edited by
Irene M.H. Herold

Creating LEADERS:

An Examination of Academic and Research Library Leadership Institutes

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CHAPTER 17

"Playing at the Big Table":
Betting on Transformative Change and Collaboration at the Frye Leadership Institute

Adriene Lim, Vivian Lewis, and Neal Baker

THE FRYE LEADERSHIP Institute was a premier continuing-education opportunity offered to key leaders in higher education between 2000 and 2012. Over its 12-year run, Frye enhanced the leadership development of over 500 chief information officers, librarians, faculty, IT professionals, and other administrators. The institute was cosponsored by the Council of Library and Information Resources (CLIR), Emory University, and EDU-CAUSE, with partial funding from the Robert W. Woodruff Foundation. After a period of assessment and experimentation, Frye was reborn in 2012 as the Leading Change Institute.[1]

The origins of the institute stemmed from conversations between CLIR and Emory University starting in 1995. Key leaders at both institutions were deeply concerned about the intense challenges associated with managing change in higher education, particularly as that change affected the roles of librarians and technologists. The original concept of a digital leadership institute was proposed to prepare individuals holding (or about to hold) positions "responsible for transforming the management of scholarly information in the higher education community."[2] When implement-

ed, the planned institute was renamed in honor of Billy E. Frye, former CLIR board member and chancellor of Emory University.

Participation in Frye was highly competitive. Prospective candidates were required to submit personal statements, curricula vitae, and proposals for individual research projects. Applications were vetted by the Frye Leadership Council. The majority of participants came from the United States, but cohorts typically included at least a small number of individuals from other countries. The targets of the institute were academic librarians, disciplinary faculty, and educational technologists who aspired to improve their administrative leadership skills in higher education and libraries. Typical cohorts came from all types and sizes of academic organizations. The purpose of the institute was to "effect fundamental change in the way universities manage their information resources in the new digital era… instilling new methods and practices and creating a new information culture."[3] Frye believed its target participants to be typically at mid-career and from "libraries, administrative staffs, computer centers, and information-technology divisions, and faculties."[4]

The physical location at a relatively isolated conference center affiliated with Emory University reduced potential distractions for participants and facilitated a strong focus on the institute's content. The group lived, worked, and played together for the two-week period—in most cases, including a layover weekend in the middle. Participants, who were also referred to as "fellows," were strongly discouraged from contacting their home institutions. They were encouraged to focus on their own personal leadership development over the course of the residential program.

Through the years, Frye faculty honed a carefully crafted format. The 10-day, face-to-face institute was supplemented by personal practicum projects and an e-mail distribution list for ongoing conversations. The days were rigorous and demanding. High-level speakers were brought in from across the US higher education landscape. Provosts, presidents, chief information officers (CIOs), chief financial officers (CFOs), and prominent library leaders took turns revealing their personal leadership stories—often divulging difficult challenges and personal sacrifices. Guest speakers were interspersed with group exercises. Participants were clustered into small groups to work through their practicum projects and to take on challenging tasks. The days were long, but routinely ended with the cohort members gathering together late at night to continue the conversations.

Literature Review

Despite the popularity and prestigious reputation of the Frye Leadership Institute in its heyday during the 2000s, little was published about the institute in the literatures of higher education, and library and information science. Annual reports, overviews, and lists of participants were released by the program's sponsors on a regular basis, but no in-depth reviews or studies were conducted to explore the institute's features or its impact on participants' leadership practice or careers.[5] Some of the publications during this period addressed Frye in the context of summarizing leadership development programs available for librarians or professionals in higher education, while others provided participants' reflections about the curriculum and their experiences at Frye.[6] For example, Pattie Orr attributed the successful redesign of technological training at Wellesley College in part to her 2000 Frye practicum project, where she was inspired to "take advantage of partnerships, packages, and new technological tools."[7]

Authors typically described the impact of Frye on participants' leadership development as very positive. Medaline Philbert perceived that participants came "away from Frye exuberant with hope and strength to affect change."[8] Susan Rosenblatt provided a summary of a program about Frye at the 2000 EDUCAUSE Annual Conference where panelists "testified that the Frye Institute exceeded their expectations and provided a unique learning experience."[9] In an editorial in *Information Technology and Libraries*, Dan Marmion remarked that "what we really took away from Atlanta the summer of 2002 was enlightenment, a sense that we can see the big picture, and we can lead the way."[10] Deanna B. Marcum and Brian L. Hawkins, heads of CLIR and EDUCAUSE respectively, shared participant-evaluation comments from the inaugural institute that included such accolades as "I left Atlanta forever changed," "the best professional-development event I have ever attended," "meaningful," "powerful," and "delightful, amazing, and transforming."[11]

Frye took place during an era when the creation of CIOs and the mergers of academic libraries and campus computing operations were being discussed as a continuing if not increasing trend in higher education.[12] The creation of CIO positions and mergers of libraries and IT were seen by advocates to be logical steps for academe to take in order to leverage the transformative power of digital information and technology. Referring to Frye as a proponent of this trend, Carla J. Stoffle and others noted,

The Frye Leadership Institute has been created to "train" future leaders of such combined organizations. CLIR is sending newsletters on information and digital library issues to our presidents and provosts; these newsletters are filled with thinly veiled suggestions that we need and must be preparing for such a position. The individuals being groomed see themselves as senior leadership—CIO (Chief Information Officers)—at the vice-presidential level. The implications for our libraries are unclear at this time. However, we cannot sit on the sidelines aloof from this discussion, pretending it could never happen at our institutions…. What are the implications for the traditional library values of access, intellectual freedom, individual privacy and equity of service, regardless of ability to pay, in merged organizations? It is too late to address the necessary issues when the president of your university decides to create such a position.[13]

The participants of the inaugural institute did not agree with this perception that Frye focused on mergers, but instead felt the program presented a balanced approach. They explained,

The issue of merged library/IT organizations arose in the course of the institute, along with many other issues, but no effort was made to advocate any organizational approach by the institute's sponsors … A primary outcome for us was to embrace the need to work seamlessly with colleagues across organizational silos because this shared expertise is critical to the mission of higher education.[14]

Stoffle responded by pointing out that CLIR recommended "some campus leader must exercise or be given authority to bring together relevant parties to evaluate electronic-information needs and developments."[15] She stated, "It appeared that CLIR was advocating a CIO position, and the Frye Institute was a vehicle for preparing people for these positions."[16]

In 2010, the sponsors of the institute used a one-year hiatus to "assess and articulate the depth and consequence of changes that had taken place in the field of higher education since the Institute's conception."[17] According to George F. Claffey Jr. and others this reassessment led to a reinvigorated version of the program, which they dubbed the Frye Leadership Institute 2.0.[18] The new version of the institute was characterized by several changes in the general design and curriculum, such as a shortened time span from 10 days to six, and more focus on collaborative learning and student projects that were purported to "advance higher education as a whole."[19] Eventually, in 2012, this new version of Frye was renamed the Leading Change Institute, and relocated from Emory University in Atlanta to Washington, DC, where it continues to be held.

Key Themes and Features of the Frye Leadership Institute

THE CORE VALUE PROPOSITION

Unlike some other leadership programs, the Frye Leadership Institute was not built explicitly on any single leadership or management text or theoretical framework, nor did it use the analysis of case studies to convey its lessons. Instead, Frye provided an experiential venue where established leaders shared their perspectives on the changes occurring in higher education. It espoused a core value proposition: the power of collaboration among libraries, campus technology units, and disciplinary faculty. The message was persuasive and repeated by speaker after speaker throughout the institute.[20]

Frye's model forced participants to acknowledge the silo-based approach typically in play on university campuses. It placed a heightened value on the importance of deep collaboration. The recognition of equal partnership with other educators and colleagues was self-affirming, subverting an outmoded traditional approach of treating disciplinary faculty and administrators as "users" or "customers." This realization encouraged some participants to articulate stronger roles for their library faculty and staff when implementing new collaborations rather than reinforcing old models.

However, entering into deep partnerships needs careful consideration. With extreme collaborations, there may be a risk of loss of control over the respective units' core functions. The political and programmat-

ic advantages may be great, but they may also come bundled with new burdens, culture clashes, and the risk of dilution of specialized roles and functions.

"PLAYING AT THE BIG TABLE": A CAMPUS-WIDE PERSPECTIVE ON LEADERSHIP

"Playing at the big table" captures a core principle espoused by the Frye faculty. Participants were encouraged to rethink their assigned roles and professional identities in service of a new paradigm of collaborative leadership that would seek transformation of old models deemed less effective in the digital age. Librarian participants in particular were asked to consider relinquishing their identities as "librarians" and instead to embrace their identities as "leaders" and "partners" with technologists in the educational enterprise. This change in identity and focus would sometimes require them to act against the immediate interests of their home units in favor of the common vision or mission.

For some participants, this precept became the single most critical message delivered at the institute. In the five years since we attended the Frye Institute, the need to adopt a campus-wide—rather than a strictly library-focused—perspective on critical issues has happened repeatedly. Taking the bigger view sometimes garnered internal resistance. The organizational rewards were not always self-evident. Over the longer term, however, the benefits were clear, not just personally (i.e., committee appointments, promotions, etc.), but also organizationally. Clearly, taking the larger view and working to advance the university as a whole reflected well on the library.

"CHIN UP!"—THE NEED FOR CONFIDENCE AND ATTENTIVENESS

The institute's motto stressed the need for strategic leaders to consistently look ahead and above their operational functions and daily tasks in order to gain new perspectives about the issues affecting higher education. Frye participants were encouraged to "chin up." The effective leader, the cohort was told, was confident and courageous. Part of this strategy was to maintain a sense of optimism and persevere in difficult times. As the idiom also suggests, the strategic leader is attentive to surroundings and kept well informed of events within and outside his or her organizations.

LEADING FROM THE MIDDLE

Emphasis was placed on the abilities of all participants, no matter where they were situated in their respective institutional hierarchies, to serve as change agents and transformational leaders in their organizations. Frye faculty espoused the principle that leaders can be found and groomed at all levels. The concept recognized and affirmed a broad spectrum of contributions. During our 2008 cohort, Allegheny College's Rick Holmgren reinforced the *leading from the middle* notion while relating his decades-long history at a small, single institution in western Pennsylvania, inspiring the cohort to see power potential throughout the workplace. This type of lesson offered alternative ways to perceive leadership and career development that did not necessarily involve verticality or a single-minded focus on competitive career advancement in the workplace.

"MULTILINGUAL" APPROACH

One Frye dean's concept of taking a multilingual approach to learning was particularly powerful for some participants. This dean noted that librarians spent a lot of time preoccupied with other librarians and libraries, even though leading for change and innovation might better arise from listening to voices outside the profession and reading everything from Plato, a morning online newspaper in Japanese, a novel, or the sports page. The dean encouraged multilingual leaders to read widely and then *zig* instead of *zag* across disciplines and divisions at opportune moments. The concept is akin to the colloquial hockey adage *skate to where the puck is going to be, not where it is*.

HIGH-IMPACT SPEAKERS

A group of prominent leaders were brought in from across the US higher education landscape to speak and interact with the cohort. Provosts, presidents, leaders of libraries, executives from educational associations, CIOs, and CFOs all took their turns revealing their perspectives about the state of higher education and their personal leadership stories—often sharing the daunting challenges they overcame and the personal sacrifices they made along the way. They delivered powerful messages, always with a high-altitude view of leadership and the academy. Topics ranged from financial challenges and change management to public policy, technological inno-

vative and disruption, and scholarly communication. A smaller portion of time was dedicated to learning about teacher/scholar and student responses to current challenges in higher education.

The institute provided an impressive group of speakers, but the messages conveyed by those individuals were decidedly homogeneous. The speakers presenting to the 2008 cohort were relatively diverse in terms of racial background and came from different kinds of institutions (large and small, public and private), but they also seemed to share a similar leadership style and approach to work and life. Their personal successes were impressive. Yet, the participants may have benefited from hearing more about the political pitfalls, lessons learned from failures, and self-doubts that inevitably hinder forward progress at some point in most people's careers and at many institutions.

WORK-LIFE BALANCE

Based on the anecdotal reactions of participants at the time, many fellows found the institute's philosophies about work-life balance to be troubling. The Frye faculty and invited speakers expressed opinions that clearly accepted as inevitable the need to de-emphasize the importance of one's own personal life if one were to serve with distinction in any senior leadership position within academe. Many speakers seemed to take great pride in the long hours they worked and suggested that this approach was critical to success. During the course of the institute, participants sometimes questioned aloud whether other equally successful approaches existed, but this seemed to be outside of the personal experiences and philosophies of the institute's organizers.

SELF-KNOWLEDGE: THE POWER OF PERSONALITY

The institute offered participants several opportunities to engage in significant amounts of self-reflection, including the chance to complete Myers-Briggs Type Indicator (MBTI) testing and to discuss the results together. According to John A. Edwards, Kevin Lanning, and Karen Hooker, the MBTI is "certainly one of the best known personality inventories used among non-psychologists (if not the best known)" and measures Carl Jung's three personality dimensions of Introversion (I)—Extroversion (E); Sensing (S)—Intuition (N); and Thinking (T)—Feeling (F); and a fourth

dimension, Judgment (J)—Perception (P).[21] For many cohort members, the focus on personality types became very powerful on a personal level. While some participants had completed similar tests before, the large community setting of the institute put the results into a much broader context and enhanced a sense of self-awareness through the interaction with others sharing the same profile. Participants discovered that, in many cases, they shared more with colleagues from other professional realms than they did with their own.

The experience was particularly powerful for those who measured on the "introverted" end of the personality spectrum—a characteristic not traditionally identified with leadership. The exercise illustrated that introverted leaders can be very effective, especially when they leverage their listening and contemplation skills. Introverted people can capitalize on their gifts to advance the objectives of their organization.

HYPOTHETICAL INSTITUTIONS EXERCISE

Several of the speakers focused on the wide-ranging issues facing higher education and the need for leaders to be well versed in all aspects of an institution's functions and operations. Special attention was also given to the sobering fiscal realities confronting higher education, in terms of declining government investment and increasing costs, and the hope that new financial models would enable institutions to overcome these challenges. Efficiency and effectiveness measures, technology innovation, restructuring of employee benefits, and the consolidation of operations and activities were addressed as ways to achieve higher-impact results and cost restructuring. To reinforce these points, Frye fellows were instructed to form small groups and explore the creation of hypothetical institutions—universities named and planned "from scratch" by the groups, for which the low endowment levels and limited revenue streams available, as determined by the parameters of the assignment, were expected to be balanced with the usual high operational costs. As Philbert remarked about this particular exercise,

Balancing revenue and expense for the hypothetical institutions was an eye opener for me, because it revealed how enrollment, retention, employment can adversely affect the sustainability of an institution. A slight percentage change in either direction for one of these areas had a huge impact on the financial health of the institution. I gained new respect for

administrators who have to deal with these issues on a daily basis. Leadership from the top is essential because it sets the tone.[22]

NETWORKING

The networking opportunities were an important component of the institute. As groups of participants joined Frye, they became members of an exclusive cohort where lasting personal connections could be made across different universities, countries, and professions. Strong personal connections were also encouraged by the institute organizers through the use of two weeks' worth of meals enjoyed as a community, ample scheduled "downtime" for socialization, and informal communications via institute-sponsored e-mail distribution lists before, during, and after the sessions were over.

PRACTICUM PROJECTS

All Frye applicants were required to submit a practicum project that they undertook after the institute. The projects were expected to advance the goals of the applicant's home institution, such as magnifying library-writing center collaboration or developing information-literacy lessons plans, resources, and assessment activities for a distance education venture focusing on first-generation students. Frye deans were available throughout the institute to converse informally about the potential of any project, but the projects themselves were not a formal component of the curriculum.

Personal Reflections

In the following sections, we share our experiences as former Frye fellows in the 2008 cohort and reflect on the general influence the program has had on our careers over the intervening five-year period.

BAKER

The Frye Leadership Institute was a vital learning experience. My perspectives on Frye might be construed as atypical, and if that is the case, they largely stem from deep ambivalence about whether to apply in the first place. The institute's reputation conjured up images of a self-important, exclusive club replete with private receptions at conferences. I also had conflicting emotions about the discourse I associated with EDUCAUSE, one

of the institute's partners. It seemed to me—perhaps uncharitably—that higher education's most influential IT professional association had vested interests in promoting a potent mix of technology triumphalism and crisis rhetoric. While my own analysis of academe, IT, and libraries likewise oscillated between Cassandra and digital nirvana, I was suspicious of both EDUCAUSE's corporate sponsorship and a seeming "We will bury you!" stance à la Nikita Khrushchev to Western diplomats circa 1956.[23] Despite such misgivings, or because of them, I decided to apply to Frye and was accepted. I arrived at the institute full of career angst, trying to figure out what I could or wanted to be in the context of a changing profession and a higher education sector under duress.

Upon arrival in Atlanta, I quickly learned to appreciate a Frye cohort filled with wonderful, compassionate individuals who had the courage and integrity to articulate their ambitions, both personal and professional. While some participants evinced confidence and drive, others expressed doubts about their situation in life vis-à-vis career choice, workplace prospects, and work-life balance. Despite the diversity, everyone was encouraging and empathetic. It was the cohort that made the institute such a remarkable event.

Given my educational background and employment history at places like Carleton College, Dickinson College, and Earlham, Hawkins's insight about "multilingual learning" made me appreciate the liberal arts even more than before. Looking back over my career, I have been best served by wide-ranging personal interests and addiction to reading a variety of materials such that I am part geek, part humanities "scholar" who has published several peer-reviewed essays on the science fiction/fantasy genres, part jock, and part administrator. I obtain more credibility in certain circles for serving as a senior bibliographer for the *MLA International Bibliography* than I do for management moxie or how much I know about librarianship. A second key insight learned from Hawkins and others at Frye was that of leading from the middle. This is now a management adage that I attempt to honor, recognizing and affirming the ability to achieve momentum with contributions from everyone and not just a "visionary" at the helm.

A third related insight debunked stereotypes I had of leadership. Namely, by dint of the MBTI exercise, I learned that introverts and quiet folks could be leaders. Granted, such participants were the Frye minority, but the exercise underlined that people have different gifts and can adjust accordingly. More recently, Susan Cain's bestseller, *Quiet: The Power of In-*

troverts in a World That Can't Stop Talking, spotlights what can be accomplished by contemplation, listening, and other behaviors not usually associated with workplace leadership.[24] Both the Frye exercise and Cain offered suggestions for how introverts might capitalize on their innate strengths by working with, and through, extroverted colleagues to advance organizational objectives. Looking in the mirror, I cannot imagine "selling" the Earlham Libraries without direct reports to supply the lion's share of the charm in contrast to my own unprepossessing efforts.

Finally, and most importantly, I learned to keep the big picture in mind at Frye, such that I am not just a librarian but instead a servant of the institution. My ultimate job is to contribute to the mission of the college, not necessarily the libraries per se. This has me always on the lookout for ways to connect the libraries to overall college priorities. For example, I recently worked with two vice presidents at our college to implement a personal research librarian initiative that targets at-risk students, directly addressing institutional concerns about admissions yield and undergraduate retention. At the same time, the program addressed information literacy outcomes in the context of a weekly discussion circle with a librarian and the use of iPad Minis. This approach directly furthered library goals.

From an even broader vantage, I left Frye with an indelible epigram courtesy of Emory University's provost and executive vice president, Earl Lewis, who spoke to our cohort near the conclusion of the institute. While I neglected to write down the exact words, Lewis at one point asserted that if a college education does not help 18–22 year-old students to think they can change the world, then we have failed. Lewis's assertion might come across as righteous and carefully scripted, but it was delivered humbly. Regardless, in the biggest, most absolute terms, my mission is to foster change not via libraries or IT but at the level of student hearts and minds. Frye, via Lewis, gave me an inviolate precept and an inspiration that still sustains me as academe and its various support structures lurch onward against an increasingly dire backdrop of MOOCs, accountability demands, and spiraling cost. I cannot thank Frye enough.

LEWIS

At the point I embarked on the Frye experience, I was at a pivotal juncture in my career. I had been an associate university librarian for a few years and was starting to think about next steps. Like many mid-career profes-

sionals, I had aspirations, but also some concerns. Did I possess the right mix of strengths and competencies to assume a leadership position? Was my current institution the best fit for my particular skill set and personal goals? Was I willing to accept the work-life challenges typically associated with moving to the next rung? I headed to Atlanta with high expectations and, for the most part, I wasn't disappointed.

The experience was, in many respects, all-consuming. From the point I was first accepted into the program, I felt myself being pulled into a strong community with an established culture. The hearty congratulations from past graduates assured me that I was embarking on a life-changing journey, an experience that would transform me as a leader and as a person. I was forewarned of the intensity of the experience (as well as the air conditioning in the conference center).

The actual content delivered during the program was generally rich and always well delivered. I must acknowledge that as a non-American some of the specific topics were less pertinent to me than, I'm sure, to others in the room. For instance, the focus on copyright and financing of higher education was interesting at an academic level, but it was presented with a purely US focus. Some of the key concepts (positional leadership, collaboration between library and IT, etc.) have stuck with me over the years and definitely influenced some of the decisions I have made during my leadership journey. When times are hard, some of the mantras ("chin up," etc.) regularly come to mind.

As with any professional development experience, the true impact can't be felt until months, or even years, after the event. While some of the content has, of course, faded from memory, many of the experiential aspects of the program remain present in my memory. I found the focus on personality types to be very powerful on a personal level. Like many participants, I had taken similar tests before, but the large community setting put the results into a much broader context. I met colleagues from many different work settings with similar profiles to mine. I believe that I understood myself better by seeing the same (or sometimes more exaggerated) results in others. I also gained a better understanding and respect for those who come to leadership with a more introverted disposition. In the years following my participation in Frye, I believe I've become more conscious of the need to make space in the conversation for the quieter voices. This lesson has served my organization and I well.

The hypothetical institutions exercise was as powerful as it was preposterous. My team struggled during the first meeting to find a common voice: The mixture of librarians and IT and instructional skills professionals felt awkward at first. How could we possibly formulate a plan for a completely new institution over the course of a few harried meetings? As the days wore on, we discovered the value of our collective expertise. The sum was truly better than the parts—especially in the late hours of the night before group presentations with imminent public humiliation in the wings. The experiential aspect of the assignment was critical: I learned from my peers in a way I could not from a textbook or lecture. The spirit with which we approached the task was compelling. Have I been called upon to build a new university in the last five years? Certainly not. But I have been asked to create new services and approaches from scratch in a ridiculously short period of time. I believe Frye prepared me well for this.

The brand value of the experience cannot be overstated. The sheer power of the Frye name became very clear to me over the intervening years when meeting with new colleagues, applying for new positions, or even filling in grant applications. Being a Frye fellow opened some important doors for me in the intervening years. The name holds value with colleagues across the academy.

Was the Frye the "life-changing" experience some of my predecessors promised it to be? No. The program did, however, have a tremendous and very positive impact on my leadership journey. The opportunity to retreat from the operational grind and reflect on my strengths and weaknesses as a leader, all in the company of like-minded professionals, was an extraordinary experience.

LIM

When I attended Frye, I had just been promoted from a middle-management position to a senior-level position, so sitting at the "big table" at a large library was new to me, let alone considering the "big table" at the university level. During the hypothetical institutions exercise, I learned more about how endowment levels, revenue streams, and research expenditures differentiate institutions in ways that are often hidden to the general public and even to some of us in academia. For example, while there are articles that talk generally about library endowment levels, there are no sources that provide librarians with ready data about library-specific

endowment levels. One academic library I contacted later, for example, enjoyed the benefits of several endowed librarian positions and their corpus generated over a million dollars a year in discretionary funding. This was in contrast to other libraries I came to know that had much more modest endowments, skeletal staffing, and relatively little to no discretionary funding, and yet these under-resourced libraries seemed to be thriving relative to the institutional investments that sustained them. It reinforced my own belief that optimism and perseverance and a strategic mindset were keys to a leader's success in these fiscally stressed environments. Because of this one exercise in the Frye program, I became exceedingly curious about these and many other aspects of higher education funding, categorization, and ratings, and this curiosity continues to serve me well now that I have played at more "big tables" in my career. It has also made me more acutely aware of the need for libraries to devise high-impact strategies, achieve effective performance, and implement cost-containment measures if we are to be successful as educational partners.

I recall being intrigued but also disturbed by the Frye program's insistence that we needed to give up our librarian identities in order to break down silos between IT and library-related functions and initiatives. I identify with and feel quite passionately about library-specific roles, their unique relevance and importance in the quality of education for students, and I was already engaged in endeavors that leveraged cross-campus IT partnerships at the time, so I did not embrace unreservedly the espoused idea that one had to overcome or break down one's professional identity to accomplish transformative change. I think that our librarian identities were already evolving admirably and continue to evolve in anticipation of and reaction to technological change, but the librarian-specific roles and functions we embodied—teaching of research strategies, organizing knowledge, providing access to shared information, and offering integrated services in technology-rich learning environments—were crucial to the whole enterprise and needed specialization and advocacy on their own. My feeling was that we indeed needed to focus on technological opportunities and disruptions, but that we would risk diminishing our unique, still-important roles by doing so too single-mindedly. This concern was validated later when one industry leader made the provocative statement that he would no longer hire librarians in the future but would only hire post-docs and technologists instead. I was surprised to see this statement later quoted by a higher-education as-

sociation in a presentation to university provosts, along with the claim that even librarians questioned their own future relevance in the academy. I felt then and continue to believe that we are stronger collaborators when we are well versed and proudly confident in the library and information science specializations we offer and bring to the table. If strong identities as librarians foster that, then to my mind, more power to us—as long as we allow those identities and specializations to expand our possibilities, rather than let them isolate and limit us.

For me, the coverage of scholarly communication, copyright, and other information policy issues was the weakest part of Frye content and affirmed my belief that our librarian roles were important. This was because the content, while valuable, was obviously intended more for the non-librarians in the room who might not have been as familiar with these issues as the librarians. By virtue of our library and information science disciplines and specializations, I would argue, most of us were already steeped in these developments and trends.

I remember being struck by some of the teacher-scholar responses to changes in libraries. One of the disciplinary faculty members who spoke to us mentioned her suspicion that librarians now hated books. If I am remembering this correctly, she was reacting to her library's desire to decommission large numbers of stacks and move materials to storage. This seemed, to me, to be evidence of either too much overzealousness on our part or perhaps an illustration of a gap in relationship building, communication, and marketing within some of our campuses. All the libraries in which I have worked have been transforming spaces to make way for more learning and study, but we had been doing this in a discipline-specific and responsible way. I came away from Frye with a good understanding of the pitfalls that could be encountered if one did not cover the aspects of communication and collaborative planning with stakeholders' input in an adequate way.

Doing more with less and the impression of endless fiscal pressures and crises were concerns mentioned quite frequently throughout the program, and yet, in retrospect, for many of us, those were flush financial days compared to now. As the institute focused so much on technological change and innovation, I remember sitting in the audience thinking to myself, "We can hardly keep our current high-demand services running with our declining resources, and now we were also failing if we do not move into multiple other initiatives requiring new technology staffing and

expertise." I sometimes felt that the joint library-IT-faculty nature of Frye lent itself to downplaying many of the unique challenges that libraries were facing in their desires to transform themselves. Extremely flat or diminishing budgets, reduced staffing levels, legacy print operations that were still in heavy demand on some of our campuses, problems wherein our roles were increasingly perceived as more expendable by university administrators (reports from 2009 show that institutional allocations for academic libraries had fallen for the 14th year in a row to below 2 percent from highs of around 7 percent), and the fact that librarians were considered expendable even by some leaders within our own ranks—well, these realities and more just had to be dealt with somehow in still more creative, innovative ways, practical realities aside.[25] Most leaders know that a critical function of theirs is to keep hope alive and that determination and creativity often win the day, but at some junctures, I believe it is important to ask ourselves about the downsides of continuing to do ever more with less.

The emphasis on collaboration across silos at Frye helped me to strengthen my own resolve that librarians are partners in the academy, not just supporters and suppliers of information. I gained my early experiences as a librarian in the mid-1990s when the popular service paradigms of the day turned library users into "customers" and librarians into "customer service providers," not educational partners in the true sense of that word. By participating in Frye, I realized the importance of the partnership model and this inspired me to work across organizational boundaries on many collaborative initiatives. It also has helped me raise my library faculty members' and staff's aspirations and performance when we've implemented new models of engagement and integration, models that I feel strengthen our core roles. For those reasons alone, I feel honored and grateful to have been part of the Frye experience, especially at that specific point in time in the evolution of academic libraries. Those were very heady, exciting days indeed!

Survey of the 2008 Frye Cohort

Although a post-institute evaluation form was sent to graduates immediately following their two-week participation, the results of the Frye Leadership Institute have never been addressed formally in the literature of library and information science. No study has examined the use that Frye graduates have made of the conceptual material presented in the program

and whether they maintained professional relationships with cohort members from the institute during their later careers. For this reason, we wanted to explore the impact of the program on other participants' leadership practice and networking over time, so that their own experiences could be situated into a larger context.

Based upon the evaluation methods of other leadership programs and loosely based upon a survey instrument developed by researchers who evaluated a different library and information science leadership development program, Baker and Lim conducted an online survey to learn about the perceptions of the institute's graduates regarding whether and to what degree their leadership capacity had changed as a result of their participation in the 2008 institute.[26]

METHODOLOGY

The survey was web-based and was conducted in early 2013, with the primary method of distribution achieved through direct e-mail messages to 47 individuals in the subject population. The subject population was comprised of all but one of the 48 participants who graduated from the 2008 institute.[27]

The first 12 questions asked respondents to indicate the extent to which general Frye themes and specific components from the curriculum had changed their leadership capacities. The possible answers were set on a five-point scale (i.e., no change, not much change, some change, great change, very great change). The next question asked respondents to select from a list of 12 Frye features any that seemed to have the most important and enduring influence on their leadership practice. Another set of questions asked participants to indicate the number of Frye cohort members with which they remained in contact and the types of advice and support they received from these colleagues. Finally, an optional free-text comment box was provided so that respondents could communicate any unstructured information about their participation in the institute and its impact on their leadership practice or career.

FINDINGS

Twenty-five valid responses were obtained from the population of 47 Frye fellows, yielding a 53 percent response rate. Among those surveyed, 13 of

the 25 respondents (78.26 percent) indicated that they had held either a librarian or library administrator role at the time of the 2008 Frye Institute. The remaining participants identified themselves as technologists (13.04 percent) and academic staff/professionals (8.70 percent).

Ranked in tabular form based on the magnitude of change, respondents indicated that several features of the institute had led to either "great change" or "very great change" in their leadership capacity and practices. The four features receiving the highest ratings were

- "Gaining a broader perspective about finances, policies, and strategic challenges in higher education as conveyed during the institute" (72 percent);
- "Challenges in higher education, academic and financial perspectives, presentations/discussions" (60 percent);
- "Taking advantage of the opportunities to use professional networks more effectively, as a result of [one's] participation in the institute" (52 percent); and
- "Leadership and change management presentations/discussions" (50 percent).

Seven of the 12 features garnered mixed results. One item in particular, "information and IT policy, presentations/discussion," received an almost even distribution of votes, with 36 percent indicating "some change" and the rest indicating great or very great changes (32 percent), or little to no change (32 percent). The remaining six features were all given "some change" ratings by the majority of participants as shown below:

- "Understanding the critical components of effective leadership in managing higher education information resources in the digital era" (56 percent);
- MBTI Exercise (52 percent);
- Hypothetical Institutes Exercise (48 percent);
- "Clarifying and taking advantage of the relationships among stakeholders in library, IT, and/or faculty groups within [one's] institution, using the methods taught at the institute" (44 percent);
- "Creating a learning environment that is conducive to personal reflection and enhancing your personal abilities as a leader, as a result of [one's] experiences at the institute" (44 percent); and
- Practicum project (44 percent).

A majority of participants (56 percent) rated only one Frye feature, "copyright and scholarly communication presentations/discussions," as having little to no change on their leadership philosophies or practices. Although not in the majority, a large group of respondents (40 percent) also gave "Personal Practicum Project" low ratings.

In order to obtain other general impressions, the survey asked participants, "What have been the most important and enduring effects of the 2008 Frye Leadership Institute on your leadership practice?" The survey provided a list of 12 features from which respondents could choose. Of the 12 features, one was selected as a top choice along with the next most frequently chosen items as shown below:

- "Self-awareness, especially of my personal strengths/barriers to change" (92 percent);
- "Strategic planning" (68 percent);
- "Strategic leadership on campus" (56 percent);
- "Effective leadership of transformational change" (56 percent); and
- "Establishing new leadership goals for [one's self] (52 percent).

See figure 17.1 for a graph showing respondents' selection rates for all 12 features.

FIGURE 17.1. **Frye's Effects on Respondents' Leadership Practice**
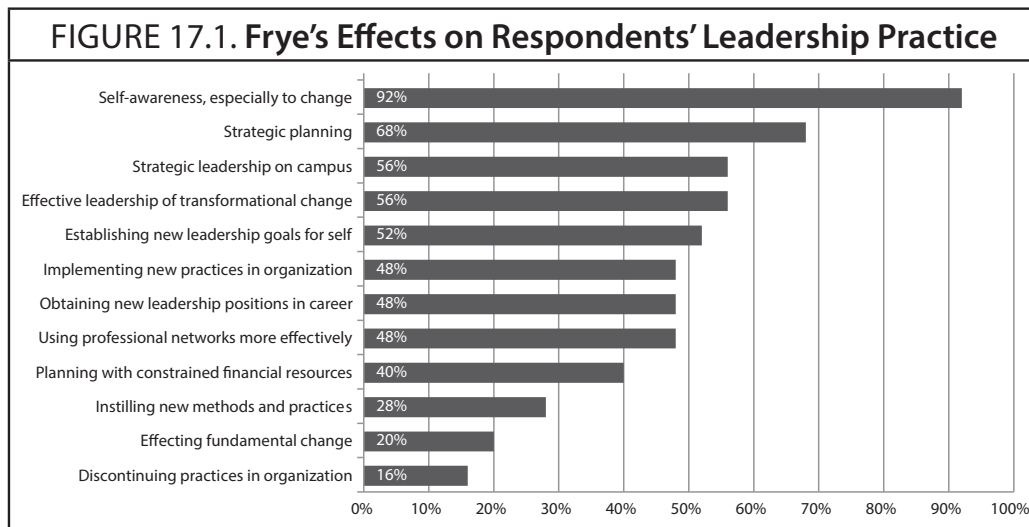
The survey posted three questions set on a six-point scale, asking respondents to describe the extent to which the institute led to ongoing networking relationships with their cohort members. A majority (44 percent) indicated that they remained in contact with four to 10 peers from the in-

stitute. A great number of participants agreed or strongly agreed that they exchanged leadership advice (84 percent) and career advice (64 percent) with their Frye peers, more so than they shared library-related advice (44 percent). All but a few (84 percent) perceived that valuable professional support was provided by the cohort. Overall, the results showed that the Frye experience led to a cohort with a number of continuing professional relationships.

There were 14 general comments submitted by respondents. All but two were extremely positive, with superlatives used such as "unmatched," "phenomenal," "incomparable," "transformative," and "profound." One individual highlighted as valuable the "self-awareness" gained and the lessons learned about the "high-level pressures faced by higher education," while another mentioned a belief that the program had provided "insight into leadership and institutional change." Other respondents stressed the important impact of Frye on participants' leadership styles and careers and the continuing benefits of networking with the Frye community.

The networking opportunities were noted by several respondents as one of the most important component of the institute. Years after the face-to-face experience, some cohort members remained connected. For some, these points of personal connection were mentioned as invaluable throughout their careers. "I really value the Frye community," said one participant, while another commented, "I think the greatest gift out of the whole Frye experience has been the support from our cohort; it has been phenomenal."[28] But one person dissented on this point about networking, writing that the experience "has not resulted in many enduring relationships for provision of long-term support."

Two persons submitted contrasting comments about the lack of balance between library-specific and IT-specific topics in the Frye experience; one found it to be "very library-centric," while another noted that many discussions were "more IT-focused than is relevant for my position." Notwithstanding these few criticisms, the grateful tone of many respondents' comments was represented in the following response, "Frye helped me to take a giant career leap, from running a smallish IT shop to a managing the finances, facilities, and human resources for a graduate school. This was an unanticipated move, but the opportunity arose, and Frye had given me perspective and faith in my own ability to play at the next level."[29]

Discussion

The responses of survey participants matched well with many of our own reflections about Frye in regard to the institute's positive impact on career advancement, networking benefits, and content related to the challenges of leading change in academe. The Frye fellows generally agreed with the proposition that one of the most memorable elements about Frye was its ability to convey a broader perspective about finances, policies, and strategic challenges in higher education. In the "personal reflections" section, we noted our initial ambivalence about transitioning to senior-level positions—with one of us having just been promoted to a new position, one stating she had been at a "pivotal point" in her career, and one pondering whether he could fit into the prevailing leadership culture—and how our Frye experiences gave us the chance to reflect on our strengths and weaknesses and gain confidence in our abilities to serve in higher capacities. These reactions coincide with the survey respondents' identification of Frye's self-awareness theme as very effective, specifically that fellows came to know their personal strengths and the barriers to change and that this feature had the most important and enduring effect on their leadership practice through the years.

Interestingly, however, the arguably mission-critical features of the institute, ones that addressed libraries and IT collaboration and scholarly communication and copyright were rated lower in terms of their value and enduring impact. Cross-campus collaborations were mentioned by us and some respondents, but features related to library and campus IT collaborations were not rated as highly as other parts of the institute. Evidence of familiar library-IT boundaries also occurred when two participants submitted conflicting perceptions about Frye alternately being too library-centric and too technology-centric. Another participant criticized our survey instrument as being focused mainly on libraries, and yet there was only one survey question that addressed libraries alone in an explicit way. The question asked respondents to indicate whether they agreed or disagreed with the statement, "I exchange library-related advice with my Frye peers." All other questions mentioned both the "library" and "IT" as units.

These mixed results suggest that Frye was highly effective in its general training and development of aspirational leaders, yet perhaps was not as successful in its signature aim to develop leaders who would institute "fundamental change in the way universities manage their information

resources in the new digital era" or leaders who would create "a new information culture."[30] The organizational roles and identities of librarians, along with those of academic technologists and disciplinary faculty, had seemingly remained intact in the participants' worlds, even if individual participants were reportedly more collaborative and fully developed as change agents/leaders than they were pre-Frye.

Frye occurred during an era when mergers of libraries and campus technology organizations occurred on several campuses with great fanfare. By the end of the Frye 1.0 phase, these organizational convergences were no longer a highly visible trend, and in fact, some combined units had been de-merged.[31] In many ways, since the days when CLIR, Emory University, and EDUCAUSE first conceived of Frye, the scholarly communication realm, libraries, and campus technology units had all seen significant shifts and innovations (e.g., the expansion of the open access movement, the proliferation of institutional repositories, the implementation of large-scale digital libraries, etc.) but had not changed as drastically as one might have posited in earlier days. Some overarching practices related to scholarly communication have remained fairly consistent and resistant to change.[32] Print materials and their attendant operations did not disappear entirely. Academic libraries and their institutional technology counterparts did not merge at many universities. These dynamics, coupled with ongoing political and fiscal pressures, have created greater demands and complexities for transformative library and IT leadership than before, even if the units remained differentiated and apart in their different cultures. In fact, their continued separation in large numbers calls for more collaborative efforts and the formation of virtual teams. Frye fellows overwhelmingly reported that the institute was successful in exposing them to the concepts and resources that would help them grapple with these difficult challenges, even if the information services culture ahead is far different than the original founders of Frye imagined.

Conclusion

The Frye Leadership Institute, at least as it existed in its original two-week format, made a significant and positive contribution to the library profession. Over its 15-year run, 500 CIOs, librarians, and IT professionals were given an extraordinary opportunity to reflect on their strengths and weaknesses as leaders and learn from some of the best theorists and prac-

titioners in the academy. The traditions surrounding Frye became legendary: Cohort after cohort of carefully chosen candidates headed to Atlanta fully anticipating to be transformed. For many, the expectation became a self-fulfilling prophecy. Some of the profession's most prominent and future-driven librarians list the Frye as a critical component of their leadership journey.

To date, very little research had been done to determine the influence of the Frye Leadership Institute on participants' professional practice and career trajectories. The literature review uncovered many personal reflections on the Frye experience as well as articles comparing Frye to other professional development programs. These various contributions are helpful from an anecdotal perspective but lack the rigor necessary to form strong conclusions about Frye. Future research on Frye and its successor, the Leading Change Institute, could attempt to move beyond this study's analysis of participants' perspectives and instead delve deeper into actual leadership changes that were experienced after participation in the programs, perhaps through case studies examining members' leadership results at their respective institutions.

The survey conducted as part of this research suggests that, at least for one particular cohort, Frye was attributed by the participants as meeting its primary objective of preparing leaders to transform their organizations. In this respect, although Frye was not based on any explicitly named leadership or management text or theory, its results most closely resembled features associated with transformational leadership. Respondents from the 2008 cohort clearly felt an enhanced sense of self-awareness. They perceived that Frye had improved their strategic planning skills and gave them a better, more balanced approach to strategic leadership on campus. The mantras around preparedness ("chin up"), taking an enterprise-wide approach to leadership ("playing at the big table"), and broadening their universe of information sources (being "multilingual") stayed with graduates long after leaving the Emory Conference Center. These findings were echoed by our own personal reflections.

Where Frye might arguably have been less successful was in conveying a preferred vision of what that transformed organization would look like. Admittedly, whether Frye organizers fully intended to project a preferred image is open to debate. Librarian participants gained a better understanding of their campus IT colleagues and were forced to come face to face with

the silos they themselves helped create and sustain. The concept of deep collaboration between library and campus IT makes perfect sense, but the precise shape of that collaboration varies tremendously from campus to campus. Blending is painfully hard to achieve and even more difficult to maintain in real organizations over an extended period of time.

The succession of deans organizing and leading the Frye Leadership Institute made a singular contribution to the profession. The fact that certain components of the Frye experience (the practicum project, the hypothetical institutions exercise, the formal leadership style assessment tools, etc.) had less perceived sticking power than other components is not surprising. As was seen during the Frye experience itself, the deans fully intended to challenge the participants, to present them with uncomfortable realities and new lenses with which to view their organizations. In doing so, the deans forced the fellows, even for a few short weeks, to suspend their disbelief and rethink the boundaries of their profession. Graduates of the program returned from Atlanta to many different kinds of organizations and many different kinds of roles. Perhaps they did not come back transformed, but they did come back with a broader vision of the academy, a richer network of colleagues, and a larger set of tools with which to lead change.

Notes

1. According to its website at http://www.clir.org/, the Council of Library and Information Resources (CLIR) is an organization that "forges strategies to enhance research, teaching, and learning environments in collaboration with libraries, cultural institutions, and communities of higher learning." EDUCAUSE is a nonprofit association of information technology leaders and professionals committed to advancing higher education. EDUCAUSE was created through the merger of two professional associations in the higher-education information technology community, CAUSE and Educom. More information about all of these organizations can be found at the EDUCAUSE website at http://www.educause.edu/about/mission-and-organization/roots-educause.
2. Leading Change Institute, "History of the Leading Change Institute."
3. Ibid.
4. Ibid.
5. For example, see Council on Library and Information Resources, *Council on Library and Information*; Rosenblatt, "EDUCAUSE Organizational Update."

6.   For example, see Gjelten and Fishel, "Developing Leaders and Transforming Libraries"; Matthews, "Becoming a Chief Librarian"; Leger-Hornby, "The 2003 Frye Leadership Institute"; Maloy, "Creativity as a Leadership Strategy"; Marmion, "Editorial: Chin Up!"; Orr, "Transforming Technology Training"; Philbert, "Frye Leadership Institute"; Philbert, "Frye Leadership Institute—A Report."

7.   Orr, "Transforming Technology Training," 16.

8.   Philbert, "Frye Leadership Institute."

9.   Rosenblatt, "EDUCAUSE Organizational Update."

10. Marmion, "Editorial: Chin Up!"

11. Marcum and Hawkins, "The Frye Leadership Institute."

12. For example, see Snyder, "CIOs and Academic Research Libraries"; West and Smith, "Library and Computing Merger."

13. Stoffle et al., "Continuing to Build the Future."

14. Agee et al., "Letter to the Editor."

15. Council on Library and Information Resources, "CLIRinghouse Number 1."

16. Stoffle, "Letter to the Editor."

17. Leading Change Institute, "History of the Leading Change Institute."

18. Claffey Jr. et al., "Frye Leadership Institute 2.0."

19. Ibid.,10.

20. Although Frye did not use a specific leadership theory in its curriculum, its key themes and features exhibited many of the same components associated with transformational leadership and change leadership. According to Peter G. Northouse in his book *Leadership: Theory and Practice*, transformational leadership is "the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (186). In a 2011 *Forbes* magazine article entitled "Change Management vs. Change Leadership—What's the Difference?," John P. Kotter noted that change leadership "concerns the driving forces, visions and processes that fuel large-scale transformation" (n.p.).

21. Edwards, Lanning, and Hooker, "The MBTI and Social Information Processing."

22. Philbert, "Frye Leadership Institute—A Report."

23. "We Will Bury You!," *Time*, November 26, 1956, 24.

24. Cain, *Quiet*.

25. Kolowich, "Library Budgets Continue to Shrink."

26. Barney, "Evaluation of the Impact of the 2003 Aurora Leadership Institute"; Phelan, "Creating Leaders"; Zauha, "Turned On and Tuned In?"; Casey et al., "Leadership Development Program Survey."

27. One well-respected and loved Frye fellow passed away in the intervening five years since the cohort was formed.
28. "Leadership Development Program Survey," respondents 2013.
29. Ibid.
30. Leading Change Institute, "History of the Leading Change Institute."
31. For example, see Massis, "Academic Libraries and Information Technology"; Neff, "Merging the Library and the Computer Center."
32. For example, see Ithaka S+R, *Faculty Survey Series*.

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