lens I bring to this work, from my experience working with four distinct libraries, is an organizational change approach. In this article I will put forward an approach to a localized scholarly communication agenda encompassing projects, programs, and mindsets within your own community.

My own work is heavily influenced by a number of thinkers. Lee G. Bolman and Ter-

rence E. Deal's Structural, Human Resource, Political, and Symbolic frames are important lenses in thinking about scholarly communication and the role of the library in that work.² John P. Kotter provides a roadmap of eight steps for moving a group through change, catalyzed by a sense of urgency.³ William Bridges speaks to transition and considers the people involved in change through a humanistic lens.⁴ Peter M. Senge's work on learning organizations provides a vision of an adaptable team that can respond to changes in the environment.⁵

This article will explore the first several steps of Kotter's model. You'll see foundations built from the theorists listed above, along with a healthy dose of systems thinking.⁶

Kotter's general approach to organizational change

Environmental scan. Before beginning a change management project, it's necessary to build an accurate understanding of the current environment. What does research look like at your institution? What is recognized in the tenure process? How do different disciplines use the library in their work? Who is interested in evolving their process,

Lauren Pressley is 2018–19 ACRL president, associate dean at the University of Washington (UW) Libraries, and director of the UW Tacoma Library, email: pressley@uw.edu

© 2018 Lauren Pressley

and what is their motivation? To build an understanding of how to pace your change, it is necessary to take stock of where your institution is, where your library is, and where your potential collaborators are with regard to scholarly communication.

Taking time to do this work will give you a sense of what appetite people have (or don't have) for change and what visions exist within the organization. You will also develop a better sense of what capacity exists for change.

Develop a sense of urgency. Coupling knowledge of your organization's capacity for change with an understanding of trends in the field and higher education will enable you to develop a sense of urgency that makes sense for your context. A claim of urgency often has a symbolic aspect that draws people to the cause. During this phase, note what reactions exist within your community—from enthusiasm to nervousness—and begin to build a compelling case for change that is responsive to these reactions.

Build coalitions. From this urgency, you can begin to build coalitions. Coalitions can be built from shared passion and drawing in those with specific expertise. In addition to these natural allies, it is also important to engage with people across your institution who might not be as interested in your approach. Their critique can help develop a stronger vision and proposal, and if they buy into the change vision, they can be powerful advocates for change.

Develop a strategic vision. These coalitions are natural teams to collaboratively build strategic vision and create initiatives that move the vision forward. A strong vision is valuable symbolically and provides a mechanism for having conversations with stakeholders across campus. Initiatives can provide opportunities for people to engage as they have time and interest. They can provide symbolic opportunities to demonstrate the value of the new service or resource for campus, and they can create political will to attempt something more transformative as the vision moves forward.

Find your volunteer army. With urgency, stakeholder support and partnership, and a clear vision, you are well positioned to act. Action gives participants a stake in the project and a way to feel like they are contributing to the change. Working with people who are doing this work enables you to provide feedback on how the implementation is going so that people can see the effect of their work.

Remove barriers. As you move forward with your change agenda, it's worth asking whether there are policies and procedures that are slowing or blocking change, and identifying ways to make it easier for stakeholders to move the change forward. This requires communicating that you are available to help and listening to collaborators as they describe challenges in the process. There may be roadblocks in people's thinking, and even acknowledging that small projects are moving forward, that a particular conversation went well, or that you can see progress can help can improve morale through this process.

Short term wins. Another method for boosting morale and demonstrating the change is to identify and celebrate short-term wins. It is through short term wins that people can see "new beginnings" and build a better mental model for the new world that they are operating within.

Kotter goes on to include two additional steps: sustaining acceleration and instituting the change. In thinking about your own institution's scholarly communication needs and change, you can apply this framework to develop its scholarly communication program, and once your organization is regularly achieving short-term wins, you can use Kotter's model to solidify the change within your institution.

Case 1: Introducing digital scholarship through pedagogy

The scholarly communication environment encompasses a number of movements. One case that I am deeply familiar with is the introduction of digital scholarship practices. Working as an instructional design librarian at a mid-sized institution at the cusp of Web 2.0, I was fortunate to

be positioned as part of the introduction of the methodology to campus.

Faculty themselves had a sense of urgency, as they were genuinely curious about what students were doing with emerging social media platforms. As an instructional designer, I found that a number of our faculty felt the world shifting around them and

wanted to think about potential implications for their work with students.

Through consulting with faculty interested in adopting active learning practices that made use of new tools, I inadvertently built a coalition of interested faculty who were open-minded about scholarly practices. Through one-on-one conversations with these

Resources for your toolkit

Pairing organizational change frameworks and resources to support your institution's scholarly communication practices will be key in moving your organization forward. ACRL provides resources to support your work in education, advocacy, coalition building, and research.

- **ACRL RoadShow: Scholarly Communication: From Understanding to Engagement.** RoadShows are opportunities to bring workshops to your campus, chapter, or consortia. The Scholarly Communication RoadShow enables participants to build skills to support work in support of scholarly communication, www.ala.org/acrl/conferences/roadshows/scholarlycommunication.

- **ACRL RoadShow: Intersections of Scholarly Communication and Information Literacy.** This RoadShow enables participants to explore the theoretical backgrounds of information literacy and scholarly communication, consider examples of work that embodies the intersections, and create action plans to further the intersections at their institutions, www.ala.org/acrl/conferences/roadshows/intersections.

- **Scholarly Communication Toolkit.** This toolkit is designed to support advocacy, specifically targeting changing the scholarly communication system. Librarians, faculty, and academic administrators can also use the toolkit to find current information, <http://acrl.libguides.com/scholcomm/toolkit/>.

- **C&RL News.** This monthly publication includes a scholarly communication column featuring different authors, <https://crln.acrl.org/>.

- **ACRL Science and Technology Section Scholarly Communications Committee Sci-Posts.** A repository that covers a variety of topics such as bibliometrics, author's rights, and open educational resources, <https://acrl.libguides.com/scipost>.

- **SCHOLCOMM Discussion List.** ACRL hosts an email discussion list for scholarly communication issues, www.ala.org/acrl/issues/scholcomm/scholcommdiscussion.

- **ACRL-SPARC Forum.** Together with SPARC, ACRL holds a forum at the ALA Midwinter Meeting and ALA Annual Conference. This forum is designed to support academic librarians interested in developing scholarly communication knowledge and expertise.⁷

- **ACRL Speaks Out.** This website hosts examples of ACRL's change advocacy and work for scholarly communication and higher education, www.ala.org/acrl/issues/acrlspeaksout.

- **Research Agenda.** The Research and Scholarly Environments Committee is developing an actionable research agenda in scholarly communication that includes perspectives of historically underrepresented communities.⁸

- **Keeping Up With . . .** An ACRL publication that features concise briefs on trends in academic librarianship and higher education and regularly covers scholarly communication topics. Each edition focuses on a single issue, including an introduction to the topic and summaries of key points, including implications for academic libraries, www.ala.org/acrl/publications/keeping_up_with.

colleagues, we developed a vision for what students' scholarly work might look like in a class that made use of new tools and technologies. We built on information literacy principles and pushed at assumptions about what student research could be. Some faculty began to see the potential for their own work, and were energized in thinking about what they might be able to do. Many of my library colleagues began doing this work with their subject-area faculty as well, using assignment design and information literacy sessions as a way to start conversations about pedagogy.

At that point, in working with the library's technology department, we tried to find ways to make it easier for faculty to engage in this work: we offered WordPress hosting, toolkits, training, among other initiatives. We removed barriers through instruction sessions to students so that faculty could focus on content, but students still had the tools needed to succeed with new types of assignments.

Ultimately, a large portion of the library staff and many faculty across disciplines became engaged with this process, and found demonstrable short-term wins: a successful class, a faculty member publishing on pedagogy in this new information environment, and digital scholarship output by faculty, to name a few. These short-term wins rolled into sustained change reflected in the liaison program, the organizational chart of the library, and the way the library positions its work on campus.

Case 2: Creating structures to support emerging scholarly communication practices

My current institution is also thinking about our scholarly communication agenda, through the lenses of digital scholarship and open access. Our catalyst moment was due to new leadership—in the library, in academic affairs, and in a new chancellor for the campus. This transition gave us a moment in which to pause, create a new strategic plan, and reorient ourselves to the current reality.

As a result, the librarians pulled together and collaboratively redefined what it meant

to be a subject liaison. This process meant selecting areas we could automate, devote less attention to, or streamline. It also meant identifying areas that needed more attention and focus. Supporting scholarly communication rose to the top of list of services that needed additional focus. With this shared understanding among the liaisons, we began developing a vision, which we continue to refine in light of new variables in our environment. We restructured staff lines to support this vision: positioning one of our librarians as head of our Digital Scholarship Program, repurposing a vacant line to be an instructional design librarian who would work with faculty in ways that support emerging practices, and planning to repurpose another line to be a data and digital scholarship librarian.

With this shift in our understanding of liaising and with new colleagues that have jobs built around emergent areas of expertise, we have created an army of librarians able to build on the ad hoc work we have done for our campus in a more programmatic way. In this case, we are progressing through the change, but we have begun to see initial changes and early wins that are building momentum for our new scholarly communication agenda.

Notes

1. "ACRL Board to Establish New Equity, Diversity, and Inclusion Initiative," ACRL Insider, accessed August 18, 2018, <https://www.acrl.org/acrlinsider/archives/15380>. See also "ACRL Plan for Excellence," ACRL, www.acrl.org/acrl/aboutacrl/strategicplan/stratplan, accessed August 18, 2018.

2. Lee G. Bolman and Terrence E. Deal, *Reframing Organizations: Artistry, Choice, and Leadership* (Hoboken, NJ: Jossey-Bass, 2017), and Lee G. Bolman and Joan V. Gallon, *Reframing Academic Leadership* (Hoboken, NJ: Jossey-Bass, 2011).

3. John P. Kotter, *Leading Change* (Boston: Harvard Business Review Press, 2012).

4. William Bridges, *Transitions: Making Sense of Life's Changes* (Boston: Da Capo Lifelong Books, 2004).

(continues on page 497)

Exposing them to these areas might have helped them wrap their minds around the concepts involved. I hope they are able to explore and define interpretations into lessons that can suit their needs.

I may add a second gathering

Moving forward on next year's celebration, I may add a second gathering that focuses on banking specifics during the approval process for commercial loans. I thought of this idea after reading the article "The five C's of credit: The five C's of banking."³ This article addresses the areas bankers value when making the decision of supplying a loan for a company's venture. The areas include cash flow, collateral, capital, character, and conditions. Similar to the event *Entrepreneurs: Networking Your Assets and Protecting Them*, this second event will include five round tables where bankers can facilitate discussions concerning each of the five C's. I believe this is an excellent set-up to initiate personable interactions. To prevent attendees from idling politely, I will include in my opening that this should be treated as a speed dating scenario where meeting with as many facilitators as possible will improve the chances of committing to a long-term relationship with their enterprises.

This second event also stems from a recent incentive concerning our university strategic goals of stimulating growth and development on the south side of San Antonio. The location of the university places us in a

position to reach out to local businesses and add value to our neighboring stakeholders. I believe helping them to better network and protect their assets is best followed with pointers on how to implement expansion. Inviting our neighbors to attend both events responds to our strategic goals and integrates our students, faculty, and library into the surrounding community.

Concluding thoughts

Aligning library, campus, and surrounding stakeholders' goals is very important to building a strong community. Holding events helps us engage and establish relations, but as you may understand, it is not an easy task. Exploring ideas, gathering resources and support, delegating responsibilities, planning sequence of events, and so on, can test an individual's creativity and perseverance. We do this to reinforce the notion that the library is the heart of the university, and the campus as an instrumental member of the community.

Notes

1. Money Smart Week, <https://www.moneysmartweek.org/about>, accessed October 20, 2017.
2. Marina Narvaez, Money Smart Week, <https://libguides.tamusa.edu/moneysmartweek>.
3. J. Wilkinson, "5 C's of credit: 5 C's of banking," July 22, 2013, <https://strategicfo.com/5-cs-of-credit-5-cs-of-banking/>, accessed April 15, 2018. *zc*

("Catalyzing organizational change," continues from page 489)

5. Peter M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Doubleday, 2006).

6. Peter Senge, "Navigating Webs of Interdependence," YouTube video, 5:16, posted by "Social Media," September 13, 2011, <https://youtu.be/HOPfVVMCwYg>.

7. "SPARC/ACRL Forum," SPARC, www.sparc.arl.org/event/sparc-acrl-forum-emerging-issues-scholarly-communication, accessed August 18, 2018, .

8. "Search Results for research agenda," ACRL Insider, <https://www.acrl.la.org/acrlinsider/?s=research+agenda>, accessed August 18, 2018. *zc*