CANADIAN ACADEMIC LIBRARY LEADERSHIP (CALL): THE STATE OF
EQUITY

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ABSTRACT

Leadership is a vast, complex, and heavily examined concept in many fields. The concept of leadership has evolved, and definitions are ubiquitous, subjective, socially constructed, and influenced by many aspects such as the environment and culture. Since knowing leadership can come from multiple perspectives, it is important to have a space for minority librarians and their styles and unique strengths in academic library leadership. Equitable and inclusive leadership is critical to sustaining leadership in librarianship; it would mean providing leadership space for minority librarians, accepting their strengths, sponsoring them for leadership positions, and overhauling the leadership curriculum and academic library leadership practices. Despite some attempts, librarianship has been slow to progress on inclusive leadership and there are few successful pathways for minority librarians in academic leadership positions. The lack of intentional opportunities for (Black, Indigenous, and persons of colour) BIPOC librarians, sexual minority librarians, and librarians with disabilities to serve as leaders provides a platform to discuss library leadership as an inequitable issue and this research is a CALL (Canadian Academic Library Leadership) to attend to the state of equity in library leadership. Understanding the leadership journey undertaken by current minority library leaders will enhance the understanding of inclusion efforts.

This study undertook a comprehensive approach to the presence and absence of minority librarians in leadership positions in Canadian academic libraries by using a combination of critical race theory and appreciative inquiry. Critical race theory (CRT) is broader than just race and helps to critically evaluate marginalization based on, for example, race, gender, tribe, or sexuality, from a critical, emancipatory, and social justice lens. Appreciative inquiry lent a positive perspective and helped frame the research questions to encourage all participants to share theimr stories through a success perspective, which might help create opportunities for more minority librarians.

Findings from all phases of participants provided valuable insights into self-efficacy and capacity-building measures undertaken by minority librarians; and, highlighted academic library structures, systems, policies, and other institutional elements that need to shift, unlearn, and relearn, to aid minority librarians in their leadership journey.

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Shree Vakratunda Mahakaya Suryakoti Samaprabha ǀ

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DEDICATION

First, I dedicate this dissertation to my dad A.R. Srinivasan (late) who would have been proud of my achievement. Second, I also want to dedicate this to all minority librarians and allies who relentlessly work for equity, diversity, inclusion, and social justice in librarianship.

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Canada instituted its Multiculturalism Act in 1971 and the government has embraced this act in policy since then to shape the national identity. However, the policy or the use of it, has not led to racial equity (George, Mair, & Robson, 2020). The Accessible Canada Act received Royal Assent in 2019 to benefit persons with disabilities. Disabilities include "physical, mental, intellectual, cognitive, learning, communication or sensory impairment – or a functional limitation – whether permanent, temporary or episodic or evident or not" (Accessible Canada Act (2019, p.2). Sexual orientation and rights are protected under the Canadian Human Rights Act (1985) which includes sexual orientation, and the Canadian Charter of Rights and Freedoms (section 15) protects LGBTIQA2S+ people from discrimination (Beagan et al., 2020). Indigenous law has evolved significantly over time to advance reconciliation efforts with Indigenous peoples. Despite legal requirements and ethical expectations, heteronormative assumptions and traditional structures and practices prevail in higher education policies and commitments.

Lack of racial equality is evident in academic institutions, their libraries and their faculty and leadership compositions. While some universities have hired Indigenous faculty administrative positions to advise higher-level leadership on Indigenous matters, this effort is reactionary. There are many unaddressed issues including a lack of critical mass of minority faculty, especially Indigenous faculty who due to their low numbers feel isolated and marginalized among the marginalized (Henry, 2012; Mohamed & Beagan, 2019). Despite the legal requirements to implement policies, faculty with disabilities do not have a high trust level with the cumbersome accommodation processes and disclosure issues that concretize the notion that faculty with disabilities do not fit in higher education environments (Oud, 2018 & 2019; Waterfield et al., 2017).

The importance of diversity is espoused in academic libraries and their parent institutions, especially on their websites or strategic plans. However, there is evidence of a lack of diversity or progress towards inclusion in all aspects of academic librarianship, particularly in leadership positions (Aslam, 2018 & 2019; Meier, 2016; Weiner, 2003). Although still a work in progress, sectors outside of academia, such as private and public organizations, consider diversity management at all levels of their organizations, including inclusive and equitable

leadership practices (Ashikali, & Groeneveld, 2015; Groeneveld & Verbeek, 2012; Singal, 2014; Starostka-Patyk et al., 2015). Diversity management is the ability to manage diversity towards a competitive advantage that moves beyond affirmative actions and embraces inclusion, social justice, equity, and equality, undoing structural inequities, and progressing all employees toward their highest ambitions (Thomas, 1990). Administrators, who influence academic librarianship in Canada, have yet to demonstrate diversity management at leadership levels; librarianship has yet to be inclusive of minority librarians as leaders (Heyns et al., 2019; Hines, 2019; Le, 2016a, 2016b).

For leadership to include minority librarians, there should be harmonious and intentional interactions between academic and library structures, systems, and strategies; individual and collective efforts towards building inclusive practices and shared values, ongoing training to understand and appreciate diversity and equity; structural and systemic changes founded on thoughtful considerations of the history of the privileged and marginalized; and, multiple supports instituted for minority librarians towards self-efficacy through mentorship, sponsorship, networking opportunities, learning by doing, and funding, time allowance, and opportunities for leadership training and practice. The role of the hard and soft elements such as structural, political, symbolic, and human resources elements of the institution (Bolman & Deal, 2017; (Peters & Waterman, 2001) along with individual efficacies and collective efforts towards helping librarians in their successful leadership pathways and vice versa needs further investigation.

Background to Diversity and Library Leadership

There is a substantive body of literature on library leadership. While most of this literature stems from the United States (Maciel et al., 2018; Meier, 2016; Martin, 2018 & 2019; Muellenbach, 2017; Neigel, 2015; Stewart, 2017), Canadian librarians have also published on this topic (Crawley-Low, 2013; Currie & Shepstone, 2012; DeLong, 2009, 2012, 2013; Hicks & Given, 2013). With a few exceptions, much of the literature focuses exclusively on leadership behaviours, new librarians, female leaders, traits, education, competencies, and practices. There is limited literature on minority librarians' experiences towards and in leadership positions. Some of these are specific to the minority dimensions, such as racial and ethnic minority librarians or librarians with disabilities (Alire, 2001; Bladek, 2019; Lombard, 2018; Matheson et al., 2020; Neigel, 2015; Oud, 2019). There is no literature on designing equitable and successful

pathways for all minority librarians aiming for leadership positions or literature capturing the challenges, self-efficacy practices, and capacity building of minority persons towards leadership positions. First-hand research is required to learn about how minority persons come into leadership positions through capacity building, self-efficacy, and external supports, so the profession can design equitable pathways for minority persons to assume and stay as leaders in Canadian academic librarianship.

Diversity Data in Canadian Librarianship: A Chronology

For the most part, Canadian librarianship seems hesitant to gather ongoing nationwide data on minority employees in librarianship. Not having a baseline established to assess change, growth, or gaps is a problem in Canadian librarianship. Making progress requires reliable and consistent data on various dimensions of minority persons and their representation in the profession, their intersectionalities with other identities, and capturing their challenges and needs are needed to "target quality improvement efforts and monitor progress" (Freemont & Lurie, 2004, p. 202).

For the past couple of decades, diversity in Canadian librarianship has focused on representative data collection. The first pan-national comprehensive study that collected diversity data, among others, was released in 2005 (Ingles et al.). Known more popularly as the 8Rs study, this study focused on recruitment, retirement, retention, remuneration, repatriation, rejuvenation, re-accreditation, and restructuring among Canadian academic, public, and special libraries. The 2005 study captured the percentage of Aboriginal and visible minority librarians (Table C.8, p. 45). It noted that the two groups "are underrepresented across all types of libraries" (p. 48) and called for establishing "diversity programs" … "to explore recruitment strategies" … [and to] "attract minorities to their libraries" (p. 48). A meagre seven percent of librarians were visible minority librarians, which fairs better than one percent of Indigenous librarians in the profession. There are no statistics on librarians with disabilities. The study also raised concerns about lost leadership qualities due to retirements, lack of succession planning, inadequate leadership training, lack of qualified or interested candidates, inability to fast-track candidates and because leadership qualities or competencies were the most difficult to fulfil. At the time of this study, senior administrative positions were filled by more men than women, even though librarianship is female-dominated. With such low numbers in the profession, access to administrative positions looks even grimmer to visible minority and Indigenous librarians.

The Canadian Association of Research Libraries (CARL) published a document entitled "Core Competencies for 21st Century CARL Librarians" (CARL, 2010) that outlined seven competencies. These competencies were foundational knowledge, interpersonal skills, leadership and management, collections development, information literacy, research and contributions to the profession, and information technology skills. CARL recently published an updated version of the competencies document (September 2020) that includes equity, diversity, and inclusion (EDI) as one of the competencies. As the visiting program officer for CARL's EDI work, Kumaran was asked to review this document and offer suggestions. Among other suggestions, Kumaran also suggested interweaving EDI into all other competencies. The working group responsible for this document added a statement to this effect: "understanding that all other competencies should be viewed through a lens of equity, diversity, and inclusion" (CARL, September 2020, p.9).

A redux of the 8Rs study mentioned above was released in 2015 (DeLong et al.). This new 8Rs study reported additional findings, including these librarian competencies and additional information such as organizational changes, quality of work-life, job satisfaction, training, and in-depth information on employee characteristics. The study noted that there was an "increased need for librarians to perform a wide array of typically high-tech and specialist roles" (p. xv). Participants in this study had marked management and leadership skills as the most challenging competencies to fulfil. However, this predicament is reported to have improved since the 2005 study. Additionally, since the last study in 2005, the number of visible minority employees had increased from 5% to 11%, and the gender profile was still predominantly female; the workforce was younger due to recruits; there was less gender parity in senior administrator positions; Indigenous librarians were still at 1%, and 1% were librarians who were differently abled. The study also stated that "CARL institutions needed to assess interest in, and potential for, performing in management and leadership roles and ensure that opportunity for advancement is provided on an equitable basis" (p. ix). Retirements and lack of succession-planning strategies were cited as reasons to groom leaders and managers; training initiatives and education to groom future leaders were cited as solutions. Lack of leadership training or opportunities to build or hone leadership competencies has implications for librarianship. There are many challenges, such as limited budgets, lack of recruitment, negative retention rates, and changing higher education and academic library environments. Yet, many Canadian institutions

and their libraries pledge to diversify. If they intend to diversify, libraries must identify interested minority librarians and provide them with opportunities and training to have fulfilling careers, including becoming future leaders.

After establishing the Visible Minority Librarians of Canada (ViMLoC) Network in 2011, the network's then co-chairs (Kumaran & Cai, 2015) gathered statistical information on visible minority librarians. They published their findings as a peer-reviewed journal article. In Canada, "visible minorities' denote "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour" (Statistics Canada, 2021). This study was the first attempt to hear from these librarians about their journey into and experiences within librarianship. Minority librarians from the public, regional special, school, and academic library sectors participated in this survey. In addition to racial/ethnic demographic data, this survey sought to learn about librarians who were first or second-generation minority librarians and noted that 63% (n=76) of participants were first-generation minority librarians. There were an equal number of academic and public library sector (38%, n=46) participants. Minority librarians in managerial or supervisory roles noted that their fellow minority librarians lacked communication and customer service skills and knowledge of working in the Canadian library environment, all of which did not come as a surprise considering the high number of first-generation minority librarians who would have needed cross-cultural training. Participants in this study also voiced a lack of mentoring and leadership opportunities.

The Canadian Association of Professional Academic Librarians (CAPAL) released their findings in 2019 to provide a comprehensive demographic enumeration of Canadian academic librarianship. This study, too, paints a bleak picture of diversity in Canadian libraries. The thirty survey questions and the open-ended final question were all optional and open to Canadian academic librarians. One of the questions was about the ethnic/racial backgrounds of librarians (2018 Census, p. 64), where almost 90% of librarians have identified as White only and 6% responded as having a disability. Of the 18 participants who responded to the question about Indigeneity, 50% (n=9) were First Nations, 33% (n=6) were Metis, and almost 28% (n=5) were of mixed descent (p. 64). A few participants who responded to the question about additional credentials had completed either a certificate, diploma, or degree in library leadership or business administration. However, this version of the census analysis does not provide information on minority or diverse leaders in academic librarianship. The most recent CARL survey conducted

by the Canadian Centre for Diversity and Inclusion (CCDI, 2022) revealed that racialized librarians and librarians with disabilities were underrepresented in senior leadership and management positions. There was an inverse variation of racial representation as seniority increased. On the other hand, white librarians and senior leadership were directly proportional. This survey had a 34.71% completion rate from 21 of the 31 CARL member libraries. The CCDI survey found that women, persons with disabilities, and sexual minority persons were more represented in CARL libraries compared to the Canadian labour force.

The above surveys or studies focused on demographics and barely touched on aspects of diversity in leadership positions. Such demographic accounts focus on the representation or lack thereof in the profession. Hudson (2017) encouraged the library profession to stop being obsessed with demographic representation or inclusion from an anti-racist lens, as such focus "obscures particular operations of systems of racial subordination" (p. 11) and further entrenches Whiteness into the diversity discourse. Hudson did not condemn inclusive practice either in demography, collections, or library services. Still, he questioned how such inclusion defines the "anti-racist modality within LIS" as "the presence or absence of racial heterogeneity, … is not per se a measure of racial justice (p. 13). Hudson called for examining race's social structure and its workings in the library profession and for a purposeful creation of spaces within which diversity discourses may happen by theorizing race in the profession through writing and interrogating the complex reproduction of structures in the library profession's space. He encouraged "critical practice from within that space – a practice, indeed, that understands the value of examining, unpacking, and traversing such boundaries" (p. 26). Such examining, Hudson stated, should include "relations of power and assignments of value within the space" (p.13). However, he did not explicitly state how power relations or value assignments may occur. One way to instill them may be through diversity at the leadership levels, especially with minority librarians as leaders. It is important to examine the lack of minority librarians as leaders from multiple perspectives, such as how minority employees are recruited into the profession, their progress through the profession, and how minority employees are identified, trained, mentored, and supported in their journey towards and as leaders. As Thomas et al. (2019) posited in their online article, we "need to reevaluate and account for the impact of barriers for marginalized in our assessments of how leadership potential is demonstrated, how leaders are trained, and the value of diverse perspectives" (Discussion and Analysis, Para. 4). Having well-

trained, confident, diverse leaders at the top levels who have positive associations with equity work may help examine practices from within and advance conversations about equitable spaces and practices. Minority leaders can positively impact workplace composition and recruitment; for example, having women leaders changes the composition of that organization's workforce by hiring and advancing more women and having diverse leaders in top positions would help promote pro-diversity policies (Cook & Glass, 2015). On the other hand, having token minority employees may not affect change from within, they may continue to feel tokenized and isolated, feel pressured to assimilate, experience hostility and resistance to their leadership, fear negative reputation backlash if they fail, and therefore may be fearful or not be motivated to cause transformative change for other minority librarians in library leadership (Cook & Glass, 2015).

The Language of Diversity

Lately, the language of diversity has evolved. There is an improved understanding of the multifacetedness of and intersectionalities within diversity. Canadian librarianship has moved away from using the term diversity alone and now uses this term with other distinct yet interrelated concepts of inclusion, equity, accessibility, and even social justice. One of the reasons for this may be that diversity focuses on individuals' phenotypical and non-observable characteristics. In essence, diversity is about the representation of "members of different identity groups" (Thomas & Ely, 1996, p. 80) and this representation may invite and include varied perspectives.

In comparison, inclusion and equity are rooted in social justice and go beyond equality, neutrality, and fairness towards eradicating oppression. Inclusion and equity are about representation and focus on the integration of people and perspectives at all levels. Being equitable would mean "ensuring that systems, institutions, and processes function in a way that demonstrates fairness, impartiality, and objectivity in all their practices" (ACRL, 2019, p. 2). For integration to happen at leadership levels, academic libraries need to acknowledge the lack of diversity at leadership levels, commit to diversity at leadership levels, develop a culture of inclusion and succession planning, identify, and select members from diverse groups for equity in leadership positions, and enable and empower such members to participate in and influence the decision-making processes. Minority librarians, including librarians with disabilities, librarians who are Black, Indigenous, or Persons of Color (BIPOC), and who may belong to LGBTIQA2S+ communities, should be given space and opportunities to develop social capital,

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"the power and influence that comes with networking and mentoring" (Lombard, 2018, p. 226) through practices and processes; they should be given access to information, connections, and networks to have a sense of belonging with other groups perceived to have more social capital or voice than others.

Neigel (2015) posited that women experience barriers due to the limits of their social capital. They may not invest time in social capital due to family demands (Adler & Kwon, 2002). Due to a lack of network possibilities or integration into male networks, women experienced discrimination, alienation, and isolation (Riley-Reid, 2017). Lombard (2018) noted institutional structural concerns with supporting female leaders versus male leaders. There were gender discriminations, reverse gender discriminations, double standards, or equality; however, in this study, females "perceived institutional support for male leaders as 7% higher than for females" (p. 227), which could deprive female leaders of social capital. If such is the state of women in librarianship, BIPOC female librarians fare even worse. Opportunities for BIPOC librarians to develop social relations with professional associates to have productive benefits to succeed are, as Walker (2015) put it, "illusive" (p. 152). Because minority librarians are fewer in number at their institutions, they often experience isolation and alienation, betrayal, microaggressions, hostility, tokenization, prejudice, racial insults, and lateral violence (Alabi, 2015a; Alabi 2015b; Heady, 2020; Palmer et al., 2021; Riley-Reid, 2017). There were no formal networking or mentorship possibilities for ethnic and racial minority librarians in Canada until the Minority Librarians of Canada (ViMLoC) network was established in 2011.

Rather than focus on language nuances, for librarianship to implement equity, diversity, and inclusion (EDI) in practice, for integration to happen at all levels in academic libraries, and to critically examine the space from within, library leaders need to commit to diversity, model inclusive behaviour, view and treat individuals with respect for their unique, different, and diverse perspectives, experiences, and contributions, engage diverse individuals in dialogues and actions towards creating a plan for EDI; and identify, train, and support diverse librarians to assume and sustain themselves in leadership positions. Libraries and their academic institutions need to connect diversity, equity, and inclusion objectives to their strategic plans, succession plans, actions, and performances. Such integration plans, actions, and people could help improve and sustain demographics and also go beyond. It could help individual diverse librarians' self-esteem, job satisfaction, self-image, and productivity; and improve the profession for sustainable

equity practices from within the space. Such integration may lead to furthering the language of diversity and the practices towards better integration.

The Focus of Leadership Literature

Leadership literature in any field often centres on various aspects of leadership styles, competencies, programs, and education, which are tied to the performance, productivity, and success of the organization or the leader (Ashikali & Groeneveld, 2013; Aslam, 2018 & 2019; Epps, 2008; Fältholm & Norberg, 2017; Fernandez et al., 2010; Hines, 2019; Neigel, 2015, O'Connor, 2014; Williams & Winston, 2003; Young et al., 2006). Even the literature on diversity or inclusion in leadership often focuses either on diversity advantages to the organization (Cottrill et al., 2014; Edgley et al., 2016), challenges faced by librarians from various diversity dimensions or because of their newness to the profession (Bugg, 2016; Bladek, 2019; Burns & Green, 2019; De Jonge, 2014; DeLong, 2009; DeLong, 2013; Gröschl, 2007; Kumbier & Starkey, 2016; Oud, 2019; Palmer & Masters, 2010; Turock, 2001 & 2003) or call to diversify (Le, 2016a & b; Ng & Wyrick, 2011; Riggs, 2001; Riley-Reid; 2017). A select few articles speak of the importance of inclusion for social justice and equity and mention the how-to's of diversity implementation (Edwards et al., 2019; Gotsis & Grimani, 2016; Kumbier & Starkey, 2016; Morales et al., 2014; Mor-Barak, 2017; Shore, 2018; Turock, 2003) and others focus on negative impacts of leadership (Ortega, 2017). Some of the library leadership literature is written by minority librarians themselves (Epps, 2008; Lim, 2018). However, there is a gap in connecting success stories and diversity efforts, mainly where minority librarians and their leadership efforts are concerned. This research aims to fill this leadership lacuna in the library literature by identifying minority librarians who succeeded despite structured blindness or ignorance, racial-social structures, institutional structural concerns, or individual power relations.

Purpose of this Research

This qualitative research explored the struggles, supports, and success stories of minority librarians currently in leadership positions; it explored existing diversity and potential diversity pathways towards increasing minority leaders in Canadian academic librarianship. As one of the units within academia, academic libraries tout how they value diversity. However, not enough is done in practice (Cruz, 2019). Library literature about minority librarians primarily focuses more on a lack of recruitment, retention issues, promotion and tenure processes and touches on their

advancement (Bugg, 2016; Burns et al., 2009; Harper, 2020; Neely, 2007; Majekodunmi, 2014; Walker, 2015). The inclusion of minority librarians in library leadership positions continues to be a struggle. Unlike most of the rest of academia, libraries are female-centric. Yet, the number of women in senior leadership roles increased only a decade ago (DeLong, 2013). The American Library Association (ALA) and the Association of Research Libraries (ARL) have instituted various leadership programs, especially programs that focus on grooming ethnic or racial minority librarians towards leadership positions (Herold, 2015) which include ALA's Library Leadership Training Resources, 2020; ARL's Leadership and Career Development Program, 1997; ARL's Leadership Fellows Program, 2020; and ARL Mosaic Program, 2020. Canadian librarians can participate in these leadership programs with the caveat that their library provides financial and time support to travel and attend these programs. Canadian librarianship has had a few leadership development programs such as the Northern Exposure to Leadership Institute (NELI), Leadership Development for the Library and Information Sector (LLEAD) program in British Columbia and the recent CARL's Academic Librarian's Leadership Institute (ALLI). However, none in Canada focuses on minority persons and their needs such as reconceptualizing leadership using the unique lived experiences of minority persons working in higher education systems in Canada to help them develop their voice and be assertive as leaders in a largely patriarchal, able-bodied, heterosexual, and gender-binary academic and library leadership environments.

Canadian libraries provide tailored leadership, management, and supervisory training for their employees more than they did in the previous decades (DeLong et al., 2015, Table 37, p. 91), yet there are fewer minority librarians in leadership positions. There may be many reasons for the ongoing lack of minority librarians in leadership positions in Canada. The number of minority employees in libraries has only slightly increased since the last study released in 2005 by Ingles et al. As mentioned earlier, visible minority librarians make up 11% of the professionals, Indigenous librarians are 1%, and librarians with disabilities are 1% (DeLong et al., 2015). According to a recent survey, under 10% of librarians self-declared as gender minorities and 6% of librarians self-identified as persons with disabilities (CAPAL Census, 2018). The same survey also had almost 90% of librarians self-identify as "White only." While the lack of minority employees may be one reason for the lack of minority leaders, other reasons may include structural blindness that allows structural gaslighting, epistemic exploitation or

ignorance, dwells on the equity myth, and ignores the impact of issues such as meritocracy, neutrality, and colour blindness, and does not review marginalization through the social justice lens (Berenstain, 2016 & 2020; Gibson et al., 2017; Henry et al., 2017); it may be due to lack of policies for implementing diversity at all levels, lack of adherence to such policies and reverting to old practices, obfuscated measures towards inclusion, lack of leadership programs tailored for minority librarians, or the inability to retain minority employees in the profession. There is limited published comprehensive research on why librarianship lacks minority leaders or research that explores how a few minority leaders managed to become successful leaders.

Problem Statement

There is an acute lack of minority representation in Canadian academic library leadership, and this is a problem. Due to this lack, there is limited research on the lack of minority librarians as leaders or how, despite barriers, some minority librarians became leaders. Research on minority librarians mostly from the United States and anecdotal evidence in Canada show that a few minority librarians managed to become leaders despite systemic barriers and challenges (Hunt, 2013; Velez & Villa-Nicholas, 2017). Most of the research on minority librarians as leaders is focused on ethnic and racial minorities (Epps, 2008; Ospina & Su, 2009). The literature on other minority librarians, such as gender, sexual, and minority librarians with disabilities and leadership, is sparse (Oud, 2018 & 2019; Schneider, 2016).

Why We Need Minority Librarians in Leadership Positions

Having minority librarians as leaders will improve the representation of minority librarians in decision-making positions in the profession and help retain and increase minority employees in all areas (Cook & Glass, 2015). Minority librarians can advocate for change from within, may be able to change the composition of the workforce and include more minority employees through hiring, recruitment, and retention, create and promote diversity and equity policies from their lived and intersectional experiences, be role models and connect the library to minority library users (e.g., Indigenous students, and racial minority employees). Minority leaders bring knowledge of their minority culture and lived experiences and are therefore culturally competent (Alire, 2001). Cultural competence increases one's awareness of and ability to provide for diverse users and employees and is one of the essential traits expected in leaders (Jones & Davis, 2020; Martin, 2018).

Academic Library Cultures: A Short Introduction

As units with academic institutions, academic libraries are impacted by the six cultures identified by Bergquist and Pawlak (2008). The six cultures are collegial, managerial, developmental, advocacy, tangible, and virtual; they contribute to and shape elements such as structural, systemic, strategic, political, and collective support, and individual efforts, within the institution. Libraries, as units within the academic structures, are bound to be influenced by the six academic cultures or variations of them (Currie & Shepstone, 2012). Despite loud voices from the advocacy culture campaigning for equitable and egalitarian hiring and retention, and despite the various leadership programs aimed at minority librarians, a lack of minority representation or pathways to design equitable leadership exists. It will not be a surprise if the managerial culture decides to be cost-effective about diversity issues and, therefore, stops future equitability initiatives.

COVID-19 has propagated a culture that marginalized the already marginalized minority employees and highlighted the importance of having structural changes and support to institute any long-term changes (Clark et al., 2020). Academics were not able to focus on research as other priorities such as teaching online took over while working from and attending to home issues, and there was an urgent need to reconsider tenure and promotion timelines and practices. There was little space for minority leadership conversations over the loud voices that asked for better online everything from teaching to services. Besides COVID, many recent racial and societal events triggered academia and academic libraries to focus on EDI initiatives and move away from neutrality or academic and intellectual freedom towards social justice and dismantle racial ideologies and practices (Gertler, 2021; Gibson et al., 2017). The library and its parent institution's symbiotic relationship may affect the libraries' latitude in setting equity, diversity, and inclusion (EDI) priorities towards improving underrepresentation in library leadership.

The Research Questions

This research explored the following research questions, with examples of sub-questions:

1. **From the perspective of minority leaders, what are the underlying reasons for the lack of minority librarians as leaders in Canadian academic libraries?** This primary research question was investigated with sub-questions that explore institutional elements that hindered or helped minority leaders. Such institutional elements involved systemic

barriers, structural practices, institutional or library strategies and policies and cultural reconstructions that needed to happen to pave the way for minority leaders.

2. **What practices have led to the success of minority leaders?** This question was further explored with sub-questions regarding self-efficacy practices and capacity-building measures that aided in becoming leaders. This question also delved into perceived skills and strategies that minority librarians may need to adapt to become leaders. Sub-questions explored the support systems, advocates or allies that helped minority leaders succeed in their positions.

3. Finally, **how might academic librarianship cultures change to more readily identify and nurture future minority academic librarians as leaders?** In other words, given what we have found about the various elements and their role in successful pathways, how might this help develop practices and policies that would perpetuate minority leadership?

Description of the Study

This qualitative research used a combination of frameworks to understand the systemic and structural attributes, individual self-efficacies, historical practices of library leadership, and the success stories of minority librarians. Bolman and Deal's four frames (2017) and McKinsey's 7-S frameworks (Peters & Waterman, 2001) were used to understand the existing systemic and structural attributes including power relations, policies, practices, workplace cultures, and staff training and development that may have helped or hindered minority librarians establish successful leadership pathways. Individual self-efficacies evolved from participants' responses to research questions about their capacity-building in creating successful pathways for themselves. The two paradoxical yet complementary frameworks, the critical race theory (CRT) and appreciative frameworks helped identify historical practices and roots of discrimination and success stories. CRT and appreciative inquiry share an epistemological foundation. Both use social construction, are committed to change, and encourage or facilitate the "flourishing of humanity" (Grant & Humphries, 2006, p. 410). The success stories would help provide insights into how to create successful pathways for future minority library leaders.

This research was conducted in three phases. In the first phase, I learned firsthand from successful minority leaders, the primary participants, about their successful journey as leaders in Canadian libraries. Purposive sampling through networking was used to identify primary

participants with a maximum variation of marginalized identities. These primary participants were asked to identify allies (snowball sampling), supporters, or champions who enabled them to become leaders. In the second phase, these allies and supporters were interviewed to understand systemic, structural, or social barriers and changes instituted to perpetuate the success stories of minority leaders. Semi-structured interview guides were developed and created for both phases. Once data collection and analysis were completed, information from these phases was used to create an interview guide for the final phase of interviews.

In the final phase, in addition to the interview guide, the analyzed data from the first two phases were presented in a PowerPoint format (Appendix H) to experts in the field such as library administrators, executives, and teaching faculty from library masters' programs, library associations, or academic libraries. These experts were identified through purposive sampling using library and library association websites. Expert participants were asked for their insights that confirm or refute findings and provide additional data. Data from all three phases provided a comprehensive picture of the state of minority librarians as leaders, policies, strategies, practices, and the considerations involved in choosing library leaders. Such data triangulation using information from all three phases will also lower the potential for bias and increase the findings' reliability.

Leaders or Leadership?

There is a difference between the concepts of "*leaders*" as in a minority leader and "*leadership*." The development of a *leader* focuses on individual-centered human capital and building one's skills, abilities, and knowledge (Day & Harrison, 2007). The concept of *leadership* focuses on social capital and influences both internal and external to the organization and is relational to others (employees and employers) in the organization. Leadership begins with the self; having an understanding of oneself as a leader and thinking of oneself as a leader are important motivators towards further developing leadership skills" (Day & Harrison, 2007; Fitzsimmons & Callan, 2020). In the development of minority leaders, the aspects of both a leader that involves the various intersectionalities and leadership should work concurrently. One needs to be mindful that minority employees may not always have the social capital due to reasons such as lack of a critical mass of minority persons, lack of cultural capital, or lack of networking possibilities (Adler & Kwon, 2002; Eagly, & Carli, 2007; McCallum & O'Connell,

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2009). This research used critical race theory (CRT) and appreciative inquiry (AI) to answer the research questions stated earlier.

How the Critical Race Theory and Appreciative Inquiry were used.

Critical race theory is an offshoot of Critical Legal Studies where legal scholars found gaps when dealing with race, oppression, and legislation (Delgado & Stefancic, 2017). Although CRT focuses specifically on racial discrimination, I believe it can launch emancipatory projects about library leadership encompassing other alienation experiences. As Darder and Torres (2011) posited,

> racism is one of the primary ideologies by which material conditions in society are organized and perpetuated…. the empire is not built on "race" but on a variety of ideologies (of which racism is one) that justify the exploitation and domination of populations deemed as "other" so as to conserve the capitalist social order. (p. 112)

Critical race theory explores how Whiteness as a norm fuels all discourses and thereby continues to reinforce stereotyping through unconscious or intentional biases. CRT highlights race as a social construction and offers variations of racialization processes that might look different for different minority groups and vary temporally (time) and spatially (space). CRT also "deconstructs the normativity of hegemonic Whiteness" (Henry et al., 2017, p. 15) which is the foundation of White privilege and social dominance at higher education institutions.

Understanding implicit and explicit inequities in librarianship is crucial to this research. Critical race theory will help find and critically analyze systemic attributes that perpetuate the homogeneity and marginalization of all minority employees in librarianship and library leadership. Understanding the reasons for biases will help negotiate a better process that "might be used to contribute to the emancipation and flourishing of humanity" (Grant, 2006, p. 410). However, CRT does not offer solutions as it focuses on historical reasons for alienating certain population groups. To investigate how some librarians succeeded, this research will use appreciative inquiry to find positive practices that helped minority librarians become leaders. Cooperrider and Whitney's (2008) 4D cycle (Discovery, Dream, Design, Destiny) of appreciative inquiry will help frame research questions to encourage participants to share their successful pathways. The appreciative inquiry does not have historical groundings and only offers selective reality to promote positivity. Since both CRT and appreciative inquiry have disadvantages, using them in conjunction with each other will help create a wholesome picture of

minority leadership in academic libraries. The complementarity of CRT and appreciative inquiry will redress the weaknesses of both methods.

Significance of this Study

Lately, librarianship has been eager to invest in equity, diversity, and inclusion (EDI) initiatives. My recruitment by CARL as the EDI Visiting Program Officer (July 2019) for a national-level working group is one major initiative that shows an interest in EDI work at a national level. Many institutions have lately updated their EDI policies over the last couple of years, have hired EDI experts and created EDI training for all academic employees. Now is a good time for librarianship to hear and learn about expanding EDI initiatives to the highest levels, including library leadership.

By capturing insights on how individuals and social and academic systems work, how privileges and oppressions aid or impede minority librarians in attaining leadership positions, capturing and validating individual successful minority librarians' experiences, the help and support they received from their allies, and, the shifts that happened in organizations to accommodate minority librarians would lead to a better understanding of what works ("how it is") and what needs to change ("how it might be").

This research revealed how minority leaders and their allies helped identify strategies and processes, existing perspectives, norms, and assumptions that stymie diversity at leadership levels; how individual minority library leaders built their leadership capacity through mentorship advocacy and networking, and what systemic shifts happened to help them sustain themselves in leadership positions. Findings would help inform transformative changes to academic and academic library strategies and practices, equitable policies and generate inclusive shared values, all of which can lead to increasing the number of minority librarians as leaders in academic libraries. Findings will aid in designing leadership curricula in library education programs and shape leadership workshops and webinars from an EDI lens for early and mid-career librarians. Additionally, findings may motivate all minority librarians to create customized successful pathways to attain leadership positions in librarianship. With many possibilities for leadership for minority librarians, minority students in graduate library programs will be able to see themselves in meaningful roles are librarians.

The Researcher Positionality

The researcher's positionality can impact research (Berger, 2015). This impact may occur through the researcher's access to and knowledge of the field, shaping the researcher-researched relationship, and the researcher's ability to construct the world they are inquiring about, making meaning of the data, and shaping findings and conclusions. Therefore, "relevant researcher's positioning includes personal characteristics, such as gender, race, affiliation, age, sexual orientation, immigration status, personal experiences, linguistic tradition, beliefs, biases, preferences….and emotional responses to the participant" (Berger, 2015, p. 220).

I am a first-generation Indo-Canadian academic librarian and one of the many EDI voices in Canadian academic librarianship. I was the first Equity, Diversity, and Inclusion Visiting Program officer for the Canadian Association of Research Libraries and led a pan-Canadian team of library employees on many aspects of EDI. With ten years of academic librarianship experience and within that, a year as the Head of one of the branch libraries, and many functional leading roles such as chairing a hiring committee, or leading strategic plan action items, I have intimate knowledge of this profession and am an insider exploring this study. I am familiar with the literature, practices, education, and training resources on leadership in academic libraries, and used this knowledge with a reflexive approach to evaluate all findings in alignment with chosen methodologies.

As an immigrant, I have often felt like an outsider in my profession. I moved to Canada in 1994 with a Master's in English and two years of teaching experience, teaching English as a Second Language and later first-year English to university students. After becoming an immigrant and later a Canadian citizen in 2003, and during this time, having accumulated almost nine years of work experience in various Canadian libraries, I successfully applied for and was admitted to the master's in library and information Science (MLIS) program at the University of British Columbia in January 2004. It was a full ten years after I had come to Canada that I received my MLIS degree and then, was qualified to work as a librarian. After four years at a public library, I discovered a newfound interest in research and scholarship and in 2010, I moved to academic librarianship.

The academic librarianship experience was initially challenging. I took the time to adjust to this new environment, the structure of the unit I was managing, understand the culture of the academia, the library, and the unit where I was located, and understand standards and collective

agreements specific to the library and the university. I began to participate in various academic activities such as teaching, scholarship and research, and other professional practices (collections and services) while preparing to apply for probation, tenure, and promotion.

Throughout my professional librarian position since 2010, I have not experienced blatant racism. However, racism is often not explicit. As one of the few minority librarians, I was not immune to micro-inequities and microaggressions. I have braved such situations and strived to use them as learning opportunities to perform better in all areas of my professional practice. After initial challenges upon entering academia, a decade and two promotions later, I am more aware of the impediments (people and systems) in academic libraries and am competent at finding pathways and forming collaborations to overcome challenges.

As a testament to my leadership growth, I was identified to work with the Canadian Association of Research Libraries (CARL) as the Visiting Program Officer for their Equity, Diversity, and Inclusion (EDI) initiatives. This position required 20% of my time to be set aside for CARL, and I could not have considered this without the support of the dean of the University Library. The same dean also supported my attendance at the Leadership and Career Development Program (LCDP) through ARL, a one-year, intensive leadership program that costs over $5000 (US). The program was expanded to another six months due to COVID-19. As I worked on EDI initiatives through CARL and the LCDP program and my experience as a minority academic librarian, I realized the lack of opportunities, microaggressions, and sometimes blatant racism, that many Canadian academic librarians continue to face. Through CARL's webinars or inclusion perspectives where librarians shared their stories, I learned of the barriers that were similar to the ones I faced — the need to upgrade qualifications, maneuver political landmines, identify, and reach out to supporters to seek mentorship, find networking possibilities, find ways to belong in the profession and succeed in leadership and leading initiatives.

My research epistemology, framework, and research questions were informed by my insider-outsider positionality. As a librarian from a different ethnic and cultural background, I have brought a wider perspective to this study. Although there is bias in my need to identify minority librarians' abilities to attain leadership positions, I have strived to let the participants' data speak for themselves to mitigate imposing my biases.

Operational Definitions

Academic libraries are libraries in degree-granting institutions that provide higher education at the post-secondary level. Such libraries include print and electronic collections; offer reference and instruction services; have trained staff to provide services and help users access the collections; have either physical locations or online services to distance and distributed use, or a hybrid of both.

*Academic librarian leaders are l*eaders with titles such as head, supervisor, manager, dean, director, university librarian, associate dean, or directors of libraries. Although managers are more about planning, organizing, and controlling the financial, physical, human, and information resources to lead projects, and leaders are visionaries in higher-level roles not involved in the day-to-day operations (Kumaran, 2012), some positions in the library leadership may include both managerial and leadership activities.

Allies or supporter Colleagues and supporters in various positions who may or may not be minority librarians or minority employees who helped primary participants in their leadership journey. They may be everyday allies or allies with power and influence who supported and sponsored minority librarians, offered support for leadership aspirations and continued ongoing mentorship.

Codeswitching Refers to switching or purposefully modifying one's behaviour to accommodate different norms (Molinsky, 2007). Such safeguarding of oneself is also mentioned in authentic leadership literature that encourages being vulnerable by creating safe spaces with like-minded or similar-identity minority employees (Gibson et al., 2017).

Institutional elements Structural attributes and systemic practices related to the cultural and practical environments at the academic institution or the academic library. These could include standards, policies, collective agreements, or unconscious bias practices that could impede the hiring, retention, and promotion of minority librarians as leaders. Library associations also have a role in shaping the structural attributes of librarianship, for example, the document on librarian competencies (CARL, September 2020). Structural attributes are the divisions, roles, hierarchies, governance, and the functions of these divisions and individual roles; all these combined create a system, the academic library system.

Lateral violence The Native Women's Association of Canada (n.d.) defined lateral violence as oppression from members of the same oppressed groups. Lateral violence is similar to horizontal hostility where individuals from the same group are hostile to each other.

Leadership training Leadership workshops of various lengths, leadership programs that spread over multiple weeks or a year, webinars and presentations on the topic, and self-learning.

Minority librarians/leaders Include Black, Indigenous and librarians of colour (BIPOC), librarians from LGBTQIA2S+ communities, and librarians with disabilities.

Self-efficacy Bandura (1982) situated self-efficacy within the theory of personal agency, where individuals can exercise control over their behaviours, motivations, and actions. It is not only about skills and competencies, but the confidence to know how to use those skills in specific situations, learning how to advance beyond self-doubts and execute capabilities through controlled thought patterns of behaviour and emotions, especially in taxing situations. This concept aligns with Senge's personal mastery, grounded in competence and skill building, a lifelong learning discipline, pursuing emotional development, building resilience, and moving away from self-doubt to enabling themselves and others (Senge, 2006; Bandura, 2008). Prochazka et al., (2017) mentioned three ways to self-efficacy in the context of transformational leadership – mastership experience (skills and competencies), vicarious experience (inspired and motivated by others like themselves), and social persuading (individuals being encouraged to achieve leadership potentials). Wood & Bandura (1989) interpreted workplace self-efficacy as "one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands in the workplace" (p. 408). In this context, an individual's need, and ability to psychologically safeguard themselves through cognitive self-appraisal and codeswitching are also considered self-efficacy. Through such safeguarding, the workplace self-efficacy of minority employees is increased, and they prepare themselves for leadership positions.

Self-efficacy in this research study is a combination of all these definitions and interpretations: personal agency, building skills and competencies, controlling thought patterns of behaviour and emotions, building resilience, being motivated by others, and mobilizing that motivation for self-improvement while safeguarding themselves.

Successful pathways How institutional structures, systems, strategies, individual and collective efforts, and supports come together to help minority librarians become library leaders. Collective

efforts and supports could mean mobility towards change in current perspectives, providing ongoing mentorship or the necessary supports for leadership learning (funding, time, opportunities). Individual efforts relate to self-efficacy or capacity-building measures such as attending leadership programs, finding mentors and networks, and applying leadership learning to practice.

Whiteness Hathcock (2015) defines whiteness as a marker for the privilege that is reinforced through hegemonic cultural practices; and Galvan (2015) defines whiteness as heterosexual, capitalist, and middle-class populations. In this research, white or whiteness refers not only to race and ethnicity but also to academic and library systems and structures that, due to structural determinism and historical practices, marginalize and discriminate against all minorities.

White passing White presenting or passing is when someone "portrays themselves or is regarded by others as members of a social group other than the one that they belong to, such as race, ethnicity, caste, social class, gender, sexuality, and disability" (Sandon, 2016, p. 5). Passing or presenting is another form of code-switching where individuals psychologically safeguard themselves through modified behaviours. It refers to one's instinctive behaviour or ability to behave differently or purposefully different norms to fit in (Molinsky, 2007).

Lived experience is the personal yet reflective understanding of experiences, particularly of those who have struggled through rejection, indignities, bullying or other workplace aggressions and pressures because of their minority dimension or dimensional intersectionalities. While lived experience might seem axiomatic, this constructivist approach helps understand participants' meaning-making of their everyday work experiences – the experiences that one is fused within their everyday lives (Denzin, 1996). One's experiences are underpinned by who they are as individuals, what context they live in, the rest of the majority they work with, the history of the workplace culture, the evolution of policies and practices, and their everyday struggles and successes.

Inclusive can mean many things but broadly speaking it refers to intentionally creating more opportunities for the devalued, ignored, or historically underrepresented and marginalized members to participate in all aspects of librarianship. For example, (re)designing all recruitment and hiring policies and practices, developing onboarding and training materials for new library employees, creating leadership pathways for minority librarians through succession planning strategies, offering minority librarians the opportunities to practice leadership and learn even

through failure, and offering ongoing support mechanisms to minority librarians to sustain themselves in leadership positions. Inclusive also means proactively removing barriers so these members can participate in all activities without fear of repercussions for the changes they suggest or implement.

Delimitations

The typical delimitations of qualitative research apply to this study. Delimitations are parameters that I have applied to the study to narrow and control its scope (Creswell, 2013; Gay & Airasian, 2000). Some of the delimitations that define this study are (not ranked by priority):

- This study was unique in its focus on Canadian academic librarians. Findings may have value for other librarians and also to minority librarians in other cultures. However, such transferability should happen with caution as further research is needed to test findings in different contexts.

- Minority leaders included librarians of colour, Indigenous librarians, librarians with disabilities, sexual minority librarians, and various intersectionalities. Librarianship is female-centric. While there was no intention to find male participants, they participated in this research.

- The research was delimited to the time frame of June 2021- December 2022 when all interviews were done and completed.

- This study was delimited to CRT and appreciative inquiry, Bolman and Deal and McKinsey's 7-S frameworks. My ontological and epistemological perspectives provide additional context to my positionality and approach.

- Due to COVID, all interviews were conducted using WebEx and later Zoom as the institution changed to the latter technology; I interviewed nine minority leaders and eight allies identified by them and analyzed the data from these two phases before moving to the next set of participants.

- Leadership literature in higher education and librarianship was delimited to discriminations as not all leadership literature was relevant.

- Discrimination literature was delimited to race or ethnicity, abilities, sexual orientation and where relevant, gender minorities and an intersection of these dimensions as these are the most relevant for this research.

Limitations

      This research had the following limitations:

- The small number of primary participants, especially in leadership positions. Primary participants' minority identity may cause bias in relating their experiences.

- The research design of this study required primary participants to identify secondary participants for data enrichment and confirmation. There is potential for bias in the primary participants' choice of secondary participants. Data collected through three different phases that involved minority and non-minority participants helped mitigate these biases.

- Findings may not be generalized but will be transferable to minority librarians in different library and cultural contexts who pursue leadership positions in academic libraries. The concern in replicability is that even the same questions asked of different groups of minority librarians may lead to different answers and findings.

- There are limitations of challenges and successful pathways of minority library leaders' professional lives in alignment with structural and systemic elements. It does not include other leadership aspects that may permeate librarians' professional lives or organizational changes that are not relevant to the study.

- While this research focuses on many of the elements contributing to minority librarians' success, it does not focus on allyship literature.

- There is a possibility that the researcher's assumptions, as the primary person responsible for gathering and analyzing data, affected data interpretation. This possibility was overcome with data confirmation from the three phases.

- Many evolving variables are beyond my control, particularly regarding EDI in academia and academic libraries. For example, the recent events involving people of colour, such as the racial profiling of a black student at the Congress of the Humanities and Social Sciences Conference in 2019 that led to the establishment of an advisory committee on equity, diversity, inclusion, and decolonization and a report on igniting change (Congress of the Humanities and Social Sciences, 2021), the violent death of George Floyd (Pan & Miska, 2022), and anti-Asian violence in Atlanta (Chavez, 2021), and the repugnant treatment of Joyce Echaquant, an Indigenous mother in a Quebec hospital (Whitman, 2020), were some of the incidents that gave rise to social conscience towards lack of

equity in our societies, academia and librarianship (Association of College and Research Libraries, 2021; American Library Association, 2021). There were many conversations about the lack of space for minority employees in the field and the need to do better for equity in all areas of librarianship. Some universities and academic libraries have invested in hiring EDI officers or creating human rights offices that specialize in discrimination and marginalization issues. These variables may have a potential impact on this study.

- Purposive and snowball sampling allows for little control of the choice of participants. As such, there is potential for bias and low levels of reliability.

- The respondents' honesty is another potential bias. Equity, diversity, and inclusion conversations can be difficult to have especially with a researcher from the same field. Participants may have withheld information or felt pressured to offer socially desirable responses. Self-reporting particularly in this sensitive area was assumed to be informative rather than complexly accurate.

- Semi-structured questions being open to interpretation could be a limitation. A semi-structured questionnaire allows for reciprocity between the interviewer and participants and allows for a rich understanding of the context or phenomenon. However, due to the sensitive nature of the research, some respondents may have chosen to be cautious with how they interpret and respond to a question. Although a question may have required them to speak to the institutional elements concerning their current position, they may have chosen to reveal past experiences from other institutions. The research and its intentions, along with ethics, privacy and confidentiality were explained to the participant and reiterated as needed.

- Bias or disadvantages were overcome by acquiring data from secondary and expert participants, and other reliability measures such as member checking, clarifying negative analysis and offering thick descriptions through purposeful sampling. Reliability was improved through accurate transcriptions and multiple coding iterations. Dependability was increased with an audit trail to the data. Confirmation bias was kept in check by building a strong rapport with all participants through prolonged engagement during the interview and transcription confirmation process.

Assumptions

This study includes the following assumptions:

1. There are not enough minority leaders in Canadian academic libraries.
2. All participants responded to interview questions accurately.
3. Data collected presents individuals' interpretations of their experiences.
4. My positionality and its impact on the study include:
   a. my assumptions about the challenges in Canadian academic libraries were shaped by first-hand experiences.
   b. the impact of my cultural background that I bring to this study which is also fraught with discrimination such as castes, religious backgrounds, and gender issues, particularly against women and middle-class family settings in India.

Organization of the Thesis

My dissertation is organized into seven chapters. In this chapter, I provided a context for inclusion and discrimination in Canada, higher education or academia, and library leadership. This context expands to minority demographics and representation in Canadian libraries and the evolution of the language of diversity. In addition to outlining the significance of this research, I have stated the purpose of this research and the problem statement and included the research questions, a description of the research, delimitations, limitations, and definitions of key terms.

Chapter Two builds on the literature already mentioned in the first chapter. This chapter begins broadly with discrimination in higher education settings, particularly those against minority employees and offers some reasons for discrimination; it then moves on to leadership definitions, concepts, and theories in academia. The next section focuses on academic librarianship, the history of discrimination that persists in Canadian librarianship and its intertwining with American librarianship, academic and academic library cultures, the current state of Canadian academic library leadership and reasons that justify diversifying. The conceptual framework is introduced.

Chapter three reminds readers of the purpose of the study and the research questions and elaborates on the research design, methodology, and outlines the approach used in this research. This chapter elucidates the frameworks of critical race theory and appreciative inquiry, two

paradoxical yet complementary approaches used in this research, to investigate successful academic librarianship leadership pathways; and the Bolman and Deal and McKinsey frameworks and how these frameworks were infused through coding and analysis processes. Furthermore, this chapter outlines research methods, participant selection, interview procedures, data organization, coding, and analysis, and ethical considerations in qualitative research.

In chapters four, five, and six, I have respectively provided primary, secondary, and expert participants' profiles, perspectives, and experiences in alignment with all the frameworks used. In chapter seven, I review the purpose, problem statement, research questions and theoretical frameworks used. I summarize the research, discuss findings in relation to the research questions with findings from chapters four, five, and six; in relation to the extant literature review provided in chapter two; and my own insights as a racial minority librarian with leadership experience. I offer inspirational ideas using McKinsey's 7-S framework and Deal's four frames. I state the various implications and conclude my research with personal reflections on working on this research topic.

Chapter Two: Literature Review

The purpose of this study was to investigate the state and nature of minority academic librarians' successful pathways toward leadership positions. I aimed to get a better understanding of how current minority leaders came to their positions and overcame barriers as they progressed towards and through leadership positions. I investigated a range of aspects that may have helped minority leaders become leaders and sustain themselves in their positions. These aspects include self-efficacy, allyship or mentorship, and how academic systems and structures may have shifted to accommodate them. I build on the literature review from the previous chapter and provide background information on these key areas of the study in this chapter. The literature review is broadly organized into two major areas: 1) extant literature on discrimination in higher education or academic institutions and cultures, and leadership, and 2) discrimination in academic libraries, academic library structures and cultures, and leadership. The additional aspects mentioned above that are key to the study are incorporated into the literature review.

Discrimination in Higher Education

The terms academia and higher education are used interchangeably. Higher education (HE) in Canada has its roots in German, Scottish, and British learning institutions (Bergquist & Pawlak, 2008) and the impact on colonial ontologies and epistemologies is evident in everything that is taught, learned, and practiced. HE systems uphold whiteness which Bonilla-Silva (2015) believed, is a central phenomenon deeply rooted and systemic in everything within academia, that he named *deep whiteness*. This whiteness has meant that higher education only provides an illusion of inclusion where minority students and faculty find themselves "maneuvering through the ivory towers" (Castillo, 2022, p. 19). Minority students who enter these ivory towers experience the impacts of colour blindness and meritocracy that ignore structural discrimination.

Neutrality and meritocracy promote marginalization and racism and sustain Eurocentric practices in admissions, policies, curriculum, pedagogy, evaluations, and academic advising (Yeung, 2022). HE system "maintains and even reinforces existing hegemonies by separating students with high cultural capital from those from families with less cultural or symbolic capital…draws borders that are quite similar to those which once separated nobles from commoners…[and] produces a permanent categorization" (Demeter, 2020, p. 64). Cultural

capital is the familiarity and access one has to the dominant groups and their cultures (Sullivan, 2001).

Rather than changing deeply inherent structural and systemic discriminations towards social mobility opportunities, HEs mass produce and reproduce elitism through their horizontal and vertical knowledge production practices with horizontal being geographical representation such as the Global North and the Anglo-American strata and vertical referring to the class divisions that have access to education. The more people that are educated in the current ways, the more people and knowledge economy available to reproduce elitism and systematically exclude people and theories, ideas, and collections from the lower classes or about marginalized communities thus sustaining the ivory towers as they are (Demeter, 2020; Stevens, 2020).

HE systems lack inclusive practice in their organized structure, systems, thoughts, behaviour, and practices – in the people, spaces, services, and operations– and are therefore fundamentally flawed in their ability to prevent discrimination. This organized discrimination in HE through structural, political, societal, collegial, and organizational cultural processes is named institutional or structural discrimination. Such organized discrimination ignores or obscures the "connections between the structures of oppression and the patterns of harm that they produce and license" (Berenstain, 2019, p.734). Oppression inhibits or curbs one's abilities, capacities, and functions (Dali, 2018). This inhibition although propagated by individuals is often cloaked in structural and institutional cultures and processes.

Verma (2022) distinguished between structural and institutional discrimination. Institutional discrimination or racism is the process by which minority employees are systematically discriminated against through political, legal, and societal structures, customs, practices and processes, structural discrimination refers to those political, legal, and societal, customs, practices, and processes that are embedded with values to support discrimination. Systemic racism on the other hand is racism "that has historically evolved and presently operates at the society's macro level" (Gusa, 2010). Using the above definitions, one could argue that essentially racism or many types of discrimination are embedded into practices and processes, operate at various levels, and are either explicitly or implicitly supported by political, legal, and societal structures. Such structurally supported discrimination feeds into individual prejudicial behaviours which in turn feed the structural discrimination practices (Guess, 2006).

Everyday discriminations such as microaggressions, feminist gaslighting, racial gaslighting, cultural gaslighting, sexual harassment, homophobic bullying and bullying people with disabilities were reported as common occurrences in HE structures situated in colonial societies (Beagan et al., 2021; Berenstain, 2019; Dali, 2018; Dhamoon, 2020; Grande, 2018; Gusa, 2019; Hussain, 2022, Jochman et al., 2019; Johnson et al., 2021; Kouritzin et al., 2021; Lampman, 2012; Lindsey & Fuentes, 2022; Ruíz, 2020; Sallee & Diaz, 2013; Saltes, 2020). Due to the systemic constraints that uphold the power structures of deep whiteness, ableism, patriarchy, and heteronormativity, the injustices and oppressions also run deeply against certain cultural, societal, and ethnic groups. Although it is the people in the structures that cause discrimination through the systems they build, the systemic nature of discrimination would seem to absolve individuals of their discriminatory behaviours.

Possible Reasons for Discrimination in Academia

While it is not my intention to provide a comprehensive list of reasons for discrimination in academia, I offer some possibilities that touch upon structures, gender, race, and abilities. As mentioned, the root of racism issues in academia may lay in the fact that academic institutions are situated within higher education's racist structures (Brook et al., 2015). If HEs have equity, inclusion, social justice or diversity as their missions and values, there do not seem to be mechanisms in the systems and structures to hold individuals responsible for upholding these missions and values. Due to discrimination, marginalized faculty often feel either visible, invisible, hypervisible or a combination of these (Settles et al., 2019). They do not feel "fully regarded or recognized" by their peers, which causes them to feel invisible (Settles et al., p. 63), When their failures are magnified, they feel hypervisible, and as tokenized few, are often visible. When whiteness acts as the invisible structure of privilege that determines who is hired, retained, promoted, or fired, minority employees become visible or hypervisible and the oppression manages to stay invisible (Honma, 2002; Robertson, 2015).

Racialized and Indigenous scholars continue to be silenced or disadvantaged through casualization of labour, recruitment and tenure processes, lack of policies or lack of commitment to and regulation of policies and in general a neoliberal attitude towards racism (Abawi, 2018; Fitzgerald, 2002). Recruitment and hiring processes are inherently biased (James, 2011; Sensoy & DiAngelo, 2017). Lack of budgets and hiring sessionals has led to the casualization of labour and diversity discourses continue to focus on attracting international students. Academic

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citizenship is about governance, individualism, neutrality, and meritocracy privileges all of which have also limited the discussion of racism as a legitimate topic and steered equity discourses away from the rights and protections of all individuals.

The imposter phenomenon present in higher education affects students, faculty, and staff. While this is not a reason for discrimination, discriminatory behaviours would have led to minority employees and students feeling like imposters more than others in workplaces. The imposter phenomenon is described as the internalization struggles of success that could happen due to family and financial backgrounds, lack of social capital, not feeling worthy of success, being new in a position or an organization, or lack of clarity of one's role in a workspace. Feelings of isolation, competitive environments, lack of support structures, and the "continual creep of the corporatization of the academy" (Parkman, 2016, p. 53) have meant that the imposter phenomenon persists in academia. Although both men and women tend to experience them in various settings, this phenomenon or syndrome is more common among women (Fowler & Villanueva, 2022). Self-doubt and questioning were higher among people of colour and were reported as the inevitable effect of working and "learning in a white-dominated education system" (Fowler & Villanueva, 2022, p. 2). A deeper understanding of the imposter phenomenon is needed to dispel stereotyping and feelings of isolation and to create better support systems, mentorship, and leadership programs to fully integrate minority employees and students to succeed in all their academic pathways.

Meritocracy, Neutrality, and Standardization

Meritocracy is associated with privilege and for minority students and employees, lack of privilege leads to discrimination from entering the ivory tower to functioning successfully and eventually leading. Meritocracy is framed as something that tempers the self-regard of the privileged populations and encourages the underprivileged to work hard and earn the privilege and thus provides a veneer of equality. As Sandel (2020) noted, meritocracy "reconfigures inequality to align with ability" (p.117), but in the process "creates a presumption that people get what they deserve (p. 117). Such presumptions may cause more rifts between the privileged and marginalized. What is often missing in the meritocracy narratives is how an underprivileged person can get to the point of deserving so they can access what they need to use their abilities and gain privileges. Sandel begins the conversation about meritocracies and aristocracies with examples of the wealthy and powerful who rigged the education systems to perpetuate privilege

for their offspring. This highlights the myth of meritocracy which does not consider an individual's membership in academic research and social groups. Memberships for minority students and employees are not the same as it is for others. Universities Canada (2022) detailed the myth of meritocracy "as the mistaken view that cultural biases and social inequities do not factor into the assessment of individual capabilities" (p. 16). While the report encourages a commitment to the "ideal of meritocracy" (p. 16), it warns that such pure meritocracy does not exist for all people in academia. Meritocracy would adhere to and expect sameness regardless of other differences which is a far cry from equity (Simpson, 2010). The myth enables individual victim blaming and absolves structural and systemic responsibilities in perpetuating discrimination (Pierre & Coleman-King, 2022).

Grande (2018) called the academy an arm of the settler state where higher education institutions function as an apparatus of racism and colonization. She observed that universities have for long "functioned as the institutional nexus for capitalist and religious missions of the settler state, mirroring its histories of dispossession, enslavement, exclusion, forced assimilation and integration" (pp. 47- 48). In Canada, settler colonialism, white benevolence and selective historical amnesia have maintained paternalistic racism across Canadian institutions and continue to perpetuate the "myth of Canadian state innocence" in structural, systemic, and strategic practices (Gebhard et al., 2022, p.1). With values, practices, strategies, and politics designed and constructed on whiteness, ableism, and binary gender as the norm, academic institutions are complicit in perpetuating many forms of discrimination (Museus et al., 2015).

Discrimination is also propagated due to unquestioned norms such as standardized tests, assessment practices, lack of funding availability for minority students, graduation ceremonies, athletic mascots, pedagogical styles, and lack of promotion of alternative views; it is propagated through implicit and explicit acts of racism from everyone in this space, and the stance towards racial incidents that is either non-existent or reactive (Brook et al., 2015; Randall et al., 2022; Townsend, 2009). The promotion and tenure process are institutionally inequitable and race-neutral processes (Diggs et al., 2009) where faculty struggle to find their voice as an academic and must "teach to transgress and still [to] meet the expectations for tenure" (p.322). Faculty are assessed for tenure, promotion, and salary reviews on their "triumvirate roles of teaching, research, and (public) service." However, the review systems that assess these three roles are obfuscated and lack accountability measures (Hira & Cohen, 2011). These decentralized systems

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often rely on research counts, students' quantitative surveys, and ambiguous service categories without clear guidelines on what productivity means, what is measured or how.

Research and Scholarship

Research and scholarship are not without discrimination. Female faculty have faced the Matilda effect and their additional responsibilities at and outside of work affect their careers and productivity (Aiston & Fo, 2019; Savonick & Davidson, 2017). For racialized and sexual minority faculty, there is the added burden of cultural taxation of doing more committee services and experiencing solitude while also trying to publish and navigate the academic systems (Barber et al., 2020; Museus et al., 2015; Wijesingha, 2021). Such additional workload issues are another way of discrimination against minority employees. Dhamoon (2020) cites the Canadian Association of University Teachers (CAUT) (2015) policy to address workload inequity among minority academic staff who "are frequently called upon to perform extra duties, such as interpreting documents through an equity lens," providing liaison with community groups, mentoring, and advising…serving on committees…" (para 3) and argued that workload and racism were inseparable terms, especially for minority employees expected to carry on the institutional cultural work. In addition to neoliberalist ways of measuring productivity, there are no metrics to measure Indigeneity or equity, diversity, and inclusion (EDI) work in academia. Such role entrapment and performance measures are processes that mark tokenism (Abawi, 2018).

Citation metrics practices assume certain norms that Mott and Cockayne (2017) called *performative politics* and encourage academics to resist "neoliberal leanings by thinking consciously about citation as a form of engagement" (Mott & Cockayne, 2017, p. 964) without which there are "uneven divisions of labor, an obliviousness to circumstances of difference, and evident assumptions that white, male, heterosexual, cis, and able-bodied experience is universal" (Mott & Cockayne, 2017, p. 956). Due to the pressures of academia, many faculty are still unclear about or complicit in vanity publications, predatory publications, and conferences (Pond et al., 2019; Nolfi et al., 2015). Higher education activities from the majoritarian narrative and privileged perspectives are meritocracy-dependent and value-neutral (Solórzano & Yosso, 2002).

Willful Ignorance, Gaslighting, Policies, and Practices

Willful ignorance and gaslighting are systemic and structural problems (Applebaum, 2020). Both lead to a refusal to engage in meaningful diversity and equity conversations may be one of the reasons for the persistence of discrimination in academia. Gaslighting happens when one's experiences or knowledge are doubted or questioned and dealt with through pathologizing. Such pathologization undermines one's confidence and sanity. There are several types of gaslighting such as racial gaslighting, cultural gaslighting and white feminist gaslighting to name a few. Racial gaslighting occurs when the structures perpetuate and normalize white supremacist reality (Davis & Ernst, 2017); cultural gaslighting refers to infrastructures that support cultural genocide (Ruíz, 2020); and structural gaslighting is the hallmark of white feminist gaslighting. Although not labelled as such, ableism gaslighting occurs when people with disabilities in academia are doubted for their abilities to participate (Wieseler, 2020).

Willful ignorance occurs when a minority who is sharing their unique challenges and negative experiences is told either implicitly or explicitly that they are overreacting or misinterpreting events and experiences and asked to experience events differently. Such willful ignorance, where the privileged determine what is of value and what needs to be silenced, causes epistemic injustice that is damaging to those who may "retreat in silence and refuse to engage" (Applebaum, 2020, p. 456).

Other structural and systemic discriminations exist in the form of policies and practices. Equity policies, Brook et al. (2015) observed as lacking clear language or the input of minority employees. Redd et al., (2020) called for a diversity strategic plan framework in an effort to align policies and practices. Academic institutions often do not have formal policies or practices to address ableism accommodations. In many situations, people with disabilities are often pressured towards undesirable disclosures too widely to gain accommodations. Disclosure often leads to stress and stigma. It also leads to overt or covert discrimination through harassment, bullying, malicious language, and negative assumptions about people with impairments that refuse to recognize disability as part of people's identities. Performative accommodations that are designed do not implement real change (Dali, 2018; Lindsay & Fuentes, 2022).

Historical, political, cultural, and institutional elements that have influenced the structures, systems, and strategies resulted in fewer students and employees entering and staying in academia. The early onset of uneven playing fields causes higher attrition rates, decreased

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motivation, ongoing health issues, lack of trust, and demoralized teams and workspaces all of which cause minority stress. Minority stress results from the conflict that occurs when minority and dominant values converge, where minority employees and students are left with experiences of prejudices, rejection, and an ameliorative coping process (Dentato, 2012).

Discriminations Against Minority Groups in Academia

All major diverse groups are mentioned in the literature for experiencing discrimination. These groups include gender, sexuality, race, ethnicity, and faculty with disabilities. Gender disparities are different in female-centric disciplines. As noted below, most minority students and employees feel stereotyped, marginalized, and tokenized and experience a range of discriminations from microaggressions to overt and explicit discrimination.

Gender Discriminations

There are no notable mentions of gender disparities among faculty in female-centric disciplines such as nursing. However, there is literature discussing gender expectations and leadership (Fowler & Villaneuva, 2022) and the roles of minority faculty in leadership positions (discussed later). The lack of female representation in academia has been highlighted by others (Llorens et al., 2021) and there is a mention lack of representation within specific academic disciplines such as healthcare (Simon et al., 2019; Vanderbroeck & Wasserfallen, 2017), STEM disciplines (Barabino, 2020), and social sciences (Ng, 2013). The nutrition discipline, particularly in Canada, reports a positive gender representation but a lack of racialized and Indigenous professors in the field (McBurney, 2022).

Although female representation has increased over the last three decades in academia, Edwards et al., (2019) noted that due to bias and imbalanced expectations university students from fifty-one campuses in the United States, protested due to a lack of faculty diversity on their campuses. These authors proposed having a "culture of inclusion that is clearly defined, conceptualized and implemented" (p. 164) to improve female representation. The authors added that faculty who perceive and experience an inclusive environment may create this environment in their classrooms. Such an inclusive environment may also lead to a diverse curriculum, improved student learning outcomes, female faculty in senior positions, success in promotion and tenure processes for all qualified faculty, and better department culture.

Women were overrepresented in non-tenured track positions (Edwards et al., 2019; Ryan, 2021). Systemic inequities in higher education may lead women to exit the system (leaky pipeline) or compromise their career trajectories. Apart from tenure and promotion processes, research indicates challenges in women's publication process including the Matilda effect and retention and leaky pipelines (Savonick & Davidson, 2017). Due to the multiple challenges, Edwards et al. (2019) believed that women's overall status in academia was in question. The inequities might result in women being asked to take on higher teaching loads or offer additional services which would leave little time to conduct research, one of the three major triumvirates. Bullying and microaggressions were other stress factors for female faculty and some of these were from students (Lampman, 2012). Bullying can occur in the form of incivilities and aggressive behaviours, and they can be verbal, emotional, or psychological (Prevost & Hunt, 2018). Microaggressions often come in three major forms: microassaults are small-scale verbal or behavioural attacks with an intent to harm; microinsults are rude remarks about a person's identity; and microinvalidations minimize a person's feelings, experiences, and psychological thoughts (Wheeler, 2016). Academic bullying is rife, "inherently positional and solidly grounded in and reflective of social-structural inequities" (Keashly, p. 62) where marginalized faculty are most vulnerable, regardless of their ranks within the academic hierarchy.

Sexual Discrimination

Nadal (2019) noted a lack of research on LGBTQIA2S+ faculty of colour and their academic performance. There is even little literature when it comes to sexual minorities as leaders. Beagan et al., (2020) speak of everyday experiences of LGBTQ academics in the form of microaggressions such as disrespect, hostility, dismissal and through tokenism and self-imposed or externally inflicted isolation. LGBTQ faculty in this study also faced anxiety with students, particularly with every new group with whom they had to negotiate and navigate disclosure. These faculty also experienced isolation, verbal and physical harassment, and a general lack of support in research or collegial practices (Wright-Mair & Marine, 2021). There were misunderstandings and a lack of support by the university administration when faculty were facing false allegations of sexual impropriety. Many participants in the study reported being sexually harassed and not receiving support. In addition, like racialized and ethnic minorities, queer faculty in this study reported the extra labour of advocating for other sexual minorities and the toll this took on their careers and personal lives. Faculty in this study had built coping

strategies such as blocking out negative experiences, staying isolated and sometimes just being blunt with their colleagues.

Racial or Ethnic Discrimination

Indigenous faculty have experienced discrimination and fear of loss of their personal and cultural identities and heritage (Bailey, 2016; Brunette-Debassige, 2021; Henry, 2012; Yahia, 2016). The homogeneity of leadership constructs has meant silencing Indigenous voices and discourses in leadership (Fitzgerald, 2002); there have been challenges with hiring and retaining Indigenous faculty and establishing Indigenous programs at universities due to "epistemological racism" and a lack of interest in embracing Indigenous worldviews and knowledges (Henry, 2012, p.106). The superficial acknowledgement of cultural differences such as post-secondary education institutions' use of mascots to honour Indigenous cultures reinforces oppression (Museus et al., 2015). Chin (2013) found leadership research to be silent on race and ethnicity influences in exercising leadership. In her grounded theory research, Chin found that ethnically and racially diverse leaders feel more challenges as leaders and expectations that they conform to their stereotypes which leads these racial minorities to spend more energy proving themselves. Racialized faculty often felt alienated and powerless. They were not considered leadership material due to stereotypical assumptions imposed on them such as their entrance into faculty positions, ability to converse in English, or expected to bring magically different perspectives. They are often isolated and tokenized due to the location of their departments such as religious studies or Indigenous studies (Henry et al., 2017).

Discrimination Based on Disabilities

Ability being the norm has led to disabled academics not feeling fully welcomed and lacking institutional support for accessing accommodations which left the onus of finding and seeking accommodations to the individual and having to prove their worth to receive accommodations (Saltes, 2020; Waterfield et al., 2017). Dolmage (2017) noted that disability was always constructed as the opposite or inverse of higher education, a position that he calls *academic ableism*, the purposeful prejudice against people with disabilities in higher education. Campbell (2020) called disabilities everyone's problem as there is a lot at stake for the academy. Academic practices expect "productive contributory citizens" (Campbell, 2020, p. 209) or superhumans, where employees are seen as resources who need to produce – teach, acquire

funding, conduct high-quality research, publish, or disseminate their work in reputable places, and thereby ground academic exceptionalism and contribute to maintaining the ivory tower's prestige (Brown & Leigh, 2020; Dolmage, 2017), and such superhuman expectations may put anyone at a disadvantage but are especially detrimental to faculty with disabilities.

Faculty with disabilities face barriers in the workplace that are beyond inaccessible physical spaces. There is a stigma attached to ableism, there are no adequate supports in place, and there is the visible versus invisible ableism dichotomy, inadequate policies, lack of accommodation, issues with disclosure, and lack of flexibility with work schedules (Brown & Leigh, 2020; Lindsay & Fuentes, 2022; Schomberg & Highby, 2020). There are assumptions made about abilities that lead to relegation to lesser services or opportunities, lack of access to leadership training, and experiencing humiliation and exclusion. Such humiliation leads to "low self-esteem, social phobia, anxiety and depression" (Campbell, 2020, p. 219) that inhibit productivity, an obligation expected from academics. Policies that address disabilities do not address the complexity and ambiguity of the experiences of people with disabilities. There are policy practice gaps where there is a lack of alignment between what is stated in policies and the everyday expectations from people, especially those who have not disclosed their disabilities (Brown & Leigh, 2020; Dali, 2018; Griffiths, 2020; Leonard, 2019). As mentioned previously, academic researchers experience gaslighting when there is epistemic oppression through willful ignorance. Barriers in the form of structural injustices and oppression toward people with disabilities "are perpetuated through recurrent and ongoing actions of people involved in policymaking and decision-making" (Dali, 2018, p. 491). All these barriers cause faculty to pause disclosing their abilities, especially when they are new to their positions.

Leadership – Theories, Definitions, and Differences in Sectors

Firstly, it would help to understand the concept of leadership and the early leadership theories, definitions, and their associations with each other. Secondly, it helps to situate academic leadership through an understanding of leadership in other sectors such as the private and public sectors. Most Canadian universities are public sectors, however, internationalization, neoliberalism, and changes to the relationship between the state and higher education have blurred the lines between public and private and led to academic capitalism (Kouritzin et al., 2021; Li & Jones, 2015; Metcalfe, 2010) in their processes and practices.

Leadership Concept, Early Theories and Definitions

The concept of leadership has evolved over time but throughout its evolutions, it has been "distinctly ideological rather than ontological" and therefore an empty signifier (Kelly, 2014, pp. 906-907). As an empty signifier, the term is open to many meanings and interpretations and should be open to individual identities as well. However, early leadership theories implied a natural association of power and masculinity with traits such as being coercive, assertive, competitive, charismatic, and later, collaborative, and relational. Such association, although somewhat undermined by the presence of minority leaders lately, still exists. Masculinity and whiteness together have become silent standards for leadership, power, and privilege and therefore the norms for leadership positions. This standard is widely accepted or is a given in most sectors, which has led to a lack of minority leaders in most spaces. Academic sectors steeped in imperial and colonial ideologies and ontologies have accepted and perpetuated this standard of leadership, albeit benevolently, which may be one of the reasons for the lack of gender minorities in leadership positions in academia (Liu, 2020).

There are as many definitions or empty signifiers as Kelly (2020) refers to them, as the number of people who attempted to define this concept. Defining the concept of leadership implies an epistemological approach – knowing leadership – and this knowing can come from multiple perspectives. The various theories and definitions imply that there are multiple ways to know and therefore define leadership (Bogenschneider, 2016). Leadership definitions are often approached from personality or descriptive (e.g., charismatic), process (e.g., transformational), or accomplishment perspectives (e.g., influential). Epistemologically, leadership is associated with causation – the ability to influence, mobilize, problem-solve, communicate, facilitate, empower, and succeed. And causation might relate to their leadership behaviour or personality, or both (Bogenschneider, 2016). In this space, there is little room for other types of leadership from non-Eurocentric perspectives such as Indigenous leadership, which is more about contingency leadership, servant leadership, or community-centered leadership (Coates et al., 2021; Wolfgramm et al., 2016)

Although the early twentieth-century idea that leaders are born and not made is no longer accepted, the general leadership definitions or theories imply and perpetuate patriarchy, hierarchy, privilege, and power. In Eurocentric cultures these theories perpetuate ableism, whiteness, and gender and sexual binaries, leaving little room for minority employees.

Leadership theories that highlight charisma, influencing, and motivating through collaborative work or leader-follower structures reflect dominant assumptions and unconscious biases for people in leadership roles. Where then, one wonders, is there room for gender, sexual, ability-oriented, and racial minorities in the leadership spaces, especially for those who may not explicitly exhibit or be seen as charismatic or assertive? Although I agree that every leader "has their own wall to climb" and that leaders would "transmogrify even the negatives in their lives into something that serves them" (Bennis and Thomas, 2002, p. 18), it is harder for minority persons who are systemically disadvantaged to climb that leadership ladder without the necessary support systems and allies. Unless there is an intentional effort to create a space for non-normative people in leadership positions, the concept of leadership with its predominant theories and definitions will sustain and promote privilege and homogeneity.

Leadership in Private and Public Sectors

Leadership challenges exist in other sectors for minority employees aiming for leadership positions. Due to the private sector's competitive nature, leadership is often about meeting stakeholders' needs, cut-throat innovation, efficiency, and productivity, rather than from an equity perspective (Khan & Khandaker, 2016; Siemiatycki, 2019). Therefore, diversity in the private sector is often focused on gender and immigrant dimensions of diversity (Caron et al., 2020; Croce, 2019; Fields et al., 2005; Ineson et al., 2013; Manoharan et al., 2019). However, some of these minorities face stiff competition and find it impossible to climb the "glass cliff" to attain leadership positions (Wilson-Kovacs et al., 2006). Imposter syndrome is not uncommon among minority employees in these sectors (Tulshyan & Burey, 2021).

Public sectors, on the other hand, do not focus on profits. Due to Canada's legislation and affirmative actions, public sectors focus on four major diversity dimensions – women, visible minorities, Aboriginal peoples, and peoples with disabilities (Government of Canada, 2016). Leadership in the public sector shares commonalities with the collegial cultures in the academic sectors, where leadership is "exerted through a complex of giving and take of…politics" (Bergquist & Pawlak, 2008, p. 40) or interest convergence as defined through the critical race theory. Public sector leaders communicate through multi-layer governance, manage political mines and legislative layers, and often focus on long-term strategies (Khan & Khandaker, 2016). The "glass cliff" issues and other prejudicial barriers against women and racial minorities also exist in public sectors (Festekjian et al., 2014).

Leadership in Academia

Higher education leadership models are largely derived from the business and public sectors (Spendlove, 2007) and therefore share commonalities with both sectors. However, Spendlove (2007) warned against the direct transfer of business practices to education sectors. Education sectors might need a combination of leadership styles such as transactional and transformational leadership practices (Spendlove (2007), servant leadership (Crippen, 2004), crisis leadership (Gigliotti, 2020), and distributed leadership (Ashiq et al., 2022; Bolden et al., 2009; Gosling et al., 2009). Although egalitarian in principle, publicly funded academic sectors are situated between the private and public sectors. With the rise of new public management approaches to managing public and academic sectors in a business-like format, academic sectors are forced to compete on national and global scales over students, research funds and grants, and standardize operational and financial processes and goal setting through strategic planning, while catering to the needs of their stakeholders and striving to align themselves with the changing internal and sociopolitical environments (Carvalho, 2020; Kenno et al., 2021; Lane, 2000).

Bergquist and Pawlak (2008) identified six paradoxical and polarizing cultures in academia that align with openness, neutrality, intellectual freedom, academic freedom, innovation, discovery, autonomy, performance-based values, objectivity, and collaboration. While some of these concepts align better with each other (intellectual or academic freedom and autonomy), others such as neutrality and freedom could be conflicting. Neutrality, a polarized topic, could hold a positive value when equated with equity and fairness but hold a negative value when associated with other obligations such as progressive values or serving communities (Macdonald & Birdi, 2020). At the individual level, one is expected to refrain from making value judgements, however, at the institutional or societal levels, external pressures can be prioritized over neutrality. Tacit-value arguments are often used to promote social responsibility; however, tacit values hide behind neutral pretenses. There are disparities in the concept of neutrality depending on who uses it, where, and for what and a deeper understanding of its multifaceted nature is needed (Macdonald & Birdi, 2020).

Academic freedom has a conflicted history that emphasizes freedom in how faculty approach and conduct their work, but also adds professional constraints, particularly in the ever-changing social and cultural contexts that include equity discourses and virtual cultures (Haberler, 2013). Recent societal events have questioned intellectual freedom in practice (Hicks,

2019; Thomas, 2018). Applebaum cited Medina (2013) who insisted on disruptions and provocations for genuine epistemic interaction and critical engagement to happen. Epistemic interaction through cooperative and collective processes and self-reflexivity is also needed to dispel epistemic frictions and injustices, deepen one's understanding of their positionality by exposing their intellectual biases and lead the way to open-mindedness. Dispelling frictions and deepening understanding can be done with a focus on positive, emotions and by engaging others in the process to nurture and sustain wholesome well-being and collective flourishing (Cherkowski et al., 2021).

The concept of leadership is a social construction and often from members of the same social and dominant group, a defined social, gender, and racial identity (Hogg, 2001). Leadership is a group process and often it is the white men and women (the latter in some fields such as librarianship) as a group, cohesively define the identity of leaders, which innately leads to stereotyping and discrimination. While such framing may appear to be neutral and accommodating, the lived experiences of minorities, the cognitive and affective elements that come with it to reshape leadership, do not match the pre-set framing and leadership prototypes, and are excluded. Minority employees often do not have enough critical mass or social capital to gather, mobilize actions, and redefine leadership (Hogg & Terry, 2000). While human capital skills such as attributes and leadership styles are important, social capital is also needed to establish trust and goodwill both within and beyond their immediate units and institutions and to manage conflicts. Often, women focus on family demands and racial and gender minorities and employees with disabilities may not invest in social capital due to a lack of critical mass (Adler & Kwon, 2002; Eagly, & Carli, 2007; McCallum & O'Connell, 2009).

The implicit inequitable practices in academia have excluded or wronged all minority employees without fully understanding their challenges. Indigenous academic female administrators are trapped in a triple bind –they work in colonial academic structures that are dominated by men and situated "on the borderland between Euro-Western institutions and Indigenous communities (Fitzgerald, 2006). Racial minorities live and work in bicultural spaces and have to deal with multiple social identities while functioning as minority leaders in heteronomous institutions. They often use code-switching techniques to present themselves as "adaptive, [and] as fitting in" (Chin, 2013, p. 8). Racialized female leaders felt challenged about their leadership and spent their energy trying to negotiate their identities and roles while proving

their capabilities as leaders (Chin, 2013). Disability and leadership should not be seen as incompatible. When a person with an impairment is excluded from leadership positions, this becomes an institutional or systemic impediment that restricts the individual further from participating fully (Brown & Leigh, 2020; Emira et al., 2018). All members at HE should have equal opportunities to participate in all activities including leadership.

Academic Librarianship

If the academy is an arm of the settler state that furthers discrimination, academic libraries are further extensions of this arm through their collections, services, policies, and personnel to the extent that it is "paralyzed by whiteness" (Galvan, 2015, para 3). Race, gender, sexual, and ableism discriminations that exist in academia are also extended to academic libraries and librarianship. As a service-oriented profession, discrimination literature on information sciences touches on concepts such as duty of care (Siegel et al., 2020), radical empathy (Arroyo-Ramíerz et al., 2022), the burden of care and cultural taxation (Anantachai & Chelsey, 2018) and emotional labour (Rhodes et al., 2023) among information professionals and concluded that there is still lots of room for progress. This conclusion leads to questioning the vocational awe of the profession and whether librarianship is truly welcoming when library activities and practices are stewarded by white women for outsiders to assume that it is a welcoming space that offers the duty of care without any lived experience.

Vocational Awe

Vocational awe idealizes the profession and deeply impacts how librarians view their profession and their role within. Ettarh (2018) defined vocational awe as a "set of ideas, values, and assumptions librarians have about themselves and the profession that results in notions that libraries as institutions are inherently good sacred notions, and therefore beyond critique" (para 6). Ettarh goes on to justify vocational awe by retracing the origins of libraries – libraries are sacred and awe-inspiring spaces, librarians are priests and saviours, and librarianship is a vocation to which one receives a calling to enlighten the needy and, in the process, inculcate whiteness.

Librarianship, like nursing, medicine, or education is a helping profession steeped in white benevolence as the norm. This norm extends further to ableism and gender representations in academia (Barber et al., 2020 & Museus et al., 2015). A librarian is visualized as a white

female, representing the Victorian Lady Bountiful (Schlesselman-Tarango, 2016). The sanctum sanctorum of librarianship is infused with whiteness and those who do not "play successfully at whiteness will be continually excluded from the profession" (Satifice, 2015, as cited in Hathcock, 2015, para 14). Employees who do not fit within this sacred space are only best positioned to observe the "disparities between the espoused values and the reality of library work" (Ettarh, 2018, para 20, line 3). The presence of vocational awe refuses to acknowledge the flaws in libraries and labels them as egalitarian and benevolent institutions. The vocational awe trap also "makes it very difficult to question or critique our practices and values (Stout & Cheshire, 2020, p. 4). Library leaders with ego-driven vocational awe might create a culture of overworking and have impossible expectations of others and this could have an impact on everyone. This impact "will be greatest for those with the least power and privilege" (Farkas, 2022, para 6). In her online newsletter called "*Culture Studies,*" Peterson (2020) noted that libraries are "as fraught, frail, and overburdened as every other … institution" (para 8) and if we refuse to deal with the systemic and societal concerns, there is less hope for positive change.

Discrimination in Librarianship:

Where Discrimination Begins and How Discrimination Presents

Discrimination in librarianship begins with who has the privilege to enter the ivory towers. Library degree programs are graduate programs and are not always possible for the undervalued and historically underrepresented populations. As noted by James et al., (2008), Canada has a high participation rate in post-secondary education among the OECD, but this rate is dominated by wealthy students whose parents are educated and have socioeconomic status. Rural living is one of the deterrents to participation in higher education. For many minority students, family income and family educational background are deterrents.

Although Canada facilitated inclusive education after passing anti-discriminatory legislation regarding race, gender, age, and sexual orientation, over a long period since the mid-1900s, many barriers still exist for marginalized graduate students in the form of finances, accessibility, institutional level factors, systemic issues, and cultural differences in interactions with advisors and other students (Kutscher et al., 2019; Sarr et al., 2022; Stockard et al., 2021). For example, there is a lack of funding, advocacy, and promotion for the profession to Indigenous communities and often those who enter the profession come accidentally (Lee, 2017).

There is a lack of intentional recruitment of minority librarians into the profession. Acree et al., (2021) identified the need for recruiting future librarians at much younger ages starting at the pre-kindergarten level and continuing through junior high and high school. This could help break the stereotypical image of what the profession has to offer or be; increase the knowledge of this profession as a viable option to youth; and, have a wide outreach to students from different ethnic, racial, and social backgrounds. Once admitted into the program, the library education curriculum needs to be honest with the state of the profession. Minority students will need a support system to stay in the program and later in the profession. Other options for welcoming a broad range of students into the program are to have for-credit academic internship programs for undergraduates to learn about working in an academic library setting; provide scholarships to attend library degree programs; have internships and residencies for new graduates to gain experience before applying for positions (Black, 2018) and in each phase consider the supports needed to retain minority librarians in the profession.

International librarians with work experiences from their home countries and currently living in Canada are unable to find positions as librarians as their degrees lack ALA-accreditation raising questions about this process – who can afford to apply and go through this process? The options available for these immigrant librarians are to work as staff or repeat their library education program in Canada (Cho et al., 2022). The lack of intentional and proactive outreach activities to recruit minority students into library education programs may be one of the reasons for fewer minority librarians in the profession and leadership positions.

Academic library systems have structural problems that highlight the deep whiteness in the profession (Jennings & Kinzer, 2021; Mehra & Gray, 2020). Hathcock (2015) repositioned whiteness in librarianship as a characteristic of practice that has positioned itself as normative and purposely regenerated the exclusion of minority librarians into and in the profession and this relates to the hiring and recruitment practices that are not intentionally inclusive. Early library education programs were segregated (Kendrick & Damasco, 2019) which is an indicator of the problems since the origin of this profession. The Library of Congress subject headings are culturally insensitive and dated, and there is a dearth of sustained critical discussions to address discrimination in many aspects of librarianship (Adler, 2017; Adler & Harper, 2018); academic library leadership programs are often set up to be exclusive and normative, there is a lack of ongoing recruitment and formal or informal training or mentorship of minority librarians as

leaders (Hines, 2019; Thomas, et al., 2019); there are no succession plans that include minority librarians (Goldman, 2022; Kumaran, 2015; Leuzinger & Rowe, 2017); and, information literacy instruction that is not inclusive of anti-racist strategies and practices in teaching (Pashia, 2017; Rapchak, 2019). Information literacy is about teaching library users about all aspects of information and knowledge and the art of "reflective discovery of information" (Association of College & Research Libraries, 2016, p. 8). While some libraries have started to engage in recruitment and leadership conversations from an equity, diversity, and inclusion lens, these recent developments began following the aftermath of violent racial incidents in Canada and the United States (Gertler, 2021).

History of Canadian Librarianship Education

Much of the history of library degree programs in Canada is founded on the history of programs from the United States. Most of the early Canadian librarians began their library training and education in the United States until 1904 when McGill was the first to offer a three-week library summer school in Canada followed by the University of Toronto which established a school of library science offering a bachelor's degree in 1928. The establishment of multiple library degree programs in the 1960s offering a two-year master's program meant a departure from the United States. In the late 1980s, the term library science was replaced by information science to encapsulate the depth and breadth of library operations and the training needed. (Rothstein & Adams, 2015). Librarians often enter the profession due to the influence of other librarians, their initial contact with libraries, or their pre-professional work experience. They often chose librarianship as their second or third career and entered the profession by chance or due to a push from previous careers (Anwar, 1980, Rothstein & Adams, 2015).

Ties to American Librarianship

Canadian librarians did not have any professional associations and met through the American Library Association (ALA) which was initiated in 1876. The Canadian Library Association (now defunct) was not initiated until 1967 (Waldron, 1968). Other ties related to the Carnegie Corporation and Rockefeller Foundation which funded several libraries and their programs (Buxton & Acland, 1998). The Ridington Report (Carnegie Corporation Commission of Enquiry, 1933) noted that there was a lack of data on Canadian university libraries and highlighted the need for library legislative and national associations to strengthen the work of

and for Canadian libraries. Canadian librarianship has always been intertwined with American librarianship and this might explain the reasons for the resemblance in the discriminatory histories and practices between the two countries.

Discrimination Based on Race/Ethnicity, Gender, Abilities, and Sexuality

Extant discrimination literature in librarianship has often focused on race and ethnicity (cited throughout this chapter). Race as a concept in the profession is undertheorized in librarianship. When discussed, race is reviewed through the social justice lens (Gibson et al., 2017); but race needs to be viewed as both an individual attribute and a systemic issue. There needs to be a shift to focus on "the individual professional's attitudes and skills" (Dudley, 2019, p. 3) and simultaneously on race in librarianship as a "historically contingent phenomenon" (Hudson 2017, p. 20). History shows how some of the minority librarians were treated early on in librarianship. In one of the early American Library Association meetings in 1936, Black librarians were segregated and could not participate in social events (Ossom-Williamson et al., 2020). Minority faculty and practicing librarians experience bullying, incivility, and other microaggressions (Freedman & Vreven, 2016; Henry et al., 2018; Pittman, 2012; Wheeler, 2016; Williams, 2019). The most recent CCDI (2022) report on diversity and inclusion in CARL member libraries noted that Indigenous library employees reported higher levels of harassment and discrimination. Respondents in this survey had also reported being "bullied due to their gender, race, disability, language competence, union involvement and perceived ability to perform job-related duties" (p. 41). This aligns with studies that note minority faculty's struggles with developing their professional and personal identities within the academy to stay in a safe space that allows them to navigate their tenure-track positions (Diggs et al., 2009; Gibson et al., 2017).

Currently, Canada has a low representation of Indigenous librarians. Indigenous people had limited access to libraries on reserves. Those in urban spaces with access to libraries saw libraries as vessels of colonial assimilation and unwelcoming spaces. Although tribal libraries continue to struggle, with libraries, awards, and higher education focused on Indigenous education and librarianship, such as the Xwi7Xwa library at the University of British Columbia, The Gene Joseph Scholarship, and the First Nations University in Regina, and other grants, the negative stigma of libraries had started to change (Joseph & Lawson, 2003, Zahradnik, et al., 2013). A fundamental difference between Indigenous knowing and the existing norms of

knowledge are that Indigenous knowledge is a process and is living or relational knowledge. Existing organizational patterns of organizing knowledge such as the Dewey Decimal system do not do justice to Indigenous knowledges. Despite many challenges, Indigenous librarians have used their "self-determination struggles and the strategies... to assert their position within the professional and scholarly spaces that are not of their own making" (Gosart, 2021). Canadian Indigenous librarians have reclaimed cultural and property rights, and with Indigenous librarianship advancing over time through Indigenous research methodologies, knowledge, theory, and approaches, there is some hope to improve the representation of Indigenous librarians. As Indigenous self-governance increases and the Truth and Reconciliation efforts come into action, there is hope for more demands for Indigenous librarians' expertise and more learning through ethical partnerships with Indigenous knowledge keepers (Burns et al., 2010; Carr-Wiggin et al., 2017; Gosart, 2021; Lee, 2019). Since librarianship is a predominantly female profession, there are few gender-related articles (Perret, 2018) and most have a focus on career advancement, leadership roles of female librarians, the challenges of being a female leader in the profession (Bladek, 2019; DeLong, 2013; Neigel; 2015; Olin & Millet, 2015; Thomas et al., 2019).

There is little literature on ableism in librarianship. The profession is ill-prepared to accommodate neurodivergent librarians starting from the initial interview phases to having a disability-informed workplace. Disabilities are labeled as negative, and the unique experiences and knowledge of these librarians are not fully welcomed in the profession. Librarians with disabilities are not satisfied with how their workplace stress or job flexibility issues are handled; there is a lack of awareness or misunderstanding surrounding disabilities; there are issues surrounding accommodation processes, disclosures, and privacy issues; and these point to the structural and systemic barriers and challenges. However, these librarians enjoyed job satisfaction due to support from individual librarians and supervisors (Anderson, 2021; Burns & Green, 2019; Leonard, 2019; Schomberg & Highby, 2020; Oud, 2018 & 2019).

A search on LGBTQ librarians offers more results on librarians providing for users who are sexual minorities (Siegel et al., 2020; Stevens, 2020). However, other minority librarians have mentioned their intersectional identities such as race and sexuality (Lim, 2018). Disclosing one's sexual orientation is a process with a stigma attached, especially for librarians in leadership positions. Both disclosing and not doing so take up energy. Schneider (2016) found her interview

subjects not only comfortable with the early disclosure of their intersectional identities but also comfortable with balancing their sexual identities and leadership roles.

Imposter phenomena mentioned in academia or higher education exist in librarianship as well. There are imposter feelings due to newness, not having a proper orientation to the work, the people, workplace culture and politics, tokenism, and isolation, due to intersectional identities and as a coping mechanism (Andrews, 2020). In addition, lack of education, knowledge sharing, or guidance on transitioning from library education into the workforce could mean struggling in interview processes and later navigating the politics and culture of an organization which has caused professionals to experience imposter syndrome. Some minority librarians experience imposter syndromes due to a lack of space within academia and academic libraries to bring back conversations from social media and conferences to discuss their learning with colleagues. In such cases, it is important to develop a supportive network with others who share this syndrome (Lacey & Parlette-Stewart, 2017). For racial minorities, imposter syndrome comes from a lack of belonging, the need to justify one's cultural position and align this with work, the multiple layers or intersectionalities of one's identity, and the general feeling of inadequacy and not fitting in with the norm (Bews et al., 2023).

Librarians' Roles, Self-Efficacy, and Retention

With the advent of the internet, online publishing, open resources, technology, data management and evolving topics librarians' roles have expanded to include many functional roles, subject and instructional expertise, and administrative responsibilities (Rothstein & Adams, 2015). The term "librarian" has become a catch-all phrase for librarians, knowledge managers, researcher supporters, teachers, subject experts, acquisition specialists, and so on. Roles of academic librarians vary between institutions: some are tenured and are faculty, while others are not; some must publish in peer-reviewed outlets while others are expected to engage in research and scholarly work. Depending on their roles, some librarians provide instruction or teaching, and others offer services such as cataloguing, data services, preservation, and so on. Librarians may also move laterally within their institutions to assume different functions. Constantly changing roles and expectations are often anxiety-exacerbating for new professionals who need to be tactical and innovative to navigate, reinvent and reimagine their careers. Many new librarians have reported adopting impostorism and other coping mechanisms to combat stress, burnout, low confidence, job insecurity and competition, and during the process, if lucky,

manage to gain administrative or leadership experiences. They are often able to sustain themselves through onboarding, networking, and mentorship activities. However, not all individuals have equal access to such tactics to change the power systems within which they work and survive in the profession (Catton, 2022; Levesque & Skyrme, 2019).

Despite low morale, being tokenized and isolated (Kendrick & Damasco, 2017), there is evidence of minority librarians using self-efficacy initiatives. Self-efficacy focuses on the individual minority librarians' efforts to create more agency and pathways to move towards leadership – they engage in professional networking and relationship building, find and attend leadership training, informal mentorship, support from other leaders in their libraries, academic institutions, or elsewhere and work towards sustaining themselves in leadership positions despite discriminations (Epps; 2008; Le, 2016a &b; Lim, 2018). Minority librarians have the generative capability to use their "cognitive, social, emotional and behavioural skills…to serve innumerable purposes" (Bandura, 1997, p.37).

When librarians move from their hired positions into leadership, it shows a commitment to themselves, the profession, their institution, and their library. It also shows their courage and willingness to take on a broader and deeper sense of responsibility, self-assurance in their capabilities and faith in the support system for them to function as leaders. Self-efficacy is also about personal agency, building skills and competencies, and having self-influence and self-regulation to succeed in different circumstances (Bandura, 1997). Bandura's definition of self-efficacy aligns with what Senge (2006) calls personal mastery – a grounding in competence and skill building and a commitment to life-long learning. Personal mastery is also about emotional development and building resilience through cognitive and emotional proficiency, which leads to self-assurance during or after setbacks to help individuals stay motivated, be resourceful, and find ways to eliminate inimical actions and behaviours. Personal mastery facilitates individuals to move from a contractual relationship with their employees to a covenantal relationship that is founded on shared commitments, values, goals, and processes (Senge, 20006). Self-efficacy for librarians may also include capacity building as a leader by enrolling in leadership programs, volunteering to lead committees, and working groups to gain leadership experience and trust from fellow employees, and being aware of leadership possibilities at the library, relationship building, and finding supporters who advocated for their success.

Retention Efforts in Libraries

Onboarding, allyship, mentorship, networking possibilities, and including them in succession planning strategies are important for the retention of librarians. Retention efforts of minority librarians are not openly accessible to all employees and those accessible are not explicit about inclusion intentions. There is no information on the amount of funding, training, time, and HR efforts in the literature toward retention that is publicly available. As Kung et al. (2020) observed, despite a heightened interest in diversifying the profession, "there is not enough evidence to indicate that there is a significant increase in the number of diverse librarians entering librarianship or supported career advancement over time" (p. 103). Kung et al study noted a gap between encouraging librarians to enter the profession and a commitment to retaining them. Recruitment and retention initiatives were short-term commitments without evaluative components or critical reflections to improve systemic practices in the future.

Onboarding and Orientation. Alexander (2023) distinguished between onboarding and orientation and defines onboarding as a process of enculturation to introduce values and shared cultures to one another and orientation as an initialization into the work they need to do. Most libraries use these terms interchangeably and the process is a combination of both – everyday work and values and cultures. Lack of orientation and mentoring has led to new and younger librarians experiencing imposter syndrome (Faulkner, 2015).

Allyship. Although this study does not focus on allyship, it is important to understand the various ways in which allies could help minority librarians. Allyship has many meanings such as acting in solidarity, being an accomplice or co-conspirator, amplifying marginalized voices, sponsoring minority librarians, and moving beyond words to disrupt discrimination. Some allies are public about their intentions and others are private. They need to be self-reflective, aware of their privileges, willing to shut up and actively listen, offer validation as needed, or function as everyday allies and take steps to address the social and epistemic injustices around them (Carlson et al., 2019; Gachago, 2018; Gainsburg, 2020). Minority librarians can be each other's allies or support and influence librarians from other identity dimensions (Craig et al., 2020; Erskine & Bilimoria, 2019; Kutlaca et al., 2020). Allyship in Indigenous contexts is seen as the "dead end of decolonization" and unless they "fight back or forward, together, becoming complicit in a struggle towards liberation" (Indigenous Action, 2019, para. 5). They are not saviours and should not wear their attitude as a badge; neither should they impose their agenda or be reactionary.

Rather, allies should form meaningful alliances established by earning and building trust and mutual consent, not being afraid of difficult conversations, and sponsoring minority employees for their strengths and their potential (Indigenous Action, 2019; Melaku et al., 2020).

Mentorship. Sanchez-Roderiguez (2021) identified the importance of mentorship of internal talent to assume leadership positions which would also be cost-effective. Levesque and Skyrme (2019), identified mentorship to help employees adapt to organizational values and the shared workplace culture. These authors identified mentorship as the "strategies of the systems of power" (p. 7) used to integrate new librarians into the workforce. The systems of power are the inescapable organizational environments or workplace politics that must be navigated. For new graduates who may not have had all the experiential learning through library education programs, mentorship can offer them a meaningful experience to place themselves psychologically in the profession (Bright & Colón-Aguirre, 2022). There could be different mentors, depending on the expectations of the job. For example, an established librarian could mentor them about research activities, especially if it is expected in the librarian's role. Some of the expectations on the job could cause burnout and mentorship helps with this (Farrell et al., 2017).

Supportive Networks. Outside of the institution, professional supportive networks are important spaces to share common experiences and fears, feel safe, and cope with unique forms of minority stress. Until a decade ago with the establishment of the Visible Minority Librarians of Canada (ViMLoC) network, Canada did not have nationwide associations or supportive networks for minority librarians. Indigenous librarians in Canada have provincial-level interest groups such as the Library Services for Saskatchewan Aboriginal Peoples (LSSAP) and standing committees such as the Indigenous Matters through the Canadian Federation of Library Associations (CFLA) or Indigenous Knowledge through the Council of Prairie and Pacific University Libraries (COPPUL). For a broader level network, Canadian Indigenous librarians rely on American support groups such as the Association of Tribal Archives, Libraries, and Museums (ATALM). There are no known LGBTQ IA2S+ support groups other than the American and international networks for librarians. There are individual support groups within institutions such as the Archives lesbiennes du Québec (M. Miller, personnel communication, January 12, 2023).

Succession Planning with Intentionality. One of the ways to help minority librarians feel that they belong is to include them in succession planning strategies (Kumaran, 2015). Succession planning is about selecting and training internal employees for key leadership positions which provides employees with an opportunity to be exposed to leadership skills but also provides them with ideas on where they see themselves in the organization. Such planning may help minority librarians set their career goals and plan their futures accordingly. This strategy would also provide library administrators with an opportunity to discuss career potentials with individuals and offer them the needed training. There is room for improvement in many academic libraries regarding succession planning practices (Galbraith et al., 2012).

Academic Cultures and Structures

As academic libraries have a symbiotic relationship with their institutions, the library systems have a complex relationship with all six cultures of their parent institution (Bergquist & Pawlak, 2008). In addition, libraries have their own cultures. Currie and Shepstone (2012) outlined four library cultures in their investigation of three academic libraries. The market culture of an academic library focuses on productivity and its external positioning in the market. The clan, hierarchy and adhocracy cultures focus on people, relationships, structures, strategies, and systems. Academic libraries function as independent units that provide value-evidence to their stakeholders, through their collections, spaces, and services. However, they exist to support and serve the institution's mission and values which are deeply steeped in tacit and explicit oppressive systems. This complex relationship sets many confines on the library's practices such as recruitment, hiring, retention, promotion, strategic planning, and possibly the choices for leadership positions. Besides, multilevel governance and decision-making structures within academia may pose restrictions or impede all practices.

Impediments and restrictions may come in the form of existing policies and practices. Most existing policies and practices except those that were revised over the last few years, in either the library or the parent institution do not account for hegemony. Hiring practices with their implicit prejudices are part of a structural issue with no contingencies to adapt to internal and external influences, such as diverse newcomers or immigrant librarians who may want to consider librarianship as their profession. A few libraries have started to evaluate immigrant librarians' degrees before interviewing and offering them a placement (Goblaskas, 2012; Hubbard, et al., 2010). Despite hiring committee structures and standards, implicit bias training,

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hiring and interview processes are inherently biased, especially when committees look for the "right fit" and go by "gut feeling" and end up hiring in their likeness (Betz, 2022; Callison, 2017; Caragher & Bryant, 2023; Cho et al., Galvan, 2015; Leonard, 2019).

When extended into hiring practices, the hegemony of seeing a librarian as a White female has become a systemic issue that also affects leadership choices. This systemic issue needs further examination through critical theories to understand the underlying reasons for the lack of minority representation, structural attributes and strategies that hinder minority representation, and policies and practices that need to be (re)created to include and groom future minority librarians. I aim to use critical race theory to find answers to these questions and juxtapose this by assessing the positive aspects of current minority leaders and their leadership journeys.

The State of Library Leadership

A search for diversity or minority and academic libraries and leaders yields results on various topics within librarianship. Most of the diversity literature is from librarians in the United States on topics such as leadership development (Aslam, 2019; Feldman et al., 2013; Phillips, 2014; Wong 2017 & 2021); during times of change (O'Connor, 2014); mentorship (Weiner, 2003); education in library programs through gendered practices (Neigel, 2015); lack of leadership programs tailored to diverse librarians (Hines, 2019); and the importance of and ways to build leaders from within (Camille & Westbrook, 2013; Galbraith et al., 2012). Emergent leadership styles, theories and competencies are also discussed in the literature (Garvin et al., 2008; Harris-Keith, 2015; Hernon et al., 2002; Hernon & Schwartz, 2008; Hicks & Given, 2013; Jones & Davis, 2019; Jones et al., 2020).

Diversity Leadership in Libraries

Diversity in leadership is also garnering attention. Gender parities in leadership roles are changing towards being positive. Female academic librarians in leadership roles are faring better than other female colleagues on campuses (Moran et al., 2009). Minority librarians who are exhausted due to emotional labour or experiencing aggression may not have the energy to focus on leadership pathways unless their institutions are committed to devoting resources and time to developing minority leaders.

There is a focus on the importance of minority librarians in library leadership (Alire, 2001; Epps, 2008; Jefferson & Fehrmann, 2016; Hunt, 2013; Kumaran, 2012; Le, 2016a & 2016b; Lombard, 2018; Schneider, 2016; Walker, 2015; Wheeler, 2000). There are also leadership programs, almost all of them from the United States and available to Canadian librarians, which focus on racial minorities (Association of Research Libraries, 2020). Many Canadian libraries offer tailor-made leadership programs. Although not focused on minority librarians, they can also avail themselves of the Northern Exposure to Leadership program at a national level. The barriers to some of these programs are time, costs, travelling away from home, or having institutional permissions to attend. Many programs require approval from the librarian's deans or managers.

Alire (2001) recommended aggressive recruitment of minority librarians in leadership positions to implement change and instill the value of diversity in the profession. Minority librarians in leadership positions, Alire contended would use their sensitivity and natural awareness to cause change. Epps (2008) focused on the various attributes needed for African-American leaders to be successful and suggested that African-American library leaders develop additional or more of certain attributes such as being strong, negotiating, and persuading skills, and feeling secure, to "overcome negative stereotypes and to successfully navigate hostile work environments" (p. 267). Wheeler (2000) posited that libraries are experiencing a leadership crisis concerning Black librarians. Walker (2015) suggested leadership possibilities to retain minority librarians. Sexual minorities and librarians with disabilities try to balance disclosures, stigma, and stereotyping attached to their identities and leadership.

The lack of minority librarians in leadership positions in the profession is a critical issue, as this means libraries will lack diverse perspectives in all other aspects of their work. It is perhaps due to neutrality or colour blindness, that the profession seems content to allow minority leaders to emerge naturally. However, Wheeler (2000) clarified that "without a conscious effort placed on the recruitment of leaders, librarians of color often are not a part of the system from which leaders naturally emerge" (p. 175). Minority librarians' invisibility status and their lack of social power may not aid them to emerge naturally as leaders (Bhattacharyya & Berdahl, 2023).

There were no studies in the library literature that investigated the importance of identifying individuals who are likely to be successful in leadership positions. Some studies focus on leadership theories, such as transformational leadership (Hicks & Given, 2013; Martin,

2016) and others on the importance of library leaders needing to be visionaries in the fast-paced changes in higher education environments (Ashiq et al., 2021). Since academic librarians often focus on subject liaison work, they are recruited for their educational backgrounds or interests (Winston, 2001). Leadership qualities are not proactively identified during the academic librarian recruitment process. Some studies focus on the intersectionality of ethnicity and gender in library leadership (Epps, 2008; Jefferson & Fehrmann, 2016; Le, 2016a & 2016b; Moran et al., 2009). Leadership theories and studies often focus on the qualities and attributes of successful leaders.

There is no literature assessing whether librarians' ethnocultural backgrounds influence their views on the most and least essential leadership attributes. Little is known about whether ethnocultural diversity plays a role in how leadership attributes are valued (Kumaran et al., 2021). Learning about the confluence of ethnocultural influences and leadership attributes may help define leadership in librarianship through a synergetic and inclusive process. Understanding the relationship between racial diversity and leadership attributes may help design and construct the library education curriculum and leadership programs through the ethnocultural lens.

Hernon et al. (2002) identified 105 attributes that current and future library leaders need to have. Epps (2008) identified the attributes, knowledge, and skills needed for African-American female library leaders to survive and flourish in their positions. Many were similar to Hernon et al.'s study (2002). Still, when asked if African-American women needed different skills, the answer was that African-American women might need to develop additional attributes or hone existing attributes further. All future librarians need to be reliable communicators, strategic thinkers, and listeners (O'Connor, 2014). Effective communication is in addition to other attributes such as being outgoing, persistent, articulate, sharp, collaborative, and, building networks, and positive relationships.

If minority librarians experience invisibility, opportunities to develop and practice such skills and attributes may not be possible. Another factor to consider is the stereotyping of Black, Indigenous and persons of colour (BIPOC) minorities, when they try to become visible or exhibit any form of agency in the workplace (Bhattacharyya & Berdahl, 2023) and this agency could manifest in the form of self-efficacy initiatives. In some cases, such agency, ambitions, and self-promoting are viewed as the "tall poppy syndrome," particularly when minority identities and leadership ambitions intersect (Holmes et al., 2017). The tall poppy syndrome refers to targeting individuals who stand out and cause envy and therefore need to be cut. Wong (2021)

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recommended that librarians take leadership development into their own hands through self-efficacy - everyday practices and development opportunities. She captured three components of building leadership capacity: actions, competencies, and personal attributes. While all minority librarians could develop leadership capacity by focusing on these components and leadership programs, their invisibility or hypervisibility could mean a lack of opportunities opened to them for leadership. Intentionally including them in leadership conversations and succession planning strategies may also provide pathways toward developing everyday leadership skills and help minority librarians with their career progression (Galbraith et al., 2012; Goldman, 2022; Kumaran, 2015).

Why the Need for Diversity in Leadership?

As Alire (2001) stated that minority librarians and leaders are needed to change the profession to be diverse, equitable, and inclusive. The academic landscape has perhaps implicitly forced minority librarians to the peripherals of leadership opportunities by upholding homogeneity. The lack of diversity has meant a lack of representation, and this is further infused with discrimination, microaggression, biases, and lack of opportunities to the point where change needs to be purposeful, aggressive, and pervasive. Any diversity effort should be sustainable, negotiated, interrogated, and managed to reduce tensions (Nagel & Asumah, 2014).

In academic institutions, equity and inclusion approached from a social justice lens could become political and controversial, and include difficult dialogues, but might result in a significant overhaul of education, targeted training, and academic practices (Kossek et al., 2022). In addition, socially just efforts towards including minority librarians in leadership roles may implement critical multilogicality and leadership that is beyond the "White-centered, colonial patriarchal histories" (Kincheloe & Steinberg, 2008, p. 146). Unfortunately, both academia and their respective libraries have a long way to go from being "perverted by racist structures" (Brook, 2015, p. 247) to become socially just spaces.

The Future of Library Leadership

The future of library leadership needs to focus on building an inclusive, diverse, and equitable climate not only for the information it holds but for the people who aim to lead. Espinal et al. (2018) recommend a holistic approach to inclusive librarianship from allocating special funds to ethnic library networks and employees to attend conferences or training,

educating employees about whiteness, being flexible with hiring practices, and moving from aggression to affection. Anecdotal evidence indicates that some academic libraries are focusing on certain aspects of inclusive librarianship through their EDI committees. This evidence is supported by a quick Google search with this search string: "EDI committee AND Canada, inurl:edu." However, Canadian academic librarianship is yet to focus on some of these on a national level.

Canadian librarianship is yet to determine and consent to the best set of leadership skills for diverse librarians. The most recent version of the Canadian Association of Research Libraries (CARL. 2020), librarians' competencies document notes the importance of potential leaders possessing knowledge of multiple styles and models for practice and decision-making. Regardless of the skills and attributes needed by leaders, or the functions or the form of the library (digital, electronic or physical), academic librarianship would be inclusive and equitable if it focused on identifying and encouraging candidates from multiple minority groups to become leaders, provided space to nurture and build their unique strengths, and more importantly, sustain them as leaders by offering support systems or people as needed (Bladek, 2019; Hines, 2016; Le, 2016b; Neigel, 2015).

In summary, the lack of minority leaders exists in all sectors. In libraries, the leadership narrative includes prejudices in structures, perspectives, policies, practices, and demographics in leadership. Institutional elements such as structures, systems, and shared values need to integrate and not assimilate minority librarians. Despite leadership programs and even programs tailored specifically for racial minority librarians, a lack of minority leaders exists. Retention and attrition issues continue to be present (Alabi, 2015b, Harper, 2020). One of the few studies that investigated attrition by interviewing librarians who left the library noted a few key reasons why BIPOC attritions occur. – lack of support for hard-working librarians and their creative ideas, managerial interference that led to toxic environments, and blatant and systemic racism (Guss et al., 2023). The authors of this study noted a lack of understanding of the importance of retention issues and lack of initiatives to change the culture and systems to retain minority librarians.

When libraries go beyond tokenism and increase minority representation, their critical mass may also help reduce or eliminate barriers, discrimination, microaggression, isolation, tokenism, stigma, stereotyping, and other biases (Mars, 2018; Turock, 2003). The skills, attributes, and experiences of minority librarians and their unique perspectives on being a leader

should also be valued as strengths. Providing meaningful opportunities and ongoing support to aid minority librarians to progress in their careers is key to retaining minority librarians and leaders in the profession.

Institutional elements and the self-efficacy of minority librarians (Figure 2.1) are two major components that together can help create successful pathways for more minority librarians in leadership positions. Successful minority library leaders could influence and change the institutional elements to create more equitable leadership spaces. Learning about these successful pathways firsthand from minority library leaders can help revise or create new strategies, policies, structures, systems, and shared values. These new or revised elements can feed back into existing institutional elements to transform them based on equity and inclusion. Learning from successful minority leaders may help improve the self-efficacy of existing minority librarians. The cycle can continue to reinvent and reform until equity and inclusion are fully integrated into institutional practices.

Figure 2. 1 *Pathways for Minority Leaders in Academic Librarianship*
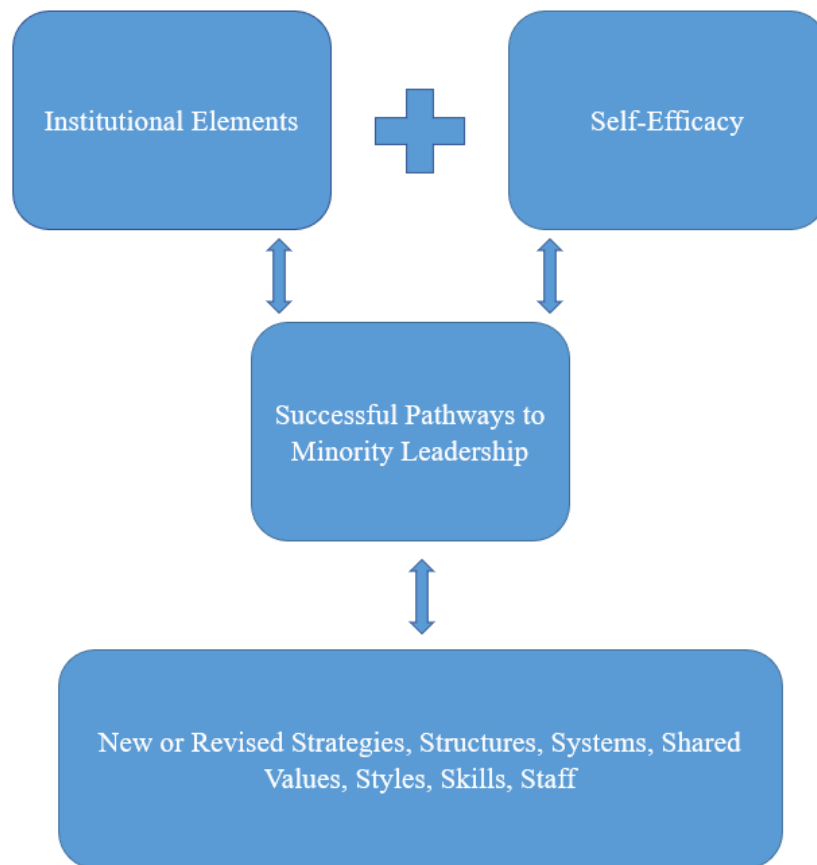
Conceptual Framework

A conceptual framework is a combination of ideas used to structure a presentation (Reichel & Ramey, 1987) in a clearly articulated graphic. It is a starting point for reflection on the research project, its context, and the interpretation of findings. For my conceptual framework, I focus on two major points – self-efficacy and institutional elements.

To examine the presence and role of various elements, especially institutional elements towards leadership pathways, I use a combination of Bolman and Deal's Four Frames (2017) and McKinsey's 7-S frameworks (Peters & Waterman, 2001). Elements include structural and systemic attributes, and policies, practices, and cultures, which need to change to make room for minority leaders. While it is important for individuals to internalize the idea of leadership and mobilize themselves to leadership pathways, it is also important for individuals to receive collective endorsement and support from other institutional elements. I use a combination of Bolman and Deal's Four Frames model (2017) and McKinsey's 7-S framework (Peters & Waterman, 2001) to capture the various institutional elements involved in establishing successful pathways for minority leadership in libraries.

As shown in Figure 2.2, the four frames model involves structural, political, symbolic, and human resources frames. The structure corresponds to the form, rules, and technological and environmental structures of an organization. The political frame encompasses power, conflict, and competition at work, and the symbolic frame is about shared meanings, the culture of the organization, and personal stories. Human resources are about needs, skills, and relationships. Bolman and Deal's (2017) frames correspond to the 7-S model by McKinsey. Structure, strategy, and systems in McKinsey's model are a combination of structural and political frames; shared values, skills, style, and staff are a combination of symbolic and human resources frames. My conceptual framework uses both these models, to understand how all the hard and soft elements work together toward building successful pathways for minority librarian leadership. Understanding how these elements worked together to enable minority librarians will help recreate structures with those elements to create ongoing inclusive leadership.

Figure 2. 2 *Bolman and Deal's Four Frames against McKinsey's 7-S Model*

Bolman & Deal's Four Frames   McKinsey's 7-S

1.	Structural	1.	Structure
2.	Political	2.	Strategy
		3.	Systems
3.	Symbolic	4.	Shared values
4.	Human Resources	5.	Skills
		6.	Style
		7.	Staff

I presumed that knowing more about the institutional elements and the self-efficacy of minority librarians currently in leadership positions would provide insights into what I wanted to study and share – the success stories. The elements and self-efficacy fit into the broader paradoxical frameworks of critical race theory and appreciative inquiry used in this study and as shown in Figure 2.3.

Figure 2. 3 *Institutional Elements, Self-Efficacy, Successful Pathways, CRT, and Appreciative Inquiry*
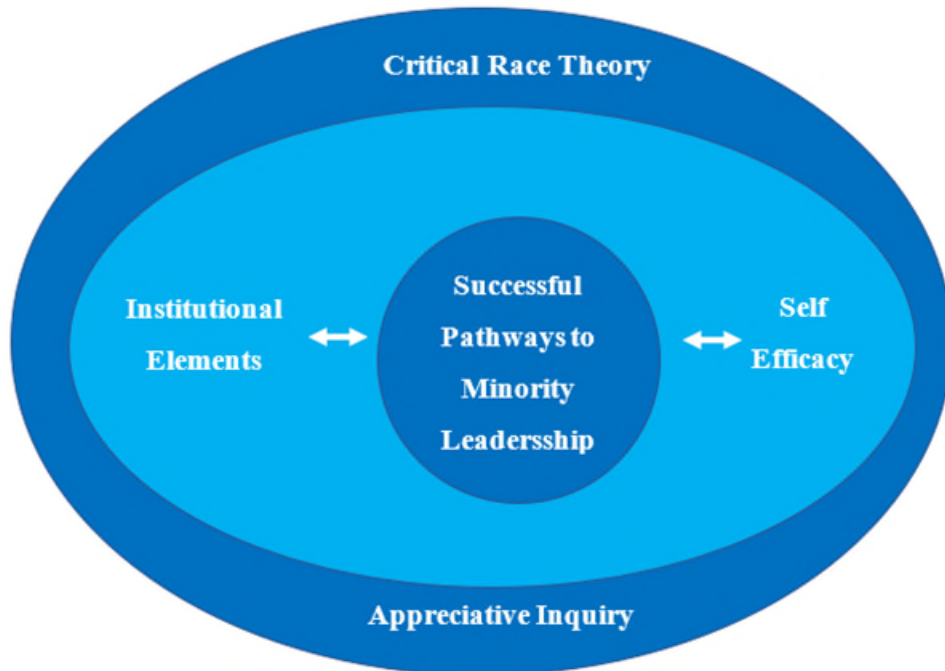
The critical race theory (CRT), a social justice and equity-based framework that evolved from questioning legislative practices would help understand the history of librarianship,

leadership, and academic library leadership and analyze the systemic, structural, political, symbolic, and human resources impediments that may have inadvertently or intentionally caused the discriminations and continue to perpetuate privileges. This research proposed to use the tenets of CRT to investigate existing practices in library leadership preferences and the everyday leadership experiences of minority librarians by talking to those in academic leadership positions. The appreciative inquiry framework will help identify the success stories of how minority librarians identify barriers, and manoeuvre through the existing political, structural, and systemic concerns to sustain themselves in leadership positions – such manoeuvring and sustaining could include self-efficacy practices, support, mentorship, or sponsorship from allies, or systemic or structural changes that occurred to promote and accommodate minority librarians in leadership positions.

Summary of Chapter Two

Literature on discrimination in higher education, librarianship, and leadership, provided in this chapter confirms that there are many areas to investigate. Although challenges such as the glass cliff still exist, other sectors have advanced their leadership practices to include minority employees, even if it is to place organizations towards strategic advancement. Library literature on leadership focuses on attributes, training, mentorship, leadership styles, competencies, and theories. In a women-dominated profession, it is no surprise that women should dominate in leadership positions (Bladek, 2019); however, there is a lack of representation from other underprivileged populations such as librarians of colour, Indigenous librarians, librarians who are differently abled, or sexual minorities. My research seeks to expand the knowledge of minority librarians and their successful pathways toward leadership.

The theoretical and conceptual framework I propose will investigate the role of institutional elements, individual and collective efforts, and all the hard and soft elements both within and outside of the library, academia, and the individual, which led minority librarians towards leadership pathways and positions.

Chapter Three: Research Design

In this chapter, I remind the reader of the purpose of the study and research questions. I describe reflections that informed the research design. I explain the research framework underpinned through my ontological and epistemological stances and theoretical perspectives. I then go on to describe, methods, sampling, data collection procedures and analysis. The primary purpose of this qualitative study is to explore and understand the leadership journeys of Canadian academic minority librarians from their perspective and the perspective of their supporters. Such understanding will transcend leadership theories, attributes, competencies, and effectiveness often found in leadership literature.

Through my research questions, I wanted to explore struggles, supports, deterrents, and eventual success stories of how minority librarians attained leadership positions. I wanted to identify the diverse and potential diversity pathways toward increasing minority leaders in Canadian academic librarianship. Consistent with the purpose of the study, the following major research questions were addressed:

1. From the perspective of minority leaders, what are the underlying reasons for the lack of minority librarians as leaders in Canadian academic libraries?
2. What practices have led to the success of minority leaders?
3. How might academic librarianship cultures change to more readily identify and nurture future minority academic librarians as leaders?

Research Design

My positionality was key to informing my understanding of various aspects of this research. I am a Canadian academic librarian and one of the EDI voices in Canadian librarianship. I was the first Equity, Diversity, and Inclusion Visiting Program officer (July 2019 – December 2021) for the Canadian Association of Research Libraries and led a pan-Canadian team of library employees on many aspects of EDI. Therefore, I have intimate knowledge of this profession and am an insider exploring this study. However, I am also an outsider in different ways. Except for a one-year headship position during structural transformation at my library, I have not performed as a titled leader at an academic library. I, therefore, see myself as an outsider to some aspects of this study. As a librarian from a different ethnic and cultural

background, I bring a wider perspective to this study. My research design, epistemology, and framework were informed by my insider-outsider positionality.

Creswell defined qualitative research as "an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of information, and conducted in a natural setting" (1994, pp. 1-2). Such complex and holistic picture-building requires multiple ways of acquiring knowledge or information, and an array of theoretical paradigms, methods, and frameworks. In keeping with the purpose of the study, I approached my research through constructivist, constructionist, and interpretivist ontological and epistemological stances. This complexity extended further into my choice of paradoxical theoretical frameworks – critical race theory (CRT) and appreciative inquiry.

Table 3. 1

Research Framework (Adapted from Crotty, 1998)

Ontology	Constructivism and Constructionism
Epistemology	Interpretivism (Understand and interpret co-created and multiple realities)
Theoretical Perspective	Critical race theory and appreciative inquiry
Method	Qualitative interviews

Ontology and Epistemology

It is my understanding that a single phenomenon can have multiple interpretations. The critical aspect of the results of this study is provided through the critical race theory and appreciative inquiry frameworks. As Myers (2008) posited, "critical researchers assume that social reality is historically constituted and that it is produced and reproduced by people" (p.50), and interpretivists "assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments" (p. 45) and thereby rely on the complex meaning-making of the individuals in their study. Different groups of minority librarians may have different kinds of responses to the same questions, which may lead to varied findings. It is therefore essential to understand the phenomenon through "the diverse ways of seeing and experiencing" (Hammersley, 2013) also to avoid bias in studying people and situations. Interpretivism helped me understand minority librarians as leaders and the

complexity of the context within which this study is situated. It enabled me to understand and interpret cocreated and multiple realities between minority librarians, their supporters, and the expert participants who are leaders in the profession and avoid generalizing the base understanding from one or two specific minority population groups.

Epistemology provides the philosophical grounding for research. It is the core of decision-making on what knowledge to access, how to access such knowledge, and ensuring that such knowledge is adequate and legitimate (Crotty, 1998). Crotty (1998) distinguished between constructivism and constructionism. Constructivism is the understanding and meaning-making by individuals, while constructionism is about the same from a collective standpoint. Social constructionism which "emphasizes the hold our culture has on us" (Crotty, p. 58), and constructivism, which is "the unique experience of each of us" (Crotty, p. 58), are my epistemological stances for understanding the leadership journey of minority librarians in Canadian librarianship.

Social constructionism situates individuals within the historical and cultural contexts that play an important role in the development of individual values, thoughts, and behaviours that could influence self-efficacy. The terms used to denote many minority employees, such as gender, abilities, and ethnic or racial groupings, are social constructions. Higher education systems, academic libraries, and assumptions about who would make a good leader are also social constructions.

Methodological Framework

A few minority libraries have managed to become leaders despite barriers and challenges (Hunt, 2013; Velez & Villa-Nicholas, 2017). It is important to understand their successful pathways. I chose to use the appreciative inquiry framework to understand the individual attributes, self-efficacies, and institutional elements that may have led to these librarians' success as leaders. The appreciative framework also aligns with the constructivist stance of understanding the individual and their efforts toward leadership. The appreciative inquiry framework also has a constructionist ground. Constructionism is one of the five principles of appreciative inquiry and relates to how we shape our social reality through communications and relationships.

As Crotty (1998) posited, critical theories are suspicious of constructed meanings inherited in the name of culture, especially meanings that advance hegemonic interests and power structures. I, therefore, use the critical race theory framework to understand the historical groundings for academic librarianship and leadership and analyze systemic impediments and practices. Systemic impediments, whether intentional or inadvertent, are the cause of structural discrimination which in turn systematically reinforces and perpetuates privileges for some and ongoing inequalities for others (Marcewicz et al.,2022). While individual attributes and efficacies and institutional elements that led to librarians' success as leaders were approached from an appreciative framework, the historical understanding of the lack of minority librarians in leadership positions were understood through the critical race theory framework.

Using the paradoxical frameworks of CRT and appreciative inquiry and multiple phases of participants and interviews, this study ensured getting closer to the "truth" of minority librarians as leaders through constructive and constructionist standpoints. Individual minority librarians' (constructive) meaning-making of what it is to become or be minority leaders in Canadian academic libraries, and secondary participants and expert participants' collective (constructionist) information on the existing normative meaning of the state of leadership, and the space for minority leaders in Canadian academic libraries, aid in understanding the state of equity and attempt to provide a holistic picture of the current Canadian academic library leadership. The use of critical race theory and appreciative inquiry frameworks are explained further below. The two stances through which this study is approached, and the multiple subjective realities of all individuals in this study helped assess the state of equity in Canadian academic library leadership.

The paradoxical and complementary nature of the theoretical perspectives is outlined below (Figure 3.1). By juxtaposing findings through the tenets of the critical race theory and the appreciative inquiry frameworks, this study found both negative and positive attributes to understanding "how it is" and "how it might be." Critical race theory helped highlight any power imbalances that may be due to structural and systemic considerations which could be debilitating in their negativity to individuals functioning within these structures (Grant, 2006). The appreciative inquiry framework helped balance the contradictory perspectives gained through this study.

Figure 3. 1 *Paradoxical Frameworks Used in this Study*
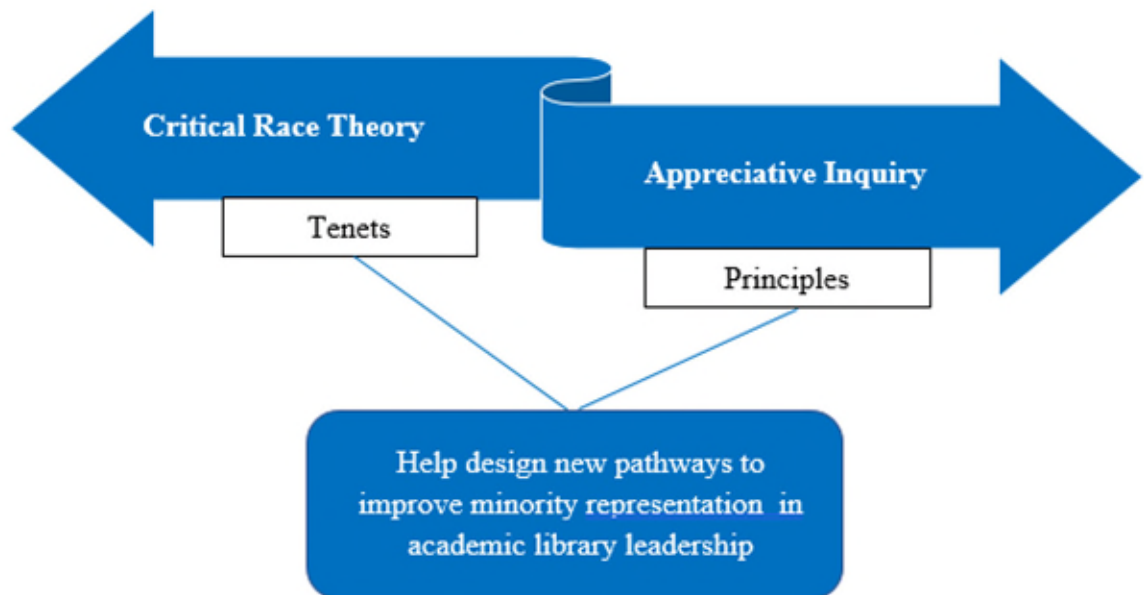
As represented in *Figure 3.1,* CRT and appreciative inquiry may be opposing frameworks, but they complement each other. Leadership, like all other engagements in academia, is a process of social construction. Such engagement can be positive, progressive, and transformational. Positive progression and transformation can be achieved by critiquing the existing norms and reflecting on a transformative future (Grant, 2006). CRT helps with the critiquing process, particularly from an emancipatory perspective by combining minority identity intersectionalities with historically and politically inequitable academic systems and structures. Critical race theory can help question the endemic nature of the constitution of academic library leaders who are predominantly from White racial identity backgrounds. It can help question the process of choosing leaders, neutrality in choosing leaders, the structure of and curriculum in leadership training and programs, and support systems available to minority leaders. On the other hand, leaders who are minority librarians can help discover the elements, both internal and external to themselves, and the interests that converged to help them become leaders. Learning from the critiquing side may shed light on how organizations can evolve through questions, interactions, collaborations, and openness to create more opportunities for minorities as leaders

in academic libraries. Such critiquing and learning are the roots of appreciative inquiry and its five principles.

Critical Race Theory

Karl Marx's critical social theory fused economic realities with philosophy and focused on the political economy of the times. The Frankfurt School, specifically through Horkheimer's works, challenged the science and social theories that reflected the current times but did not focus on political action (Crotty, 1998; Grant, 2006). Neither of these was comprehensive and then came Habermas, who offered a three-fold typology that constituted the instrumental, strategic, and emancipatory interests or knowledge as central to societal functioning. Habermas believed in change through social learning, which could lead to "improving the human capacity to devise social and political arrangements built on principles of justice, democracy and the rule of law" (George et al., 2017, p. 71). The critical theory started drawing attention to politics, deployment of power and its imbalances and emphasized the knowledge to realize emancipation and lead to transformation (Grant, 2006, p.407). Knowledge toward realizing emancipation can encourage "members of the everyday community to develop new ways of seeing and thinking as well as new contexts of action in which they may express themselves and act" (Alvesson & Deetz, 2000, as cited by Grant, 2006). Such realization of emancipatory opportunities and transformations is the positive side of critical theory.

Societal norms and practices that opt for neutrality have built-in biases, and critical theory highlights and criticizes these biases. Feminists, racial and gender minorities have used critical theories to show that neutrality sidelines them and thus evolved other philosophies and branches of critical theories such as critical pedagogy, disability critical theory (DisCrit), feminist theory, critical race theory, and intersectional theories such as the Asian critical theory, (Asian Crit), Latino critical theory (LatCrit) and Tribal critical theory (TribalCrit) (Solórzano & Yosso, 2001; Yosso, 2005).

Critical race theory evolved as an intellectual movement during the 1970s in the United States when legal scholars and activists realized the lack of progress after the civil rights movement in the sixties. Critical legal scholars identified that race-neutral ideals in legal studies favoured white supremacy and furthered racism. Neutral ideals such as *colour blindness* or *equal opportunity* only "perpetuated institutional racial power" (Roithmayr, 1999, p. 2) as such ideals are expressions of societal and institutional political and racial ideologies (Delgado & Stefancic,

2017; Parker et al., 2007). Critical race theory evolved as social justice and equity agenda and over time developed fundamental tenets or themes to describe itself, as shown in *Table 3.2*.

The purpose of critical race theory is "to move forward our understanding of racial and racist dynamics" (Golash-Boza, 2016, p.129) and help eradicate racial oppression. As a framework, it "can be used to theorize, examine, and challenge the ways racism and racism implicitly and explicitly impact social structures, practices, and discourses" (Yosso, 2005, p.70). CRT can anchor the experiential knowledges and voices of marginalized populations. Learnings from racially oppressive views can be applied to other discriminated populations who are marginalized due to visible or invisible differences. Parker and Villalpando (2007) identify a commitment to social justice and praxis as one of CRT's tenets in the context of educational leadership that "link(s) theory with practice, scholarship with teaching, and the academy with the community" (p. 520). The table below outlines the major CRT tenets and definitions for each of these tenets.

Table 3. 2

Tenets of Critical Race Theory (Adapted from Capper, 2015 and Sleeter, 2017)

CRT Tenets	Definition
Racism as endemic	Marginalization in one form or another is a permanent feature of society. Interviewing minority library leaders, their supporters, and library executives will help understand where, why, and how marginalization in the systems of leadership praxis continues to thrive.
Interest Convergence	The interest of minorities will only be accommodated if these converge with the interests of the dominant groups (Bell, 1980).

	What interests converged in academic and library structures for minority librarians to attain leadership positions?
Structural Determinism	The system, through its structure and words, policies and resulting practices, is not equipped to right the wrong.
	Participants in this study will hopefully help identify power structures and practices that maintain the status quo and allow little room for diversity in leadership.
Whiteness as Property	Property rights and race were historically intertwined, and Harris (1993) contended that such historical domination continues to reproduce subordination in the present. Whiteness not only afforded privilege but also protection.
	This study will help understand how Whiteness in librarianship continues to cause inequity in leadership positions.
Critique of Liberalism or Neutrality, Colour Blindness and Meritocracy	The neutrality and colour blindness deny diverse groups their unique capabilities and even camouflages the privilege of dominant groups.
	This study's findings will help understand how the dominant ideology that all will be treated equally might continue to cause inequity in leadership.
Counterstory Telling	A research method to challenge racism and reveal the truth about power and privilege by sharing stories that are counter to majoritarian narratives.

	It is important to hear these counterstories to understand inequities.
Intersectionality	A term coined by Crenshaw (1989) to denote the effects of a combination of race, gender, and class exploitation of Black women.
	Intersectionality will be used as an analytical tool to understand the gap between scholarship and critical praxis. These two elements are interrelated and mutually affect each other (Collins & Blige, 2016).

Marginalization, especially one based on race or other phenotypical attributes is endemic, as evident from the fact that minority persons are often peripheral (tokenism) in academic libraries. As some of the recent census studies reveal, the underrepresentation of minority librarians is pervasive, particularly at the leadership levels (CAPL Census, 2018; CARL Diversity Census and Inclusion Survey Insights Report, May 2022).

However, some minority librarians are currently performing in leadership roles. The study will explore how or whether their interests converged with those of the library or the academic institution to enable them to become leaders. The successful pathways of these minority librarians towards becoming leaders will require an explication of the broader academic and academic librarianship contexts around minority librarians and leadership pathways. What structural and cultural shifts need to happen to identify and place minority librarians in leadership positions? What measures do such structures offer to enable the success of these librarians as leaders in terms of training, mentorship, and other types of support?

The academic structure and the library within, have a symbiotic relationship. The academic structure that provides the blueprint for infrastructure, policies, and strategic plans, is not equipped to redress wrongs. Grande (2018) referred to the academy as an arm of the settler state where education institutions have played their role in perpetuating discrimination in many ways such as not improving the academic pipeline, willful ignorance towards curriculum

development, resistance and hostility towards minority faculty, cultural taxation of their academic services, and exclusion and isolation of minority employees, particularly people of colour (Barber et al., 2020; Museus, Ledesma, & Parker, 2015; Wijesingha, 2021). Unfortunately, the academic library within this structure is "not [a] free-floating organisation" (Cox et al., 2019, p. 320) which may be a reason for the lack of equity in leadership positions. Equity in leadership begins with recognizing inequitable opportunities and equitable distribution of prospects. The lack of equity in leadership positions in Canadian academic librarianship would lead observers to doubt the academic and library structures that do not improve leadership possibilities for marginalized librarians. Are marginalized librarians not recognized or are they overlooked for leadership positions due to structural determinism and existing practices? Delgado and Stefancic (2017) defined structural determinism as a "widely shared practice [that] determines significant social outcomes, usually without our conscious knowledge" (p. 185). In other words, the actions and processes are often products of structural factors and continue to perpetuate long-time practices.

One of CRT's tenets is its focus on whiteness as property. Historically and legally, being white meant enjoying certain privileges. So, it should not come as a surprise that those who could pass for white did so and this was called "white-passing." Harris (1993) observed such passing as a well-known behaviour among Black people and called it "a feature of race subordination in all societies structured on white supremacy" (p. 1712). The concept of *white passing* has been criticized as insensitive and even accusatory and concepts such as *white assumed*, *white adjacent,* or *white presenting* are now being used in the context of multiracial identity (Bueno-Hansen & Montes, 2019). Whiteness in librarianship may have specific characteristics that change to accommodate certain minority librarians over time, but not all. Concealing one's racial identity, not volunteering identity information, and passing themselves off as "normal" in terms of abilities, may be needed to cross boundaries and become leaders. Whiteness in librarianship could mean identity passing or identity concealing in some ways. However, not all minority persons can conceal their identities. Therefore, librarianship continues to be dominated by the "norm," the non-minorities who are white, able-bodied, and heterosexual.

The critique of liberalism is a tenet that promotes individuality, rationality, neutrality, race-neutral meritocracy, and colour blindness in academic librarianship. Individualism sets people against each other and reinforces meritocracy; rationality emphasizes reasoning over

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realities that are rooted in history and emotions; Eurocentricity centers European knowledge, history, cultures, and ways of knowing; and neutrality continues to systematically reproduce whiteness, sometimes even through performative or optical allyship, which does not come with any commitment toward change (Crist, 2022; Hess, 2022).

Sy et al., (2017) speak of the model minority hypothesis where the quiet, shy, yet competent Asian-American librarians are touted as having achieved the American dream while at the same time justifying their underrepresentation in leadership roles. There is a favourable portrayal of Asian-American librarians which "maintains an impression of fairness and meritocracy" (p. 150) while also suggesting that their shyness prevents them from becoming leaders. Colour-blind ideology ignores or diminishes the attributes of minority persons that are an essential part of their identity. Understanding how minority leaders are seen and accommodated by acknowledging their differences as strengths will improve inclusion in leadership positions. Rather than expecting librarians to navigate gender and racial stereotyping, leaders should be able to use their innate strengths and skills as assets.

If minority librarians' attributes and their contributions to leadership are not addressed, if minority leaders are expected to behave like the majority, then there is an expectation of neutrality or colour-blindness as mentioned by CRT. Literature suggests the importance of recognizing and elevating the unique strengths of minority persons such as sensitivity and rich meaning-making perspectives and drawing on the strengths of marginalized identities and using this to manage crises differently (Bhattacharya et al., 2018; Neigel, 2015; Ospina & Su, 2009). For example, women can use their strengths of sensitivity, their willingness to solicit help, and their ability to manage a crisis differently from men (Bhattacharya, Mopatra, & Bhattacharya, 2018; Neigel, 2015). What is important is for leaders to know their strengths and values and use this knowledge to guide their work and interactions with others and transmute this positive self-regard towards effective leadership (Cottrill, Lopez, & Hoffman, 2013; DeLong, 2012).

Counter storytelling is a disruptive force in critical race theory (Castro, 2022). As Delgado (1993) noted, counter storytelling is both a method and a tool. It is a method for telling the stories of those that are not often told, serves as a tool to challenge, analyze, and decentre the majoritarian stories, and centers experiential knowledge. Counter stories "are aimed at challenging one of the inscribed and blithely repeated accounts by which majoritarians make sense of their world" (Delgado, 1993, p. 671) and can provide a meta-analysis of any work – in

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the case of this study, equity in academic library leadership. Talking to minority leaders and recording their leadership counterstories is vital to learn more about dominant ideologies and systems that seem to be seen as universal. Their narratives might help delineate leadership inequities in librarianship. Marginalized leaders are the best people to help others understand how and why there is a lack of inclusion; their counter stories may help everyone recognize how current minority leaders experienced the intersection of race, sexuality, disabilities, and other types of discrimination in their leadership pathways and continue to sustain themselves.

Critical race theory is not without disadvantages. At one end of the spectrum, critics have called CRT a theory focused on deconstruction and toxic that underpins and promotes identity politics and rejects individual responsibility. It has recently been depicted as the enemy of American democracy that leads to "negative dynamics such as a focus on group identity over universal, shared traits; divides people into "oppressed" and "oppressor" groups; and urges tolerance" (Sawchuk, 2021, para 10). Critiques view CRT as a race-conscious prioritization in all activities such as curriculum design, recruitment, etc. Due to its generalizability, CRT is questioned for methodological validity and reliability, essentialist narratives, its commitment to a radical critique of or emancipation by the law, lack of cohesion, position perspective (not being neutral), lack of empirical proof of minority perspective and for overplaying the race card (Bell, 1995; Cabrera, 2018; Calmore, 1998; Capper, 2015; Kowal, Franklin, & Paradies, 2013).

Critical race theory defenders call CRT a "system of knowing" rather than a methodological approach that has evolved through intellectual movements over time (Harris, 1994; Ladson-Billings, 1999 & 2013). CRT, as Sawchuk noted (2021), evolved from post-modernist thinking that questions the absoluteness of scientific or objective reality. Therefore, CRT is skeptical of both universal values and individual merits. As for its essentialist narratives and overplaying the race card, CRT scholars have proved racial disparities in many educational, leadership, and professional settings through many minority voices (Bahadoosingh, 2021Crichlow, 2015; Farmer & Farmer, 2020; Ford & Airhihenbuwa, 2010; Hughes & Giles, 2010; Parker & Villalpando, 2007, Pompper, 2013). Essentialism assumes that all marginalized groups have unified traits and have shared monolithic experiences which Pyke (2020) believes to be a reductionist notion. Any single discriminatory trait such as race is not always the only significant dimension of social oppression, there are historical backgrounds to consider. In addition, Pyke (2020) recommends that some essentialism is important to understand how racial

inequality is reproduced. The CRT literature, through its various tenets, voices, and methods, indicates that marginalized positioned perspectives are neither heard, included, practiced, nor implemented. Raising these voices' profiles is a way to build "transformative resistance" (Bell, 1995, p. 902) and urge emancipatory actions. Its commitment to a radical critique of the law or emancipation through law shows its ability to redeem itself by being "creative rather than paralyzing" (Harris, 1994, p. 743). The CRT exposes the normalizing processes of critical legal studies that served the privileged and disempowered or misrepresented marginalized voices only to legitimize dominant voices. Critical race theory has grown and matured over the years through intellectual movements, questioning, practices, and scholarly writings. It is accepted as a new paradigm that serves to amplify the voices and experiences of marginalized groups and has evolved beyond racism and other liberal ideologies.

Critical race theory is not about individuals or any one marginalized group. It is a criticism of practices, structures, and systems that encourage and embolden individuals to exercise neutrality at the risk of causing and maintaining inequities at their institutions. It helps one view the history of such practices, structures, and systems with a critical eye.

Appreciative Inquiry

Anecdotal evidence and being an insider have shown that a few minority librarians have succeeded in achieving leadership positions. I was curious to learn what they did differently to succeed. How did they overcome the barriers? Or how did the structure make way for the success of these librarians? What structural, organizational, and cultural redesigning occurred to make way for the success of these librarians? What active support and intentional allyship helped them become successful? The appreciative inquiry lens will help identify success stories through individuals about them and their organizations so that libraries can emulate more of these models towards generating more minority leaders.

Appreciative inquiry (AI) has a social constructivist and social constructionist grounding (Cooperrider et al., 2008; van der Haar et al., 2004). Constructivism as Crotty (1998) posited is the meaning-making and experiences of individuals, which is also valid. However, the focus on individual experiences often tends to "scotch any hint of a critical spirit" (p. 58). Constructionism is one of the five appreciative inquiry principles that affirm the construction of reality by human beings. It considers organizations as human constructions that evolve through social interaction to create a positive change through socially interactive processes (Sullivan,

2004). It fosters critical perspectives as it focuses on the culture and its hold on our actions. In other words, reality is understood through social practices constructed between human beings. While there is criticism of constructionism for ignoring the effects of natural phenomena, leadership in academia is a social construction.

Although leadership is a socially constructed phenomenon, attaining leadership and success in this position may be attributed to the individual's behaviours and efforts. Since minority leadership is both about the individual and the social and cultural aspects of academia and librarianship, using AI in both constructivist and constructionist perspectives for this study highlighted multiple realities from individual and relational perspectives, the intersubjectivity between these multiple realities, intra and inter-systemic or external strategies, strengths and limitations of individuals and systems, and offered ways to generate more minority leaders. From the constructivist perspective, this study highlighted both the intra and inter-individual processes that paved the way for minority leaders' success.

In addition to the constructionist principle, appreciative inquiry also has simultaneity, poetic, anticipatory, and positive principles, all of which denote that questioning leads to change (Whitney, 1998). As mentioned in *Table 3.3*, if organizations evolve through social interactions, it is crucial to understand the journey, experiences, and social interactions of minority leaders. Understanding how minority leaders, their enablers, and other organizational changes happen through interactions can empower more minority librarians to become leaders so organizations can evolve equitably. Co-constructing the meaning of leadership with minority leaders and their allies, discovering, and learning from them about the changes needed for positive transformation in minority leadership, and using their stories to create the transformation in practices, policies, and strategies can bring about long-lasting and sustainable change in academic library leadership.

Table 3. 3

Five Principles of Appreciative Inquiry (Adapted from Gordon (2008)

Principle	Definition
Constructionist Principle	Organizations evolve through the social interactions of the people within.

	Data from participants will shed light on how the concept of academic library leadership is constructed through constructivist and constructionist approaches.
Simultaneity Principle	An inquiry is an intervention. A willingness to discover something new and learn from asking questions to create transformation.
	Questions asking minority librarians and their supporters about their leadership journey to help understand what exists and what needs to be changed.
Poetic Principle	A metaphor where organizations are open books from which a lot can be learned and changed through collaborative efforts.
	One can learn about the challenges and barriers of minorities as leaders and what they value from their experience of being minority leaders.
Anticipatory Principle	Constructing transformative stories to create the image of the future that includes more minority leaders.
	Counterstories from participants will offer a different perspective, and this will help create transformative stories.
Positive Principle	Mobilizing capacity to create sustainable leadership models in affirmative and positive ways. This effort also requires social bonding.

Understanding that individuals are part of a whole and asking positive questions to engage participants in deep conversations to learn more about and bring long-lasting academic library leadership change.

The appreciative inquiry was developed as an alternative to the traditional action research for organizational behaviour, change and intervention purposes. Appreciative inquiry enables strength-based and generative thinking and focuses on positive changes without avoiding negative experiences (Nyaupane et al., 2012). In this sense it goes beyond participatory action research (PAR) to "focus on elevating strengths and extending communities" (Boyd, 2007, p. 1020) by searching for the positive in both individuals and systems, focusing on what gives life to individuals and institutions (Bushe, 2011). Stemming from positive psychology and aiming to help people or systems cope more effectively through newfound reasons, information, and ways to move forward, appreciative inquiry's premise is about identifying what works through a process model.

Cooperrider and Whitney (2000) introduced the process model in the form of the 4-D cycle that involves Discovery, Dream, Design, and Destiny. Watkins and Mohr (2001) initiated the 4-I model of Initiate, Inquire, Imagine, and Innovate. Both models find and value stories that are life-giving forces, identify themes for evaluating and further inquiry, envision and share "how it might be," and innovate to create more of these positive ways; and both typologies involve dialogue, reflection, multiple realities, and multiple possibilities (Grant, 2006; Watkins et al., 2011). In later iterations, this 4-D model added Define and is now a 5-D model. Define refers to defining the affirmative topic choice which in this study's case is learning how minority librarians were successful in becoming leaders and exploring how to do more of this.

Evolving into a leader and taking on leadership roles involves, among many things, self- and interpersonal efficacies. The structural, systemic, and external supports for leadership will aid in developing and expanding an individual's capacities. Such expansion of capacities generates transformative learning and leads to further personal development. For minority librarians, there may be personal, systemic, or external positive attributes that propelled them towards leadership pathways. Primary participants' journey into leadership was examined using

the various tenets and principles outlined above. Their individual strengths, capacity-building and networking strategies, and transformation learning were uncovered. Minority librarian leaders' experiences were aligned with the emergent free choice and narrative principles to understand how they found ways to liberate and stimulate themselves away from the norm and into leadership positions. The narrative principle helps examine the transformative stories of minority leaders and offers suggestions to design more minority leadership pathways in academic librarianship.

Change agents who aided primary participants to attain leadership positions, the systemic and structural impediments, and the innovative and supportive elements that prohibited or empowered minority librarians before attaining leadership and continue to face during their leadership were identified (what it is) towards dreaming a vision of "what it might be." In addition, secondary participants supplemented the study with the data required to identify the positive core to design innovative synergies for minority librarians, specifically with structural and systemic elements, which impact positive changes. Findings from this phase might inform new policies and leadership pathways to help minority librarians.

In keeping with the social constructionist view, this research has identified and interpreted multiple realities, intersubjectivity between these multiple realities, intra and inter-systemic or external strategies, strengths and limitations of individuals and systems, and multiple ways to generate more minority leaders. From the constructivist perspective, this study found and highlighted both the intra and inter-individual processes that paved the way for minority leaders' success.

Research Method

A semi-structured and open-ended interview guide approved by the University of Saskatchewan's Behavioural Research Ethics Board aided in individualizing questions and eliciting the best response from participants in all phases of this study. The research data and subsequent analysis of data are open to interpretation.

The purpose of the interviews was to have an inquiry-based conversation with primary, secondary, and expert participants about the various academic and academic library cultures, structures, and practices in the context of minority librarian leaders. Interviews are common qualitative data collection methods through which participants share their stories. It is through

interviews that participants share in the process of telling their stories by "selecting constitutive details of experience, reflecting on them, giving them order" (Seidman, 2006 p. 7) which makes their stories a reflective meaning-making experience. Such sharing of their interpretive knowledge and experiences both at an individual and cultural level is the knowledge that is socially constructed. I used semi-structured interviews as they facilitate greater interactions and provide leverage to prompt and probe to elicit additional rich and comprehensive data (Cohen et al., 2018). As Kvale and Brinkmann (2009) stated, such interviews are "an interchange of views between two persons conversing about a theme of mutual interest" (p. 2).

As mentioned by Parker and Lynn (2002), interviews are a good fit for the CRT framework as they can pull together various narratives and counterstories to build a case against discriminatory practices. Interviews are also a good fit for the appreciative inquiry as they provide a narrative-rich communication space (Cooperrider et al., 2008).A semi-structured qualitative interview also aligned with the constructivist and constructionist ontological position of this study and allowed active negotiation of meaning both individually and collectively. It also enabled me to understand the complex and subjective events and experiences of participants thereby aligning with the interpretivist epistemological framework of this study.

The semi-structured questionnaires allowed for reciprocity between me and the participant and me to individualize and contextualize questions for participants to elicit the best responses possible. I could modify the wording or sequence of questions depending on the participant and their responses (Kallio et al., 2016). Since I could individualize and contextualize follow-up questions, there was room for as much accuracy as possible through self and critical reflection of each participant's past experiences (Mueller & Segal, 2015). Some secondary participants digressed to talk about their experiences with other minority persons, their EDI efforts, or the EDI activities at their current or past institutions. The semi-structured interviews allowed these participants to freely introduce all ideas about their EDI involvement in their careers that may or may not have directly impacted the primary participant. While the interview aimed to elicit the information necessary for this study, it was not to get straight answers but to allow people to speak about their lived experiences and hear their stories and knowledge regarding equity in academia or academic libraries.

Open-ended questions generally "invite an honest, personal comment from respondents" (Cohen et al., 2018. p. 475). Due to the sensitive nature of the study that explores a few existing

minority leaders and their leadership journey, it was helpful to ask open-ended questions that "put(s) the responsibility for, and ownership of, the data much more firmly into respondents' hands (Cohen et al., 2018, p.475). Open-ended questions also allowed participants to express criticism or make comments that may otherwise not be asked of them.

I started with general questions as suggested by Kvale and Brinkmann (2009) to cover participants' backgrounds, education, and wide range of experiences and then focused on precise questions to elicit details. I asked clarifying questions throughout the interview as needed. For clarity purposes, participants were asked only one clearly focused open-ended question at a time. I was happy to pause the recording so participants could ask for clarifications, and express criticism or offer comments even if they were not asked of them. I made notes of these comments in my version of the interview guide that I had set aside for each participant. Precise questioning helped me identify the concepts that related to either the appreciative inquiry or the critical race theory frameworks.

The interview guide was a combination of critical race theory and appreciative inquiry-based questions. Questions focused on personal, structural, and other aspects that helped or hindered minority librarians become leaders. Since leadership is about people, positions, purpose, processes, and results (Grint et al., 2017), primary participants were asked (Appendix B1) to narrate their library leadership journey. Such a broad question, I hoped would elicit counterstories, to help me understand their librarianship journey and shed light on any leadership experiences before entering librarianship. Questions for primary participants also focused on librarians' self-efficacies and the perceived skills and styles they needed to learn or adapt to become and stay as leaders. Knowing firsthand from primary participants about their reasons for becoming leaders would help me understand who they are as minority leaders, what they had to overcome, how they succeeded, and who enabled and supported them in their journey. Interviews with primary participants also helped me understand the challenges and barriers that exist in librarianship. In keeping with the appreciative inquiry tradition, primary participants were asked about their bold career envisioning and their steps to get to leadership. In keeping with the appreciative traditions, I probed for their best experiences, supports, strategies, and practices that led them to leadership.

Interview Procedures

Interview invitations (Appendix D1), accompanied by consent forms (E1, E2, and E3) were sent to primary, secondary, and expert participants through email. Once the participant and I agreed on a mutual interview date, I conducted the interviews using WebEx and Zoom from the University of Saskatchewan. All primary and secondary participant interviews were conducted between September 2021 to January 2022. With primary participants, I conducted a total of nine interviews with each interview lasting 60 to 90 minutes. There were eight secondary participants and the interviews lasted 60 – 90 minutes. I conducted a total of six interviews with various expert participants between September and December 2022 via Zoom. During each interview, I took additional detailed notes that included the participant's level of comfort during the interview. Primary participant interviews were interspersed with secondary participant interviews as primary participants' transcripts were finalized and their secondary participants became available. I used the results of the data analysis from primary and secondary participants to create an interview guide for the expert phase, received approval for this phase of the research from the University of Saskatchewan Behavioural Sciences Research Ethics Board, and contacted and conducted interviews with expert participants. The Canadian Hub for Applied and Social Research (CHASR) at the University of Saskatchewan assisted with transcribing many of the participant interviews. As I finalized transcripts, I reviewed each transcript for familiarization and cleaned them further for grammar, readability, clarity, coherence, anonymization, and confidentiality. Upon finalizing their transcript, participants signed the Transcript Release Form (Appendix F). Familiarization with transcripts helped me identify all the relevant information for the study and avoid data overload.

Participant Selection

Since my aim was to understand the journey of minority leaders in Canadian academic libraries, I first focused on librarians from the Canadian Association of Research Libraries (CARL) member academic libraries. CARL is a collection of twenty-nine research-intensive academic libraries. Regardless of CARL membership, most libraries follow CARL's processes and guidelines on various topics such as *Core Competencies for Librarians, Open Access, Research Data Management and Digitization Initiatives.* CARL advocates for many public policies related to information access, creation, dissemination, and preservation. Library leaders

from the twenty-nine research libraries are actively involved in the various initiatives and are aware of the lack of minority employees and the need for change (CARL, n.d.).

To find the limited number of minority librarians in Canadian librarianship, I first sent an email explaining the study and asking for participants who fit the criteria (Appendix C1) to relevant library electronic mailing lists. Since I did not get any responses, I used purposive sampling through networking to ensure maximum variation of marginalized identities. Purposive sampling or judgement sampling "is the deliberate choice of a participant due to the qualities the participant possesses" (Etikan, 2016, p. 2**).** Using purposive sampling allowed me "to access knowledgeable people, i.e., those who have in-depth knowledge about particular issues" (Cohen, et al., 2018, p. 219) and to seek "information-rich cases" (Patton, 1990, p.169). I identified nine minority librarian leaders from CARL libraries for primary interviews through these methods. I was also able to identify minority librarians with maximum variation in the diversity dimensions such as gender, race, sexuality and their intersectionalities (Patton 2002) to provide the necessary information for this study.

During these interviews, primary participants were asked to identify people who acted as change agents and who were catalysts in encouraging and supporting the minority librarian towards leadership positions. This is where I used the snowball or network strategy to find participants through a process of reference (Merriam, 1998; Streeton, Cooke, & Campbell, 2004). The snowball technique helped find participants who were interested in participating in an interview. It also allowed me to access an informal network of librarians and their supportive allies. I was able to access and interview eight secondary participants. These secondary participants were not all minority persons. Neither were they all from CARL libraries. One of the secondary participants was not a librarian.

For the final phase, I used purposive sampling again and sent emails to library executives and administrators identified through relevant websites (libraries, library associations, and institutions offering library MLIS or information science equivalent programs, hereafter referred to as MLIS) and asked for their participation. By triangulating everyone's experience from primary and secondary interviews with additional information from expert participants, every story was intensified, rich, in-depth, and sophisticated to ensure quality, integrity, and validity in data collection and findings.

Data Organization and Analysis

I used Nvivo software to organize all data. Data gathering and analysis happened iteratively through all three phases of the study. I familiarized myself with the data by reading and re-reading and taking notes with the purpose and research questions of this study in mind. While doing so, I looked for themes by examining codes related to the conceptual frameworks of this study. I started the data analysis process by reviewing transcripts, member checking, and coding.

Figure 3. 2 *Data Analysis Process*
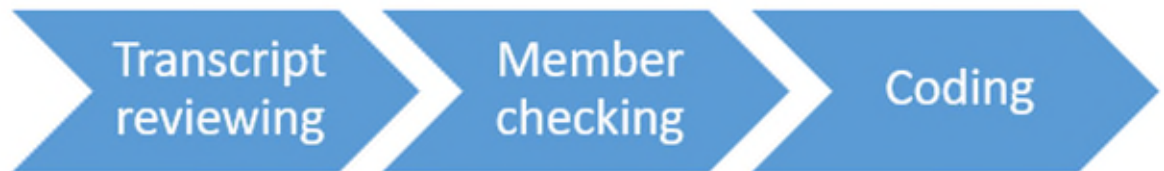
Transcript Reviewing

I reviewed all transcripts and edited them for correctness, to capture contexts, and to clarify library terminology. Where necessary, I compared them with the audio for accuracy.

Member Checking

After reviewing them, I emailed transcripts to participants, asked them to check for accuracy and invited them to edit or add to reflect what they wanted me to capture for each question. As mentioned in the consent forms (E1 E2, E3), I gave participants a flexible deadline to return the document with their additions and changes. Once we agreed on a finalized version, I ensured that participants signed the Transcript Release Form (Appendix F) and then proceeded with further organization and analysis of the data.

After removing most of the identifying information and leaving a few such as names of associations or institutions to provide me with a context for the data, I provided a pseudonym to each participant's transcript. I uploaded this Word version to Nvivo software. Pseudonyms were chosen with care to reflect certain characteristics of participants while still maintaining their anonymity and not revealing specificities about their ethnic/racial backgrounds (Allen & Wiles, 2015).

Coding

My coding was influenced by my research design, interview questions, and theoretical frameworks. In each phase, I examined data related to critical race theory and appreciative inquiry frameworks and looked for emergent themes. As Cohen et al. (2011) noted, coding can be represented by labels assigned by researchers which could be decided in advance, or they could emerge from the data. Reviewing and defining themes and sub-themes for each phase of data analysis enabled me to compare the essential data that answered my research questions and helped me with the writing process.

In my first coding cycle, I conducted attribute and descriptive coding. I used attribute coding to create a clear picture of the demographics and minority dimensions, and backgrounds and experiences of participants. In descriptive coding, I used either a word or a phrase used by participants from passages to capture the essence of the data (Saldaña, 2016). Origin stories are one example of descriptive coding. To further elucidate the data analysis process, I provided a thorough and comprehensive description of all the phenomena in my study, which set the context, explained the actors, and the action process (Dey, 1993), such as the organizational structure of the participants' libraries and academic institution.

As I initially found it overwhelming to code every line of the data at this stage, I used lumping to "get the essence of categorizing a phenomenon" (Saldaña, 2016, p. 25) as narrated by participants. I used the nodes feature in Nvivo to create all the codes. Data was coded in a cyclical act, meaning it underwent multiple coding cycles until I could focus on the "salient features of the qualitative data record for generating categories, themes, and concepts, grasping the meaning, and/or building theory" (Saldaña, 2016, p. 9). I created and used various codes such as loneliness, strengths, lack of support, structure, culture, etc., based on the text or participants' choice of expressions, and assigned "a summative, salient, essence-capturing" (Saldaña, 2009, p. 3) code for the data. When no new codes could be applied or needed for each group of participants, I knew that data saturation had occurred (Guest, Bunce, & Johnson, 2006). From here on I proceeded to cluster codes to gather and form broad themes and subthemes.

After finishing this step, in my second cycle of coding, I re-read the data and used deductive coding based on *a priori* codes elicited from my research questions, interview guide, theoretical frameworks, and literature. I looked for patterns and relationships in codes and combined them to generate concrete categories or themes. I also created themes and sub-themes

using the categories and constructs detailed in chapter two's conceptual framework. Such themes and sub-themes were the "broad units of information that consist of several codes aggregated to form a common idea" (Creswell, 2013, p. 186) and provided insights into the various factors that impact minority leadership. At each phase of the study, I was able to identify repetitive data and the frequency of their mentions to expose emerging data. These categories were the new knowledge gained from participants. As a final step, I applied an inductive approach to data analysis within each phase of the study. I used the appreciative inquiry and critical race theory frameworks, Bolman & Deal's four frames and McKinsey's 7-S frameworks to analyze data in each phase and understand the multiple realities and meaning-making by individuals and the collective, while "classifying, prioritizing, integrating, synthesizing, abstracting, and conceptualizing" (Saldaña, p. 69). To capture the frameworks from the interview data, I used the annotation feature in Nvivo as shown in Figure 3.3.

Figure 3. 3 *Capturing Frameworks Using Annotations in Nvivo*

As part of the annotation, I looked for and made notes on which of the seven or four frames from McKinsey or Bolman and Deal or tenets of critical race theory and principles of appreciative inquiry the data aligned with. For example, when the participant spoke of the importance of administrative interference to admonish and coach a staff member whose actions or words are culturally and socially insensitive or proactive and mandatory training for everyone regarding EDI issues, they were referring to resolving problems, making changes, and changing

the individual and organizational culture through learning. The participant was also referring to the need for change in leadership style to enforce changes. I captured all the relevant data under multiple frameworks such as strategy, systems, staff, shared values, and style (McKinsey's 7- S); three of Bolman and Deal's frameworks, and a couple of principles of appreciative inquiry.

In the process of the inductive approach to data analysis, I also compared data from all participant groups to draw further distinctions, interrelations, or similarities. Throughout this process, I also actively confirmed or disconfirmed data by triangulating the synthesis of findings from primary, secondary, and expert phases to provide a holistic picture of the study. Figure 3.4 is a visual model of the data analysis stages of this study.

Figure 3. 4 *Visual Model of Data Analysis Stages*

Findings, Discussions, Implications
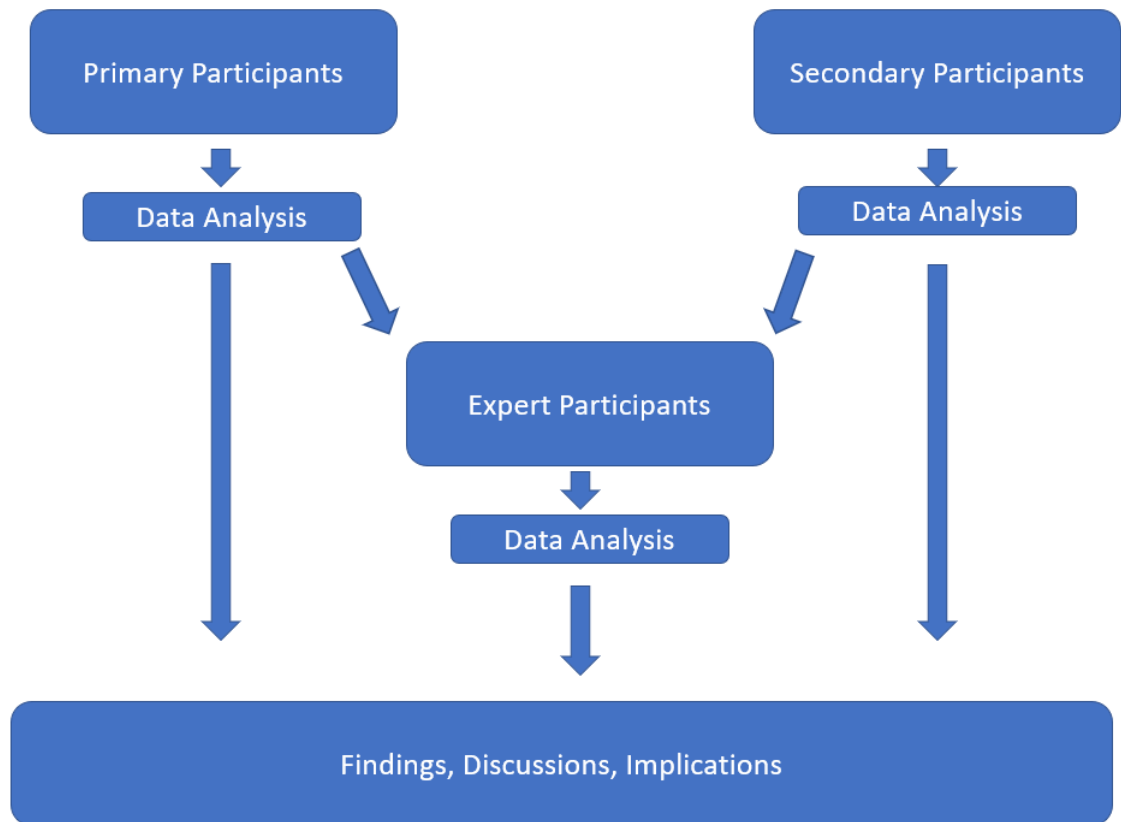
Data Triangulation

Merriam (2009) suggested rigour in triangulating data, thick description, and interpretation of perceptions, through good interaction between the researcher and the participant

and to "convey[s] the intensive and sustained immersion in the setting and the extensive data gathering necessary to produce a cultural interpretation" (p. 29). In qualitative research, triangulation using "nonnumerical methods of measurement that focus on meaning and insight" (Fusch et al., 2018, p. 20) of multiple realities is one way to define and interpret ambiguities. Fush et al., 2018) noted that gathering multiple sources of data and allowing key informants to review data add to construct validity. Data triangulated through the eyes of more than one source (minority librarians, their supporters, experts) offered micro, meso, and macro perspectives to corroborate findings, identify weaknesses and strengthen data through the phases and helped increase validity and credibility. Denzin (1970) identified four types of data triangulation. One of them is data triangulation by methodology and data sources, where multiple methodologies and data sources are used in a study with each of these sources coming from different perspectives and lived experiences. The variance in the source of data that included multiple and different groups of participants helped identify atypical data or similar patterns and thus increase the confidence in findings (Thurmond, 2001). Minority librarians who had undertaken the leadership journey and experienced leadership provided data from firsthand experiences. Other data sources in the second and third phases came mostly from non-minorities both in and not in leadership positions, and this helped remove biases, and outlier statements and ensure reliability through corroborations and contradictions. Both negative and positive evidence (through CRT and AI) were abetted through the inquiry's collective nature through multiple phases and aided in theory triangulation to provide a broader and deeper analysis of findings (Fusch et al., 2018; Thurmond, 2001). As already mentioned, CRT and AI are paradoxical frameworks, with each having the ability to extract the extreme negatives and positives.

Establishing Trustworthiness

The *quality* in qualitative studies could be judged based on trustworthiness, a crucial determinant value of qualitative research. Creswell (2013) refers to validation strategies instead of trustworthiness and offers eight strategies that include prolonged engagement and persistent observation, reviewing through external checks, data triangulation and clarifying negative analysis and researcher bias, member checking, thick description, and external audits. I provide all of the above using Lincoln and Guba's (1985) four criteria for trustworthiness — credibility, transferability, dependability, and confirmability.

Credibility or internal validity of the data is about the accuracy of the researcher's interpretations and understanding of the information conveyed by participants. The aim is to minimize the misrepresentation of data or misinterpretation of findings, and this can be done in multiple ways. I ensured credibility through member checking. I asked participants to confirm or edit their transcripts to ensure their accuracy and comfort level. Data triangulation was another way to increase credibility. Multiple perspectives offered by participants in the various phases and the researcher's perspective added to a social constructionist model of credibility.

Transferability is the ability to utilize the findings from one setting to another setting with similarities (Lewis-Beck et al., 2004). Thick descriptions through purposeful sampling, interviews with three phases of participants, provision of the context and backgrounds of participants, and detailed research and analysis process, may facilitate some transferability to other settings. As with any qualitative study, findings are more suitable for transferability than generalizability.

Dependability refers to the study's reliability and stability (Guba & Lincoln, 1985). Reliability may be strengthened through accurate transcriptions and coding techniques. I ensured dependability through ongoing consultations with my supervisor in every step of the research process, including participant selection, developing the interview schedules, data collection, analysis, and interpretation, and the writing of the analysis and interpretation. Dependability is increased through the provision of an audit trail to manage, code, and analyze data.

Confirmability ensures that the findings are the participants' correct information and that they are not infused with the researchers' biases (Lewis-Beck et al., 2004). My positionality and reflection on past and current librarian experiences were captured to keep biases in check. Confirmation was also co-constructed by building a strong rapport with participants through prolonged engagement during the interview and transcription confirmation processes.

Ethical Considerations

I have completed the TCPS:2 course (Appendix A) and followed the ethical guidelines to protect many aspects of this study including participants' rights. I followed the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (2018) and obtained approval for this study through the University of Saskatchewan Behavioural Research Ethics Board. By

adhering to all relevant ethical requirements, I ensured that participants were treated with respect and dignity.

The consent form was emailed ahead of time and the purpose of this research and the participants' rights were clearly explained at the beginning of the interview to participants. I reminded participants of their right to refuse to answer any of the questions, ask to pause the video or recording or withdraw from the study at any time without providing any reason and without penalty. Participants were informed of their right to withdraw until the time of data analysis. One of the secondary participants did withdraw during the transcription process and that data was immediately destroyed and not included in the study.

I protected all relevant data to respect the privacy and confidentiality of all participants. I used pseudonyms to protect the identity of all participants. Participants were neither compensated for their role in this study nor coerced at any time during the interview or transcription confirmation processes. To reinforce confidentiality, I conducted one-on-one interviews from a private space with no interruptions or intrusions from outsiders, used headphones so no one might even accidentally listen to conversations, chose multiple participants from all over Canada with intersectional identities to represent the purpose of this study, removed or concealed any potentially identifying information, and confirmed transcripts through a transcript release form.

I followed the ethical guidelines during the collection, storage, and presentation of all research data. All recorded interviews were stored on the University of Saskatchewan's OneDrive and accessed through my password-protected computer. The ethical long-term data storage requirements of the University will be respected. Summary reports, recommendations, and publications will be provided to interested researchers and library administrators.

My insider status as an academic librarian earned me trust and credibility, but since this is also a cause for bias, I overcame biases by monitoring my perspectives through bracketing (Denzin & Lincoln, 2000). Bracketing is a method used to "mitigate the potentially deleterious effects of unacknowledged preconceptions related to the research project" to protect the rigour of the study (Tufford & Newman, 2010, p. 81). I ensured bracketing by being vigilant about my pre-existing thoughts and beliefs, engaging in an active waiting and reflection and revisiting data to enable an evolving and revised understanding of all aspects related to this study's research questions.

Summary of Chapter Three

            I have acknowledged my positionality and provided a detailed description of the purpose of the study, research methodology, method, design, details on data collection and analysis, and establishment of trustworthiness. I have declared the ontological and epistemological stances that underpinned the research frameworks and concluded the chapter with ethical procedures implemented throughout the study. In the next chapter, I present an analysis of the data collected from primary participants, the minority library leaders.

CHAPTER FOUR

FINDINGS AND DATA ANALYSIS FROM PRIMARY PARTICIPANT INTERVIEWS

This qualitative study seeks a comprehensive understanding of the inequities in Canadian academic library leadership positions; how despite the inequities some minority librarians managed to become and stay as leaders; and, finally, how academic librarianship cultures and structures might change to identify and nurture future minority academic librarians more readily as leaders.

I start this chapter with a detailed description of the primary participants and their demographics. I also provide additional details on their educational context and entry pathways into librarianship. Understanding this contextual information provides me with a deeper understanding of the participants' experiences in librarianship and their pathways to librarianship and leadership positions. I offer some structural information about their library and academic membership to the Canadian Association of Research Libraries and U15 institutions that helps me understand the expectations placed on these institutions, libraries, librarians, and library leaders. I then proceed to offer a short description of the primary participants' selection, data collection and the coding process and progress to data analysis and findings. I summarize each of the major themes and offer a final summary at the end of this chapter. At the end of this chapter, I offer analysis using the critical race theory and appreciative inquiry frameworks.

Description of Primary Participants and Data Collection

Nine primary participants were found through the purposive sampling technique. They had varied demographics and came from a variety of different educational, cultural, and diverse backgrounds. They came from different academic library settings and institutional sizes (Table 4.1). Librarianship in North America is female-centric, and Canadian academic librarianship is no exception. Women have constituted over 90% of the profession since the 1800s but historically held fewer administrative positions except in the 1920s, and the number of women in these positions started to increase again only a decade ago (Bladek, 2019; Schlesselman-Tarango, 2016). As such, most participants interviewed were women.

Table 4. 1

Demographic Information of Primary Participants

Participant Pseudonym	Minority Dimension	Location	CARL/ U15 Status
Shira	Sexual Minority	Eastern Canada	CARL Library
Reilly	Sexual Minority	Eastern Canada	CARL Library
Nitah	Ethnic/Racial Minority	Western Canada	CARL Library and U15 institution
Cheyenne	Ethnic/Racial Minority	Western Canada	Neither
Margot	Librarian with Disabilities	Eastern Canada	CARL Library and U15 Institution
Ying	Ethnic/Racial Minority	Eastern Canada	CARL Library and U15 Institution
Novi	Librarian with Disabilities	Eastern Canada	CARL Library
Adanna	Ethnic/Racial Minority	Western Canada	CARL Library and U15 Institution
Sasha	Sexual Minority	Western Canada	CARL

Participants represented nine different institutions from four provinces. Participants were all in leadership positions that included *university librarian (UL), Head* (of a branch library or a division), *Director,* or a combination of positions such as an *UL and Vice Provost* or *UL and Dean*. Eight of the participants were from the Canadian Association of Research Libraries (CARL). CARL advocates for public policies on many aspects of librarianship such as research, access to research materials, data management, dissemination and preservation, and institutional repositories. The CARL's equity, diversity, and inclusion working group was established in the summer of 2019 and its committee members help shape CARL and its libraries' EDI-related initiatives (Canadian Association of Research Libraries, n.d.).

Four of the nine participants were from U15 institutions. The fifteen universities drive the national policy agenda and participate in national-level research and policy discussions (U15

Group of Canadian Research Universities). U15 institutions are research-intensive universities. As such, U15 institutions offer numerous graduate-level programs, have multiple colleges including a combination of medical, engineering, agricultural, and other professional colleges in addition to social sciences and arts and humanities programs and attract several local, national, and international students. U15 institutions are engaged and compete at a global level in teaching, learning and research activities. These institutions' libraries have a considerable collection that varies in size and the content they hold and the formats of these contents (electronic, print, audiovisual), to meet the needs of all the researchers including faculty, graduate students and in many cases, community members.

In addition to the institutional frameworks, policies, and practices, membership in CARL and U15 institutions places additional demands and expectations on the structures, systems, and expected practices of these libraries. CARL membership may provide opportunities for librarians to network at the national level. U15 membership places expectations on the number of student admissions, the number and amount of research grants and funds, the research outputs of faculty and graduate students, and the support systems that enable research outputs. As research-intensive institutions and with other provincial and federal demands placed on them, U15 institutions focus on efficiency in their structures and systems through planning and decision-making, teambuilding, upskilling employees, identifying, and negotiating with the local and national political powers to advance the institution and compete globally, setting up operating procedures and in general strengthening the institutional elements to support their employees. The libraries at U15 institutions have positioned themselves as a critical component of the university's mission, play a significant role in the accreditation process of many colleges and programs, and support teaching, research, and other activities in the academy.

While non-U15 institutions may not have the manpower or funds to have similar research outputs, many of them focus on building different types of structures such as offering unique programs and attracting international students. Shira noted the heavy recruitment of students from India at her institution. Reilly spoke of her institution's interest in international students and her library's role in supporting them with resources and services on English as an additional language. Her institution funded a position to focus on these supports and is receptive to funding other positions to support international students through the library. However, Sasha's library was not as well equipped for diversity. His library had one racialized librarian and he was

frustrated by the lack of visible minority employees or student employees at the front desk, despite a healthy focus on the recruitment of Indigenous students.

Regardless of the call toward egalitarianism in education, the differences in the structure of these institutions and libraries also mean different focuses and responsibilities for library leaders. For example, Cheyenne has the liberty of working more closely with her community; whereas Nitah, Margo, Adanna, and Ying must be aware of both the internal and external pressures, multiple stakeholders, and the institutional political climate that affect their library.

Participant Selection

A two-pronged approach was used to select primary participants. Emails were sent to selective listservs asking participants who fit the criteria to participate in the study. However, purposive sampling through networking and publicly available knowledge of some of the identities of participants were more helpful in identifying the nine primary participants for this study, especially librarians with disabilities. I identified minority participants with maximum variation in their diverse dimensions such as gender, race, sexuality and intersectionalities to seek information-rich participants. Once I identified nine potential participants through purposive sampling using library websites and personal knowledge of being in the profession, I emailed these librarians (Appendix D1) with details of my study and the consent form (Appendix E1). Once they agreed to participate, I proceeded to set up a WebEx interview.

Data Collection and Coding

As mentioned in the previous chapter, I used a semi-structured and open-ended questionnaire to individualize and contextualize questions for participants. I asked clarifying questions throughout the interview and allowed participants to ask questions. I was happy to pause the recording so participants could ask for clarifications, and express criticism or offer comments even if they were not asked of them. I made notes of these comments in my electronic version of the interview guide that I had set aside for each participant. However, I was also aware of the research questions that needed to be answered and the theoretical frameworks with which I approached these questions. I was able to identify the data from the interviews that related to either the appreciative inquiry or the critical race theory frameworks.

Although CHASR aided with the transcriptions, to familiarize myself, I reviewed each transcript for clarity, coherence, anonymization, and confidentiality and did member-checking

with each participant. In the process of member-checking, I invited each participant to edit, add, or reflect on any of the data they had provided. Once there was mutual agreement, I asked participants to sign the Transcript Release Form (Appendix F). Such familiarization helped me identify all the relevant information for the study and avoid data overload.

Once transcripts were finalized, I removed all the personal identifying information, saved each transcript by providing a pseudonym for the interviewee and uploaded this version to Nvivo. Pseudonyms were chosen carefully to reflect certain characteristics of participants while still maintaining their anonymity and not revealing specificities about their ethnic/racial backgrounds. Using the Nodes in Nvivo, I captured the essence of the responses to each question and coded them accordingly. For example, if the question was about the participant's inspiration to become a leader, I coded it broadly as leadership inspiration, then added additional nodes for how they became leaders (e.g., other opportunities, tapped for leadership positions).

As mentioned in Chapter 3, I coded with the theoretical frameworks, the interview guide, and the research questions in mind. I used four coding cycles starting with 1) attribute coding, 2) descriptive coding and 3) deductive coding using *a priori* codes. I then used inductive coding where I applied the critical race theory and appreciative inquiry lenses to my analysis.

Data Analysis and Findings

As I reviewed the various codes and subcodes, I looked for patterns and connections between them. Based on my research questions and frameworks, I organized the codes into broad themes and subthemes while linking them back to the appreciative inquiry and critical race theory frameworks. Some of the data related directly to institutional elements that either impeded or aided these participants in their leadership path and I was able to situate this data within Bolman & Deal's four frames or McKinsey's 7-S frameworks. I grouped my findings into five overarching themes and sub-themes. The main themes are 1) origin stories of entering the profession, 2) leadership inspiration, 3) feelings regarding leadership positions, 4) minority status and leadership position, 5), participants' strengths and sustainability in the profession, and 6) systems and structures. I applied the critical race theory lens to systems and structures and followed this section with an appreciative lens to provide insights into the various factors that impede and empower minority librarians.

Primary Participant's Origin Stories of Entering the Profession

Understanding why and how librarians entered the profession was of interest to this study. Considering the issues with retention and promotion to leadership positions of BIPOC and other minority librarians in the profession and the general lack of representation of these librarians, it was interesting to note how and why they chose to enter librarianship. In addition to their stories of entering librarianship, this section also highlights the varied educational backgrounds of primary participants as a subtheme.

Reilly was grateful to have a mentor who urged her to join the library graduate program, "I had a good mentor who was the automation librarian, a woman with whom I became good friends who said to me, "you need to go to a library school" (Reilly, p. 1). Another crucial factor in Reilly's decision to join a specific library degree program was that the recruitment officer at the university was a gay man with whom "it was easy for me to talk …about some of my concerns. It really tipped the balance for me" (Reilly, p. 3). Sasha revealed that while working as a library assistant at a university library he realized his love for working in a library and being held back without a master's degree in library and information sciences. Sasha also received encouragement from a librarian at this university who said, "Sasha, you need to go to library school (Sasha, p. 6)."

Margot, Shira, and Nitah explored librarianship on their own after initial conversations with colleagues, neighbours, mentors, or initial jobs in libraries. Margot was tired of working long hours for minimum wages in the food industry and decided to switch careers. For Shira, it was a serendipitous encounter with a neighbour in her residential hallway.

> A random hallway interaction happened. I was living in an apartment building at this time and one of the people that lived in the building was passing by and laughing because somebody from the university had actually suggested that he go and become a librarian. He thought it was so funny…he thought it was a stereotypical idea and he had other aspirations for himself. After he mentioned this, I was intrigued by it and went to the [university] website and looked it up (Shira, p. 1).

It was her love of reading and her love of books that propelled Nitah into librarianship. She had worked in a public library as a teenager shelving books:

> I did that [shelved books] for quite some time and then I was a summer reading coordinator for the main branch downtown which was quite prestigious for my young

age. And then I worked for the university in the academic library and shelved books there and then I was on the public library board for about a year and then I ended up in library school (Nitah, p. 1).

Cheyenne and Ying were aware of the existing practices and the social outcomes of those practices because of structural determinism that impeded people from minority groups from accessing data and achieving the fullest potential in their respective areas. They wanted to right the wrongs in their communities. Cheyenne was interested in land rights, archeology, and anthropology and realized the importance of gathering documentation on land rights while working with Indigenous communities. Through encouragement from an ethnic/racial minority mentor in librarianship, Cheyenne understood that the area of land rights was a structure not well established for her marginalized community and decided to apply to the library education program.

Ying understood the values of shaping communications through media and righting the wrongs of the community. She wanted to advance these values after learning that librarianship was available as a professional path through her first public library position.

I didn't know librarianship was a professional path, I had this wonderful experience, mostly wonderful, some of it was awful, but most of it was wonderful, but it opened my eyes to this line of work that I felt was very meaningful and very aligned with the values I was already pursuing in my interests for media studies and communications. At that point, I applied to do library studies. (Ying, p. 1)

Sometimes librarianship is chosen as an addition and alternative to other graduate degrees due to the possibility of securing a job rather quickly in one of the library sectors, such as an academic library or a public library. Here is what Novi said about her entrance into librarianship:

I graduated with my undergraduate degree in English, which is not particularly noteworthy for preparing you for anything specific, I needed a job quickly and there was a job at the local public library. And I applied and got that job. And I had no intention whatsoever of being a librarian. (Novi, p. 1)

For Margot librarianship was her third career. She started as a teacher and then moved to the food industry. When she got tired of long hours in this job, she decided to pursue librarianship. She said, "I didn't know very much about librarianship, but I thought why not. I went and did the degree and have been just this incredibly fortunate person when it comes to

finding work" (Margot, p. 1). While still in library school, Margot was hired for her teaching background and was asked to teach library workshops to graduate students. Margot confirmed that this experience while still undergoing her library program helped her find a job as a librarian as soon as she graduated.

Educational Qualifications of Primary Participants

In Canada and the United States, librarians require a Master's in the Library and Information Sciences (MLIS) from an American Library Association (ALA) accredited program. Applicants to the MLIS programs must have a bachelor's degree in any subject or field, and they may already have a master's or a Ph.D. in other areas while applying to MLIS programs. Applicants to the program are often selected based on their academic history, scores from their bachelor's or previous graduate degree, interest in librarianship, their ability to write (submit an essay), previous work experiences, skills, and knowledge from other fields, and where available, their prior experiences in libraries. Having prior library work experience is often not a requirement to enroll in MLIS programs.

All participants interviewed for this study had an ALA-accredited MLIS from Canada or the United States. In addition, they had bachelor's degrees in various fields such as nutrition, English, music, communication or media studies, and organizational management. A couple of them had certificates or diplomas in accounting, computer science, or business management. Only one had a doctorate, and another participant had a combined master's degree in archival and information studies.

Summary of Primary Participants' Origin Stories

Participants were representative of the various minority dimensions and included sexual and ethnic/racial minority librarians and librarians with disabilities. The gender representation of participants in this study is representative of this female-dominated profession. Participants held many kinds of leadership positions and had a broad range of educational qualifications in addition to their MLIS degree. Their libraries and institutions also varied in size, and in most cases, they were CARL library members, U15 institutions, or both. As evidenced in this section, librarianship was not a planned pathway for most participants. They came into librarianship through hearsay, encouragement from colleagues or mentors, or serendipitous encounters.

Reasons for Primary Participants' Inspirations Towards Leadership Roles

Despite challenges in the profession, many primary participants were inspired to become leaders. Margot was inspired to apply for leadership positions because of her previous work experiences. Cheyenne was inspired toward leadership positions after having the opportunity to attend a conference and listen to counterstories similar to hers. Adanna also landed an opportunity to become a leader and was later inspired to apply for a position. Ying and Shira admitted to being tapped and asked to apply for the leadership position which was a validation of their abilities. Reilly began her leadership journey in another information setting long before coming to academic librarianship. Nita was inspired by a leadership position because she wanted to help others. Sasha admitted to never having a career plan but progressed through various levels of leadership roles throughout his library career.

Previous Work Experiences that Inspired Primary Participants Towards Leadership

Margot wondered if it might have been "an older child thing" (Margot, p. 1) that inspired her to become a leader. She had been heading departments and teams even before coming into librarianship and managed in food industry environments that were much tougher, more competitive, and less respectful. She also had a teaching background and because of these varied experiences, her first job out of library school was in middle management where she was heading a department. However, Margot admitted not being nervous about this as the food industry experience had taught her about people management skills, and her personal lived experiences as a person with disabilities taught her to empathize as a leader. Having an incompetent predecessor in the leadership role also inspired her to apply for this position.

Other Opportunities that Inspired Primary Participants Towards Leadership

Cheyenne admitted that leadership just happened to her. She didn't ask for it. It was while working in her community that her mentor mentioned an international librarians' forum conference for librarians specifically from her ethnic/racial background. Although Cheyenne did not have any money, she found her way to this conference and for her that "was a profound event" (Cheyenne, p. 7) that drew her to librarianship in a way that she had never imagined. She was grateful for the opportunity to meet and hear from other librarians like herself. Hearing other similar voices and counterstories made her realize that it was not as if "we haven't had people [like me] that were capable of doing this job before" (Cheyenne, p. 7), they just weren't given a

chance. This conference and hearing people like herself was what she called "an inspiration for me to become a leader" (Cheyenne, p. 7).

Adanna was a solo librarian who automatically transitioned into a headship role due to the structure in place. This headship position may have prepared her for her current role in which she applied, competed, and was recruited. An internal search for a leadership opportunity presented itself at Adanna's library and she explained how she was inspired by "the fact that looking at the criteria, there likely was no one else to do it" (Adanna, p. 2) as the requirements were very specific. Being a perfectionist, Adanna emphasized that applying for and taking on this position were not small decisions for her. She was the successful candidate and took on this position, however, Adanna shared her concerns about the position by stating, "I just like to have more consultation and such on strategic initiatives versus being told…and [asked] to implement it (Adanna, p. 3). Adanna's institution was focused on EDI with a task force working on what EDI looks like at their institution and providing a report and recommendations. Many groups were identified as lacking representation and there was an emphasis on hiring and retaining members from certain groups. Although Adanna felt that her library was one of the last, she was finally glad that her library leadership was putting together Indigenous strategies from the library. In light of the institution and the library's recent focus on EDI, Adanna's earlier admittance that the hiring criteria were so specific that she knew only she could apply but later did not think this position was what she thought it to be, and her admission that librarians were not representative of the various racialized groups when compared to their student numbers, all evoke the idea of interest convergence, where a system change could have happened in the form of hiring a minority. Adanna's comments that the criteria for hiring for that specific leadership position were so specific that only she could apply for this position are noteworthy.

Being Tapped for Leadership Roles as an Inspiration

Leadership was not a career goal for Ying. She was interested in solo conceptual work within librarianship such as cataloging or indexing. However, when needed, she stepped up to chair initiatives in student groups during her library education program or her library association as needed. She was an interim director for multiple branches within her library for almost 6 years before she was invited to apply for a higher-level leadership position. Although her experience as an interim director prepared her for the next level of administrative responsibilities, upon encouragement and support, Ying also undertook additional training and learning through library

leadership programs. Her self-efficacy propelled her to delve into this program to explore whether leadership was for her, to understand her leadership goals, and to investigate her doubts regarding library leadership roles. After some nudging from her leadership team and selection committee, the simultaneity of learning and change occurred, and she finally felt curious enough about a senior academic leadership position's interview process and applied for the opportunity that presented itself. She believes that her breadth of experience and educational background helped her attain this position. In Ying's case, although leadership was self-construal as she had led student or library association initiatives, her leadership identity seems to be through relational recognition as she needed encouragement from her team to identify her as a leader.

For Shira, the inspiration to become a library leader was intricately connected to her strengths in her "person-centered perspective of libraries" (Shira, p. 2) of putting people first and bringing people together. It was important for Shira to "lead the library with the human aspect, rather than building and the resources" (Shira, p. 2). Shira's self-efficacy in building people's strength further began while pursuing her passion for research in academic libraries. She also confided in spending most of her time in community building, mentorship building and allyship. She focused on elevating her strengths and extending her supportive communities by building a network of mentors into whose strengths she could tap. Having the support of colleagues was critical to Shira, particularly when aiming for leadership positions. She confirmed the support of her colleagues who encouraged her to apply for the current and multiple other previous leadership positions that she has held within her library. Although Shira stated that no one bet on her to become a leader, she also admitted to wanting to be a leader when she confirmed, "I think that I wanted to be a leader all along but being in admin did not occur to me until I was tapped" (Shira, p. 3). Through her research work and by determining very early on that she would use a people-centered approach to leadership, Shira internalized the idea of leadership as a part of herself. Shira was very aware of her intersecting identities which she called messy, but one which also afforded her some privileges. For example, she could choose not to reveal her intersecting identities. The question of whether she was a minority, she said, was more of an internal battle for her or an issue in social situations. Due to her multiple identities, she was conscious of seeing and managing people as holistic entities who, like her, might not reveal parts of themselves.

Pre-Academic Library Leadership Experiences as an Inspiration

Reilly indicated that leadership just became part of her journey even before entering the profession while undertaking projects for a "think-tank" (p. 4) company associated with library consortium work. Her non-library experiences led her to leadership positions in digital library systems, ultimately leading to her current academic library leadership position. Sasha confirmed not being driven to get an academic library leadership position. He enjoyed his previous executive position in a government department but missed working in libraries and applied to a leadership position without the expectation of getting the job. This lack of drive toward leadership positions was confirmed by Novi, who happened to be hired in a leadership role soon after graduation from an MLIS. She recollected, "I was unemployed and needed a job. And this one came up…I was hired into it" (Novi, p. 2). Prior to this position she had worked as a student while pursuing an undergraduate degree, and in a different capacity at a local public library.

Tendency to Help Others as an Inspiration

Nitah did not want the burdens that accompany a title leadership position, however, she was "drawn to the fact that I would have more power to make the work lives of the people who worked for me easier" (Nitah, p. 3). The idea of helping the people she worked with and helping students who came to her special library was what inspired her to become a leader. Due to this helping nature, she was conscious of the struggles of other colleagues from similar ethnic backgrounds and did not want to overburden them by asking them to sit on diversity committees. Hence, Nitah felt that she was "squeezing [herself] from the top and the bottom by trying to do my old job and my new job" (Nitah, p. 6) and admitted to not doing either of them particularly well. Her helping tendency propelled her to identify and remove red rapes to free up space for another minority to enter the profession and this was appealing to Nitah. She could not do this if she were not in a leadership position. Nitah was also mindful of proving to her non-minority colleagues that librarians from her ethnic background "can be very good leaders and young librarians in leadership roles can lead" (Nitah, p. 5) even if there is more room for learning and growth for themselves.

Summary of Participants' Leadership Inspiration

Primary participants were motivated to reach deeper within themselves and offer more to the profession. They wanted to make changes by putting people first, empowering more people

like themselves, minimizing red tape for other minority librarians to enter the profession, and self-assessing their abilities as a leader in this profession. Whether they were propelled by their inherent abilities, such as being an older child, their self-confidence in meeting the required criteria required for the position, or being encouraged by others to apply, all participants felt confident about their educational backgrounds and experiences and felt competent to apply and fill those leadership roles. Building relationships, networking even if it was challenging or uncomfortable, uplifting other minority employees and librarians and seeing people as holistic entities were all inspirational pathways to leadership roles for these participants.

It was interesting to note that Novi and Margot, two White participants with hidden disabilities managed to secure leadership positions soon after finishing their library programs. While Margot had teaching and other management experience, Novi's first position was as a department head. Sasha and Reilly, two sexual minority participants who did not hide their minority status did undergo some challenges in their previous positions before securing their current leadership positions. While Sasha mentioned not being considered for spousal hiring, Reilly lost her job due to reorganization issues which she said was due to a lack of doctoral degree on her side. Shira had also lost her initial librarian role due to funding cuts but managed to find her way to leadership. Ying, Cheyenne, Nitah, and Adanna were racial minority librarians and each of them had different paths to their current leadership roles. While the former three had no leadership interests, Adanna applied for a position that she felt was tailored just for her.

Feelings Regarding Leadership Positions

Feelings were another theme that evolved during the data analysis, especially as a response to how they felt when hired into their leadership position. It was important to understand that these feelings had been in place long before they became leaders and as such sometimes difficult to demarcate whether their feelings were generally about their library careers or specifically about their leadership positions. Depending on the occasion, feelings were either positive or negative. Negative here does not translate to deleterious feelings, but just the opposite of positive. The same librarian might have expressed both feelings in different scenarios of their work situations. Feeling proud, welcomed, flattered, and excited were positive feelings; anxiety, trepidation, feeling like an imposter, and not being allowed to function as a leader were negative feelings.

Positive Feelings Related to Their Leadership Positions

Although Shira was considered a natural leader by her peers, she did not consider herself "that out front leader" (Shira, p. 3) which she believed could be due to insecurity or lack of confidence. However, Shira recollected that "it was a moment of significant pride for me because I always say, no one really bet on me" (Shira, p. 3). Although she is often concerned about how to implement a people-centered approach to leadership, she admitted that some of her anxiety was related to growing up with an intersectional identity. Shira's positive emotions and hope of creating a people-centered approach in her library and her ability to be open to inviting conversations from her colleagues, enable her to enact positively within her organization, perhaps alter the library culture and the people's relationships within it to create positive patterns of thinking and performance.

Reilly, another sexual minority did not feel that she "ever actively ran into impediments since beginning to work in libraries" (Reilly, p. 14). She felt welcomed and engaged everywhere she went, and this positive feeling was also extended to her family. Sasha, another sexual minority participant mentioned being surprised by the offer of a leadership position not because he questioned his abilities, but because he assumed "there was going to be far more people who had much more relevant experience in the candidate pool" (Reilly, p. 2).

Ying expressed feeling flattered when she was offered the leadership position as "you feel someone's given you this big boost of confidence" (Ying, p. 3) However, this confidence soon turned into trepidation. Ying was confident now that she would tell her younger self to trust herself and not waste time on deficiencies. Ying felt at her best in environments that she could trust and where she "already [has] some trust relationships with people around the room" (Ying, p. 5). Having grown up in multiple cultural spaces, Ying felt that she had learned to communicate across different cultural dimensions which enabled her to stop others from assumptive discussions about why someone might be the way they are and instead, provide an enlightening context for such discussions. Margot felt lucky that she did not have to "jump through a lot of hoops to get" (Margot, p. 2) the leadership position. Despite her disabilities, she felt "happy to be in the role" (Margot, p. 2) but had concerns as she realized her health issues only a few years before assuming this position. Although she was not sure of her limitations yet, she was confident about doing a better job than the previous person who occupied that role. Novi felt positive to be in a position where she could suggest certain courses of action and coordinate

people towards those actions. This is what she found rewarding in her leadership positions. Cheyenne, on the other hand, was excited about the possibilities and was confident that she was hired into this leadership position because of her skills, particularly having the experience of supervising thirty staff members in one of her previous positions.

      Supports That Enabled Positive Feelings. Positive feelings were associated with the support these librarians had either at work, with family, or both. Shira noted that she would not be in the leadership position without the support of her colleagues. Their support was critical when Shira applied for this position. She also mentioned looking at other sexual minority leaders and seeing herself in them. Shira specifically identified another sexual minority colleague as a supportive person when she stated:

> I remember the comfort I had of him, joining the cohort. I remember the bond I felt with him, and his support has been very important to me…. For example, someone might say something to me, and I could ask [this person] "that's really weird, right?" and they would say yes, "that's totally weird" [provide confirmation]. So, it has been really important to me, and it has been good support along the way. So definitely, I would say having another colleague in the cohort is helpful. (Shira, p. 12)

      Reilly felt that she had the support of a librarian colleague from an academic library consortium. However, the support had "little to do with our sexual orientation" (Reilly, p. 16). Reilly also mentioned receiving support from a colleague at a management consulting and training firm widely used by libraries in Canada and the United States, particularly when she was experiencing difficulties in a previous leadership position while working in the United States.

      Sasha affirmed that many people have supported him throughout his career and into leadership positions and that there "isn't just a one-person show here" (Sasha, p. 6). While colleagues encouraged him to pursue a degree in librarianship, one of the early librarian colleagues at a public library might have supported hiring Sasha for a term position. Such recognition and encouragement from a mentor-sponsor opened doors and "allowed me then to explore the opportunities that have been presented" (Sasha, p. 6) later in the career trajectory. He also mentioned feeling supported by leaders at the provost, dean, and executive team levels. Such validation helps stimulate minority leaders to construct transformative stories about themselves and their leadership journey.

Negative Feelings Related to Their Leadership Positions

Feelings of exhaustion were not new for Margot. She recalled how "I can be completely normal for a day, and then other days I can feel completely exhausted or have other health issues" (Margot, p. 4). Her health condition caused anxiety about losing control. Although early in her condition she was confident about doing "anything despite being on strong treatments and crazy medications" (Margot, p. 4) because she wanted to "be seen as very capable and competent" (Margot, p. 5), she got used to uncertainties about her health and balancing the expectations of the leadership position. Novi on the other hand felt nervous "because I had no idea what I had signed up for and I didn't know what I would be doing" (Novi, p. 6). She did not feel nervous about doing her job, rather, it was about other work and health-related issues that "are challenging to deal with and not a lot of fun. Those kinds of things make me a little nervous at the beginning" (Novi, p. 6). However, Novi admitted to not having any practical support in her career. Most of the support she got was through conversations with people on various committees who had diverse backgrounds and experiences. Adanna concurred with a lack of practical support when she stated that the previous head did not offer much support other than saying, "this position would be great for me" (Adanna, p.10).

Nitah's frustration was related to her academic library structure which she found restricting. She was not sure about leading librarians as faculty when they are not really faculty and there are heads above her who control the work. She disclosed that at her library, "we are faculty librarians, but we have heads over us who control a lot of what we can and cannot do for work depending on who your head is" (Nitah, p. 2). She found it frustrating to have the title but no power to make decisions or implement changes while working within this structure where librarians have autonomy but also have heads who control a lot. Nitah developed her leadership skills by leading through committee work and then becoming an acting head. However, at the library, she did not yet feel proficient in all the systems, structures, and people she was working with. She likened the red tape in academia to walls and barriers and to moving a big mountain because employees were not familiar with working with her community and the structures were not conducive to making this easy.

Reilly was bewildered about the challenges libraries and academic institutions would face after the pandemic concerning equity, diversity, and inclusion work, as "we have spent so much political capital to navigate the challenges [of the pandemic] that have been right in front of us"

(Reilly, p. 16). The bewilderment was along the lines of structural changes and whether they would happen. Reilly went on to say that "it will be very interesting a year from now… to see if [we] have a shared understanding of the importance of focusing on diversity hiring" (Reilly, p. 16). She also expressed her concern about the difficulties of bringing minority employees into the profession by saying that it is a challenge to "bring[ing] under-represented communities into the profession. It is as if they don't see this profession as a viable profession" (Reilly, p. 14) and invited me to share findings from this study with her. A similar comment was expressed by Nitah who was exacerbated by a lack of knowledge of ethnic/racial minority persons in academic spaces and her being overburdened with these issues. On the positive side, she was optimistic that there was awareness over the last few years regarding Truth and Reconciliation and other EDI-related concerns.

Summary of Participant's Feelings

Feelings came up in many situations, but most were related to leadership roles, especially when they were first offered the position. Some felt anxiety or trepidation due to their challenges as minority librarians; however, some were proud, surprised, engaged, and felt welcomed and confident. All participants felt confident about their ability to function as leaders but wondered about other factors such as the future of EDI in libraries, people issues or leading librarians as faculty when they do not function like other faculty at the institution in many ways. While overwhelming feelings persisted in some cases, in Adanna's case, there was a question of whether their current leadership role was the best position for her.

Participant's Minority Status and Leadership Position

Being a minority in a leadership position was not without challenges. Many of the challenges these minority leaders experienced were also challenges that began long before they entered librarianship or assumed leadership roles. They focused on understanding their institutional and library structures including hierarchy, budgets, and people; they had a heightened awareness of their minority status and its pros and cons within the profession; they were also aware of their volatile positions as non-union employees while functioning in leadership positions. Most participants understood the importance of functioning as a team, not personalizing every problem, especially failures, and waiting patiently for the right opportunity. The anxieties of being a minority and how this affected their ability to function in a leadership

position either within the professional or social realms at work, the stereotypical expectations, feelings of loneliness, and gaslighting were some of the other challenges mentioned by participants. These challenges were sometimes exacerbated because they felt lonelier in their leadership positions.

The Challenges of Being a Minority

For some participants, their minority status, whether it was visible, invisible, or hidden was a concern both in their librarian and leadership positions. For some of the participants, their identity was a challenge regardless of whether it was visible or hidden. They felt that they were being first associated with their identity, while others felt their invisible identity was not being taken into consideration. Other challenges were stereotype expectations of speaking on behalf of all minority employees; loneliness which was intensified due to their leadership position and further exacerbated during the Covid pandemic when all personal contact was off; and, not having a voice and being gaslighted.

Minority Status. Margot spoke of the challenges that she could not share widely with their colleagues as she chose not to disclose her disabilities. It is not unusual for librarians with disabilities to choose not to disclose. Due to the nature of her disability, she had many limitations — it took her longer to accomplish tasks, which affected other aspects of life and resulted in Margot giving up many opportunities. She also realized that due to her disability, she was "not going to be the head of the library that brings in lots of donors" (Margot, p. 4). Margot also felt fortunate to be able to "hide what my disability is most of the time, so it is invisible" (p. 7). She had developed many coping strategies with many tools that were available to them. (e.g., setting reminders on the calendar) and depended on a close network of colleagues who were aware of her disability. On occasions, these colleagues would remind Margot of agenda items or deadlines in place.

Novi, another librarian with disabilities, also mentioned getting tired due to the demands of the position and no longer being able to pretend to be normal. Novi had had the disability her whole life and could not admit it to herself for almost twenty years, but now she was comfortable telling colleagues about the disability. Before disclosing her disability, Novi said she "just worked, worked, worked, and I worked lots of hours. And after a while, I couldn't do it anymore" (Novi, p. 8). She reminisced about the "terrible organizational culture" (Novi, p. 10) where everyone works long hours. She added that "there is no article I can read that tells me

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what the strategies for people in my situation are to try to make all this work in my work-life balance" (Novi, p. 11). This seems to be a norm in academia where overworking and transhumanist hyper-normative enhancement is normalized. Novi finally felt that sharing her disability issues with colleagues gave her credibility when talking about issues related to disability. However, she noted that "people don't internalize that [news of my disability]. It is like they don't believe me when I say it. So, I feel it is minimized" (Novi, p.12) which as a microaggression against people with disabilities. It is similar to microinvalidations against racialized minority persons when they are denied their realities. Both Margot and Novi had made choices about what to disclose and when to do so, and with whom regarding their disabilities which is a risk-benefit analysis observed by many minority employees.

Sasha admitted to never concealing his sexuality. He was always out about being homosexual and made it clear that they would not work for that institution if that were a problem and wondered if this was one of the reasons for not receiving spousal accommodations. Sasha's observation of the differences between sexual and ethnic/racial minority persons is noteworthy. He stated that sexual minority persons are often the only ones in the family. As such, there may be no support in a home environment for sexual minorities. For Shira, the social aspect of her job was challenging, especially in situations where her minority dimensions were unknown to others. As a single parent and a sexual minority, she felt weird in work-related social situations where other people brought their spouses or partners. Her queerness, she said, is hidden, which makes people comfortable. However, the hiddenness of her identity made it "personally more difficult" (Shira, p. 9) for her. Heterosexuals did not have to be open about their lifestyles. That hidden aspect of the "personal" in leadership, Shira said, was not afforded to her. When invited to social events, whether work or elsewhere, and asked to bring a partner, she was unsure whether to bring a female friend or a male friend or if it must be a "*partner*" (emphasis added). She did not find it comforting to pass off as a non-minority by hiding their queer status and reflected that "I feel like that part of my identity is more easily overlooked or not acknowledged in some ways" (Shira, p. 15).

Stereotype Expectations. Minority librarians are often called upon to speak for all other minorities when making policy or strategic decisions at libraries. However, ethnic/racial minority librarians often felt challenged to speak on behalf of all community members. Nitah felt that she "might not necessarily have the vocabulary or knowledge about [all the issues] …because there

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is no one minority perspective" (Nitah, p. 11) even within each of the minority dimensions, such as ethnic/racial minorities. In such situations, minority librarians are expected to go beyond the profession into cultures and languages that they do not necessarily know, which weighs heavily on them. Two other participants acknowledged such responsibilities as an added challenge and the weight on their shoulders. Before taking on this leadership role, Cheyenne felt that she was overworked when the burden of reconciliation was placed heavily on her shoulders. Cheyenne mentioned having health issues due to overworking, sometimes "14 or 16 hours a day" (Cheyenne, p. 12) yet the voices that attempted to speak for her or her community were not supportive. What she wanted was for the homogenous culture to step aside and allow room for minority voices to be heard. She proposed that non-minority leaders stay as allies but step aside and allow minority librarians to be leaders by urging them to "get out of the way, there's enough of us here that we can lead ourselves" (Cheyenne, p. 19). Shira stressed the importance of speaking only on her behalf as a sexual minority and not representing anyone else, "I don't speak for trans people or gay men. I only speak from experience…as a minority, it is very important that we speak on our behalf and that no one else represents our voice" (Shira, p. 8).

Loneliness. Minority librarians felt alienated and lonely on some level. They often felt alone in their careers, particularly in their leadership space. Cheyenne captured this feeling by stating, "I think the leadership journey is even more challenging when you're a person of colour; you're even more lonely" (Cheyenne, p. 20). For Cheyenne, loneliness was no stranger. She spoke of the lack of support in their career to attend conferences and travel but finding ways to travel and attend conferences while undergoing physical, mental, and financial risks. Cheyenne added that "many crises happened because of doing that" (Cheyenne, p. 20) and "the unbelievable loneliness [while doing all this] was the hardest part" (Cheyenne, p. 20). She felt judged and was often fighting alone. There was an acute awareness in Cheyenne that "being the voice of people at a national table is always going to be alone; you are always going to be that person, always alone" (Cheyenne, p. 20).

In addition to feeling lonely, Cheyenne felt overtly excluded when other librarians went out for dinner, for example, when they were in a conference gathering venue, "they don't tell you where they're going…[but] they are all talking about it the next day…they are all friends, and you're the outcast" (Cheyenne, p. 21). She remembered being completely alone while away at a conference, "I did not know the place, I could not speak the language…. I spent most of the time

in hotels by myself" (Cheyenne, p. 21). Due to her minority status, Cheyenne felt unsafe staying out, especially after dark when travelling to conference locations. Ying felt excluded from committee work at the institutional level and added that while "being excluded is very discouraging for any leader, being racialized adds an element of self-questioning that perhaps non-racialized leaders do not contend with" (Ying, p. 9). Being a racial minority, the "feeling of being at the table and finding no opening to provide input," (Ying, p. 9) was not unusual for Ying.

Adanna and Reilly tried to stay connected with their colleagues and supportive networks during the pandemic, so they did not feel completely demoralized during changes, realignments or reframing at their institutions. Reilly wanted to respond to the organization's needs and began online networking with colleagues. Although it was not the same as in-person collaboration, she appreciated staying connected with everyone to develop collaborative infrastructures for the library and the institution. Adanna was new to her position, and she tried to stay connected with employees at her unit by communicating regularly and connecting virtually. She too admitted to the virtual connections being limited but stressed the importance of staying connected to "gauge what's going on and how your team is feeling" (Adanna, p. 7).

Silent Voices and Gaslighting. Nitah articulated her concerns about being in a position in the name "but not necessarily in power or money," but "I guess I figured out where more red tape exists" (Nitah, p. 8). Nitah was drawn to leadership positions thinking she would have the power to make the work lives of employees easier but realized that "you need to have a little bit of power and a little bit of money to truly be able to lead and to enact change" (Nitah, p. 8), which is a challenge not only in libraries but in all of academia. The challenge seems to be emphasized for ethnic/racial minority leaders. Lack of voice was mentioned by Ying, who confided, "I am still working on having the right voice" (Ying, p. 5) and being cautious "in trying to understand my role and my place in [deleted] senior academic leadership team (Ying, p. 5). Cheyenne confessed to gaining her voice from the encouragement of her community members who asked her "to speak publicly, to talk about [their] people and our knowledge" (Cheyenne, p. 5). In Cheyenne's case, she felt she was playing a dual role — being a leader of an organization or an association and being the voice of minority community members.

Voice concerns were expressed by Adanna, who felt that the role she was hired for might not be the best for her. When asked to elaborate, Adanna elaborated that the idea of the job when

she was interviewed for it was different from that on a day-to-day basis. She went on to say,

> I just like to have more consultation and such on strategic initiatives versus being told that this is what we are doing, and I need to implement it. I would like to be at the table and be part of that discussion rather than being told that this is what is happening. Not having a voice, I don't like that. (Adanna, p. 3)

All the above was confirmed by Sasha, who admitted learning over the last couple of years to become much more knowledgeable about the impediments faced by racialized people in libraries, impediments such as microaggressions and structural obstacles. Sasha summed it thus:

> While there are obvious similarities between different minority groups, they are all unique, and to look at the power structures that have been built and exist, and how they deny people's voice it's something that I have definitely become much more aware of over the past two years, (Sasha, p. 9)

Another challenge highlighted, particularly by ethnic/racial librarians, is gaslighting, where minority librarians are undermined for their lived experiences in a structurally inequitable space such as academia. Cheyenne specifically used the term gaslighting, while others mentioned the idea in different ways and contexts:

> One of the things that happens [to me as an ethnic/racial minority leader] is gaslighting. You'll come up with an idea to table, and you'll articulate it, and they'll ignore you, or they'll be silent and then somebody else will say it - specifically a white male often, and then everyone goes, oh, great idea, great idea. But it was the same idea that you just had that you already shared with everybody exactly the same, sometimes almost word for word. I think there's that challenge to constantly proving yourself that you deserve that credibility and constantly having to prove that you have the ability to lead constantly proving your credentials. (Cheyenne, p. 16)

Cheyenne also stated gaslighting as an occurrence within diverse groups when she said, "another thing that's important, like realizing that sometimes you're being gaslighted by your own people" (p. 17), an occurrence that Cheyenne had experienced during association and board work. Nitah confirmed this as an unfortunate situation that occurs when minority librarians are pitched against each other, "it is difficult when our cultural values with which we are raised don't necessarily mesh with the institutional ones. And that sometimes puts us in competition with each other" (Nitah, p. 5).

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Adanna's example was on dismissal or distancing, which are gaslighting strategies. She wondered how non-racialized people would react to job advertisements that explicitly ask for candidates from specific backgrounds to apply to balance the inequities when she said, "it will be interesting to see how that lands with people who are not racialized" (Adanna, p. 12). She wondered whether there would be a denial of equitability, especially for ethnic/racial minority librarians in the current environment and whether some library leaders would simply distance themselves from such hires. Cheyenne wanted the voices of ethnic/racial minority librarians to be heard and asked others "to step aside and let us say for ourselves" (Cheyenne, p. 19) what needs to be said. The problem, she noted, is that "some of those allies …want to control…[but] it is about sharing space" (Cheyenne, p. 19) more equitably, and that seems difficult to do.

Summary of Minority Status and Leadership Positions

One of the CRT tenets is that marginalization and discrimination are endemic. The challenges they faced due to their minority status whether it was sexuality or race, are evidence that marginalization is endemic in academic libraries. It was for fear of discrimination that Margot and initially Novi did not disclose their disabilities. Discrimination is evident in the lack of coherence between expectations and policies. Novi spoke of the organizational culture that expects people to work long hours yet on the other hand encourages work-life balance.

Participants' Strengths and Sustainability in the Profession

Despite the challenges, primary participants used their strengths, developed new skills or attributes, or acquired new knowledge and used these to sustain themselves in leadership positions. For this chapter, strengths are defined as traits that participants were naturally good at due to their lived experiences or other backgrounds, and attributes are skills that they had to develop due to their positions in libraries.

Strengths of Primary Participants

Sasha, who was bullied almost every day as a young child due to his sexual orientation, developed resilience as one of his strong attributes. For most people, Sasha continued, such a bullying experience would have been a destructive process, however, he became self-sufficient, and developed resilience and independence. He also understood the importance of ethical grounding and concern for others. Due to his bullying experience, he was also aware that many factors outside the workplace also affect a person's ability to function in the workplace. He

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brought these strengths of independence and resilience to the workplace and explained that he would continue to speak his mind and stand up for the people who work for him. He added that if there was a line that he could not cross due to the need to balance standing up for his employees and meeting the employer's expectations, he would leave the organization.

Due to Ying's lived experiences as a racialized minority, empathy was one of her strengths. Another strength she had developed was code-switching, so that "I can be a chameleon across different cultural dimensions" (Ying, p. 7). For many minority librarians, perceptions of threats due to their identity in the workplace caused them to change their sociolinguistic behaviour or hide their underrepresented identities. Code-switching was one of the ways in which Ying had sustained herself in the profession and her leadership positions.

Empathy was also a strength that Margot mentioned. Her disability taught her to be more compassionate about understanding people more holistically – that they could be dealing with family issues or problems outside of work that could impact their ability to perform. She admitted to getting additional training by attending workshops to understand her role as a leader in an academic library. Margot was also lucky to have a supportive supervisor who supported her and encouraged her to take risks.

Like Margot, Shira spoke of a holistic approach to people as one of her strengths. As a sexual minority whose identity has been minimized or ignored, she wanted to see people "as a whole and how people carry their stories, or their trauma is important (Shira, p. 7). This holistic approach to people, she said, also requires "generosity of interpretation" (p. 7), whereby we look at issues and complaints "from a point of generosity" (p. 7). She elaborated that we could start by assuming "that no one is trying to single-handedly bring the library down and destroy all of your professional work" (p. 8), but that we rather approach issues from a more generous spirit and assume that they want to do good and then work your way back. She concluded by saying that "often people don't come with that generous spirit" (p. 8) and although she is by no means perfect, Shira is trying to bring this into her leadership style and is encouraging others to be generous.

Reilly implied this holistic approach when she spoke of being welcoming of all people as her strength. Although she was very aware of the struggles of sexual minorities through her lived experience, she confessed to not having spent enough time "to gain [an] understanding of the realities that other racialized or other self-declared minorities experience" (Reilly, p. 13). She

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was keen on learning and understanding the unique challenges faced by Indigenous and racialized colleagues and how they are different due to the different historical, structural, and cultural elements. On the other hand, Adanna admitted to giving undue attention to the racialized minority employees at her workplace so she could support them and reinforce their voices at work. As a racialized minority herself, she felt the need to encourage and promote other racial minority employees who have not had a voice. She used her leadership positions "to empower and coach them so they can feel like they are able to make a decision…versus me telling them what they should do (Adanna, p. 6). Building this independence and decision-making abilities in racialized minority employees was important to Adanna.

Values, Attributes and New Knowledge

When participants were asked if there were any additional expectations from them due to their minority status, some of them spoke on this subject. Nitah valued the privilege of working at a university and reminded her community leaders to not take this privilege for granted. It is because of access to this privilege, "and access to some of the best and brightest minds" (Nitah, p. 9), that users have access to the resources. However, she also posited that it would be good for the "academic machine" (Nitah, p. 9) to be "a more friendly place" (Nitah, p. 9) for all people. Although a university setting requires her to work her way up a hierarchical ladder to serve her community, this process, she said, goes against the values of her community where hierarchy is based on age and experience.

Shira had to develop the skill of balancing sincerity and complete honesty. As a librarian and a leader, she was honest about her intentions, actions, and struggles both in her professional and personal life which she said have "got me in a bit of trouble" (Shira, p.7). Although many people find her honest and sincere behaviour comforting, she added that it could backfire, because people want to see either a leader or a person and not both. She found it fascinating that being honest about her struggles was equated with not being a strong leader and added "toughness is often a criticism of the profession and of library leadership and yet when they don't see toughness, they don't see a leader" (Shira, p. 7). Shira admitted to struggling with how to balance making tough decisions without being a tough leader.

Reilly's institution had not focused on racialized faculty and had just started initiatives around Indigenous faculty. Her awareness of racialized people and their struggles was heightened especially when these struggles were juxtaposed against historical and political

contexts and she was learning to understand their perspectives, especially on her campus. For example, there was a push by minority employees at her institution to not use the commonly known acronym BIPOC (Black, Indigenous, and people of colour) and she was trying to understand why they would urge moving away from acronyms.

Sasha admitted to becoming "much more knowledgeable about the impediments, the structures, the microaggressions that are put in the place of racialized people in libraries" which he said was a learning journey for him. Ongoing learning was one of the attributes he credited to his position. He acknowledged the struggles people had over learning the issues of racial microaggressions and applying the learning in everyday practice. For example, his staff wanted to describe all Indigenous art in the Cree language out of respect for Indigenous people. However, Sasha said that the description should be in the language of the artist and not all be done in the Cree language. He found friction between the need to be respectful of cultures and the attitude of homogenizing all the diversity within each minority group and continues to learn and practice along these lines. He was also learning to balance between standing up for his employees and meeting the goals and expectations of his employer. He strongly believed in supporting the people who worked for him, and he said, "if there was a line where I thought I couldn't go, then it was up to me to leave, not to expect the organization to change" (Sasha, p. 5). He believes that his work ethic and his concern for people helped him develop a personal ethos that has helped him earn the trust of his employees. He was appreciated for being open about his stance on something and yet flexible and "willing to listen to what other people have to say and your position can evolve depending on what you hear" (Sasha, p. 6). Due to his experiences with bullying, he developed a sense of compassion that he "would never step on somebody to get to where I need to be" (Sasha, p. 6).

Sasha's open-mindedness, Nitah's attributes of being an enabler and facilitator to help others understand academic privileges, Shira's sense of fairness, and Reilly's eagerness to learn people's perspectives are all attributes that minority leaders need to learn as they grow into their leadership positions.

Systems and Structures

It was important to understand the support systems and structures that enable or prevent minority librarians from attaining leadership positions. Understanding the stories of privilege, oppression, and success stories of primary participants, I hoped would shed light on existing

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strategies, perspectives, and norms in academic and library systems that may stymie or encourage minority librarians to enter the leadership space. Here are some stories from primary participants about the structures or systems that helped them in their leadership positions. While narrating this part of the interview question, participants also mentioned the high and low points in their careers that they believed were a result of the system.

Early on in her career, Reilly had to negotiate about working in libraries where her sexuality would not be an impediment. It was important for her to be employed within an institutional structure that understood her which was one of the reasons she moved to Canada. She clarified that "it was always on my radar that coming to Canada might be a good option for myself and family" (Reilly, p. 6) as Canada has a "much stronger and overt commitment to human rights" (Reilly, p. 6). Reilly admitted to spending eighteen months learning about her organization and budget and was grateful to a knowledgeable colleague who helped "me understand special collections in a more detailed and nuanced way" (Reilly, p. 9). Reilly benefited from people who "create[d] good opportunities to learn, particularly when you're moving into a large complex organization" (Reilly, p. 9). Reilly also learned about academic and library structures through a leadership program that exposed her to site visits by university presidents and provosts and their thoughts about the academic library. She also had to learn a lot about Canada and the collaborative efforts that continue to grow and "be fundamentally transformative for ways in which we operate" (Reilly, p. 17) in Canadian librarianship. To Reilly, leadership was about "having to learn that upper-level organizational structure and understand where the key points of connection and opportunities existed" (Reilly, p. 10). She was also keenly aware of working on behalf of the institution or at the pleasure of another leader person while in a leadership position. Reilly also mentioned the tensions with unions at her institution and that this was one of the most challenging things for her.

For Nitah, understanding the structure of her unit was "very much about getting the ship in order but also raising the profile of the branch" (Nitah, p. 6) and its unique resources. She soon found out that her titled leadership position did not give her any power or money to make decisions or changes at her library. She noted the bureaucratic and academic red tape that hindered some of her activities, however, she continued to use her self-efficacy to mobilize her self-motivation and help her colleagues and library community users. Nitah understood that effective change could only happen if she moved on and temporarily left the unpleasant things

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alone while focusing on other important things, so she focused on moving away from the "how it is" to "how it might be" and she allowed this vision to guide her leadership behaviour. A major insight shared by Nitah was her responsibility as an ethnic/racial minority when she advocated that "there is a responsibility … that is enhanced culturally" (Nitah, p. 8) where she needed to "shepherd [other minority librarians] through the confirmation process" (Nitah, p. 8).

When asked about structures and practices that helped her become a leader, Nitah spoke of the visible structures of galleries and exhibitions where she could showcase the work from her unit; the newsletter through which they could communicate their stories, the community engagement and partnerships, and EDI focused committees that had been exceptionally helpful. The only academic structure she touched on was related to earning her tenure appointment, which she saw as a good retention incentive at her institution.

Adanna also mentioned favouritism where "some people are awarded the acting appointments even though there might be others with more experience" (Adanna, p. 10) a concern that exists in educational institutions and the libraries within them. For Adanna, it was a relief that her university leader and her library leader, both minority academics, were pushing to hear other minority perspectives in their spaces. However, she noted that "in terms of like, structure and procedure, we haven't really done much yet, because we haven't had a plan in place, nothing tangible" (Adanna, p. 9).

Another structural mention by Adanna was the library's assessment in hiring librarians without ALA accreditation. Currently, most Canadian, and American libraries require librarians to have their MLIS or library education programs from an ALA-accredited institution or an equivalent which limits applicants from many other countries from applying as most of the ALA-accredited programs are in the United States, Canada, and Puerto Rico (ALA 2022) and equivalents are often from English speaking countries such as Australia, England, Scotland, except for one library program from Singapore.

For Shira, understanding the structures was entwined with her intersectional identity. Although there are people at her library working on the representation of minority employees, she had also overtly heard colleagues asking whether "sexual minorities should not be considered as one of the minorities because it's not protected or required" (Shira, p. 11). On the other hand, her institution and library have a recruitment policy where "if two candidates are equivalent or near equivalent, the job clearly goes to the racialized minority or the sexual

minority" (Shira, p. 11), however, while such a policy had a positive influence on her, its presence, sadly, had not tipped the scales of minority representation one way or the other at the library or institution. She was frustrated by the lack of focus on recruiting First Nations, Black or Muslim librarians and noted that while the culture at her institution "is relatively positive but is it translating into the ways we wanted it to? I am not sure about that" (Shira, p. 11). Shira recollected the strong presence of the human rights equity office at her institution that ensures equity in all searches.

Ying said she "can't think of any" (Ying, p. 10) when asked specifically about structures or policies in place that may have helped her become a leader; and Cheyenne highlighted the diversity bodies, library associations, and scholarships as helpful structures for minority librarians. Like Ying, Novi also could not think of any systems and structures that helped her as a minority leader. She spoke of the informal support structures with colleagues that had helped her sustain herself. She reported trying to focus on "supporting myself and to make sure that I have a strong support network" (Novi, p. 14). She also mentioned the equity and diversity work done at her institution by people "who are different from mine, because they have different backgrounds and experiences" (Novi, p. 16). These people bring multiple perspectives that help us see things from different angles and Novi found this to be invigorating to have conversations on equity and diversity.

Margot remarked that people were more helpful than structures. She noted that structures make certain demands that are unhealthy and shared that,

> when I think about what's been most helpful, it is often the individuals rather than the structures…because I think the structures are very traditional in the sense that this is what a workweek looks like, this is what a leader looks like, this is what everything looks like, and that hasn't evolved, very much yet. (Margot, p. 8)

The structures are also ambiguous when on the one hand, they have policies to encourage people to stay physically and mentally healthy, and on the other hand, demand an 80-hour work week. Such structural demands have eliminated many positions and necessitated many expectations from employees who are left, and that shows a "disconnect in theory [on] what should happen and what's being done" (Margot, p.8).

Sasha was aware of "the impediments, the structures, the microaggressions that are put in the place of racialized people in libraries" (Sasha, p. 9). Educational institutions and their

libraries were power structures representing Whiteness that needed to move towards diverse collections and decolonized descriptions for these collections. Such structures deny varied voices from being heard. In this context, Sasha stated that,

> for racialized librarians, quite honestly, we have to do a lot more work in terms of breaking down systemic structures…. people want to do the right thing, it's just the structures and the people that they are dealing with also need to move. I think there needs to be a bigger commitment on the part of the universities to make that movement. (Sasha, p. 13)

Sasha stated continuing to push for equitable hiring practices by changing criteria in documents (e.g., for hiring), hiring practices, personas, and perceptions, and encouraged universities to move and change incrementally. Although Sasha did not mention this under the context of understanding structures, one valuable insight he had as a structural impediment was the lack of accommodations for sexual minority couples at educational institutions. He knew that a couple of universities had made accommodations for spouses but had not offered this possibility to Sasha and their spouse. Sasha went on to say, "can I point to the fact specifically that it is because we were a gay couple? No, I can't. But I do know that there were heterosexual couples at both institutions that were able to accomplish that" (Sasha, p. 6).

High and Low Point Experiences Because of the Systems and Structures

Reilly highlighted the low points of her career from a different institution that underwent reorganization because of which she lost her leadership position. She called the same experience a transformative point in her life where she focused on self-evaluation. She added that she had "to work pretty diligently to separate out that it is circumstances that are driving a change, as opposed to being unsuccessful" (Reilly, p. 17) which was an emotionally and mentally difficult self-evaluation process to go through. Another low point that she noted as a universal issue was working in a pandemic situation as it has "been more of an equal opportunity difficult time" (Reilly, p. 17) The high point for her was working in a Canadian setting where there are many collaborative efforts in the profession that transform "the ways in which we operate" (Reilly, p. 17).

Nitah highlighted her conference coordination experience as one of the high points. She was referring to an ethnic minority conference that she was about to organize and said, "when we get together it's just wonderful" (Nitah, p. 14). Another high point was collaborating with her

community and giving grants to eligible candidates. Noticing the impact of the grants and how these communities make progress with the funding provided was a high point for her as it has positive ripple effects on her community. One of the low points for Nitah was when "a person with financial control and racist attitudes curbed my ability to conduct the program at a pivotal turning point in my career" (Nitah, p. 15) which had a serious effect on the program.

Margot struggled with managing time early in her career as a library leader. She recalled her low points during her first job as she was hired straight out of library school to head a unit. She was striving to manage time between her teaching commitments and managing the department to win over her colleagues and earn their trust. Another low point was while managing staff and she had confided her disability with them. They assumed she was going to die, and Margot had to deal with a lot of questions that she was not ready to answer. Their obsession with helping her also meant that they could only see her disability all the time even if Margot did not want to think about it. While it is common to not reveal one's disabilities or seek accommodations for fear of being considered incompetent, revealing disabilities is also an energy-consuming process as Margot experienced when she revealed her disability to her staff.

Cheyenne's low point was while lobbying for what was important to her community as she felt responsible to her ancestors and wanted to safeguard her community's knowledge. Ultimately, she said, she was not answerable to the library leader or a system, but to her ancestors. Fighting this fight to safeguard the knowledge of her people against big pharma and other people meant pushing community outsiders out of the space as they do not have the right to interpret the knowledge of the people of her community. It was important for her to reinforce the voices of her people in interpreting the knowledge. This also meant losing friends and colleagues. Her struggles were "trying to figure out how to do that in a good way and not to lose their support" (Cheyenne, p. 19). These struggles, she confessed, "took over my life, and I really don't think it is a healthy way" (Cheyenne, p. 19).

Adanna appreciated receiving feedback from her team and called it a high point. She found it heartwarming "when people [came] out of nowhere [to] acknowledge me for a role that I took that helped our division strategically" (Adanna, p. 11). She also appreciated the multiple opportunities that came her way due to her minority status and cited this interview as an example. Adanna was glad to help the profession as much as she could. As someone who was not "given any gold pass" (p. 11) to enter academic librarianship from special and solo

librarianship, Adanna recalled second-guessing herself as a low point in her career. However, she acknowledged that such self-questioning helped her transition and gain confidence as a leader.

For Sasha, being able to deal with COVID was a high point. His library, he said, was more responsive than others in being "able to unlock a service ethic" (Sasha, p. 12) to solve problems instead of citing reasons for why they cannot offer a service. Sasha had to expel an employee who was bullying students and colleagues. Although this person had worked for a couple of decades, Sasha was finally the one to fire this person, in the process of which, the bully threw a retirement letter at Sasha. His strong need to take care of his employees and his firsthand experiences with bullying urged Sasha to take a stance against this colleague, but it was personally a difficult experience to go through.

Shira emphasized some high points in her career that happened before she joined her current institution. She led a research program and was recognized for it. Later, she assumed a leadership role and the exposure she received through this *inner circle* of library leaders is also an experience that she considers a high point in her career. This opportunity meant "brushing shoulders with leaders and someone knowing my name or asking me about my career aspirations" which she said were external validations of her abilities. She called them "huge high points" (Shira, p.13). After accepting the leadership role, Shira felt that some of her colleagues assumed that her core values "around diversity, respect, fairness, justice" (Shira, p. 13) would have disappeared and she was "no longer this good person" (Shira, p.13). The assumption that her good values got her to the leadership position in the first place and another assumption that she would no longer hold on to her values just broke her. She refused to allow anyone to question her values and this battle was her low point, but she also felt that people were probably making these assumptions "because the decisions get bigger and impact more people" (Shira, p. 14). However, she believed that she would make the same decision even on a smaller scale. Unfortunately, more people are affected when such decisions are made on a larger scale, but that should not translate to "an absence of value" (Shira, p. 14). Another low point is when people refer to her as an administrator rather than by her name. This to Shira was another way of erasing her personal values.

Novi was able to accomplish big structural changes and was pleased with the successful process. Job descriptions had to be changed and some reorganization was needed but she was able to accomplish the changes collaboratively and with the involvement of people. She said

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there were many low points in her career including wearing herself out "that I had basically a breakdown" (Novi, p. 17). Like Margot, Novi had a lot of low points that she said were related to her health and well-being, but she is now aware of her limits and can set and maintain boundaries. There had been staff situations that stressed her because "that's other people's lives we are talking about and that's hard" (Novi, p. 17).

Analysis of Systems and Structures Using the Critical Race Theory Lens

The structures and systems seemingly impacted minority librarians in various phases of their careers. When recalling their origin stories of entering librarianship, primary participants stated serendipitous discovery of the profession through colleagues or mentors in their initial library jobs as students. Shira decided to enter librarianship after a hallway conversation with a neighbour and Sasha, Nitah, Ying, Novi, and Reilly were encouraged by colleagues, mentors, or their initial library jobs. Cheyenne and Ying wanted to disrupt the structural determinism that impeded the creation of or access to data about their communities. None of them mentioned entry into librarianship through intentional planning, intentional recruitment, or other strategic processes in the profession. It was interesting to note that both Reilly and Sasha are White sexual minority librarians who were encouraged by other White librarians to enter the profession. Cheyenne is an ethnic/racial minority whose mentor also belongs to the same ethnic background as Cheyenne. If there is a need for minority librarians to encourage others like themselves to enter librarianship as it happened with Cheyenne, perhaps the lack of minority librarians as evidenced in various demographic censuses, is one of the reasons why homogeneity is endemic in librarianship.

Primary participants were inspired to become leaders for many reasons such as previous leadership experiences, being an older child, being nominated to apply, or wanting to help their communities. Sasha was not driven to attain academic leadership positions and Novi "was hired into it" (Novi, p. 2). Adanna was a solo librarian who had automatically moved into a leadership position during a restructuring process. Margot, Shira, and Nitah mentioned their acting administrative responsibilities, however, Margot and Novi, the two White participants with disabilities felt lucky to be hired into leadership positions soon after finishing their library programs. Novi especially had no previous leadership experience. Shira believed that she was asked to be the acting department head not because of her leadership abilities, but because the hiring committee believed Shira "would be a good fit for this" (p. 2) as the committee saw

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Shira's ability to bring individuals together. Nitah was keen on helping her community, and for Ying, leadership "was not a career goal" (Ying, p. 1). There were seemingly no systems in place to identify, recruit, train, and mentor minority librarians for or in leadership roles. In addition to the lack of systems to do so, Novi and Ying explicitly stated that they could not think of any structural factors that helped them become leaders.

Reilly mentioned ALA-accreditation as an impediment to hiring internationally educated (and often) minority librarians. Her institution hired a faculty member and asked Reilly to consider hiring the spouse as a librarian. The spouse was a librarian with a non-ALA accredited degree and Reilly could not hire this person due to the ALA-accreditation requirement in place. Reilly could only encourage the spouse to apply for "a non-librarian position and work your way up" (Reilly, p. 15). Adanna managed to hire someone with a non-ALA accredited degree for a non-librarian or temporary position at her library. She spoke of the challenges between different union structures and hiring requirements at her institution and added that her library is reviewing the need for an ALA-accredited library degree. Shira was hurt when her colleagues explicitly wondered if sexual minorities should be considered minorities. The lack of clarification on who the minority employees are within the institutional context seems to be a systemic impediment.

Primary participants created a reliable network of supporters and mentors and mentioned finding their way within the system. As Shira noted, she was comforted by the presence of another sexual minority with whom she could identify and share a bond. She had established connections with colleagues within and outside of her institution towards "community building and that mentorship building and allyship" to find "like-minded leaders …[which] is sometimes tough (Shira, p. 8). Ying mentioned having a supportive network outside of her institution through a leadership program that she had attended. Sasha had functional support from his executive team at the library and an additional network through his volunteer work in library associations outside of his institution. Adanna spoke of her role as a supporter of racialized staff in her team who she said, "need more encouragement than others" (Adanna, p. 6). Through support and gentle guidance, Adanna was trying to mentor and empower her racialized staff. Adanna also mentioned the minority statuses of her supervisor and her institution's president that may have played a role in advocating minority perspectives in the university and library spaces. Adanna's institution had an EDI task force that had submitted a report along with

recommendations to improve EDI and one of her librarian colleagues participated in "put[ting] together strategies towards Indigenization" (Adanna, p. 8).

Novi and Margot spoke of their disabilities and the supports they had. Both had family support. Margot found her supervisor to be supportive, but the support was not in terms of her disability. Margot added that "in fact, there's been this expectation that despite the disability, I should be able to do everything that everybody else can (Margot, p. 9). The misalignment of policies regarding people with disabilities and the expectations placed on them was mentioned by Novi who said that she could not find any guidelines or policies to help her manage her work-life balance as a person with disabilities. This misalignment between policies and practices speaks to the human resource frame that highlights a lack of shared understanding of how disabled people will need to function and how the institution should oversee their concerns. The structural frame that focuses on procedures and performance efficiency needs attention from the disability lens.

As a structure within a structure, academic librarians have struggled to understand their role as faculty, and this was highlighted by Nitah who was frustrated that librarians with faculty status are not allowed to function like faculty. She was also frustrated by the "academic machine" (Nitah, p. 9) and its bureaucracy where roles designated, decision-making, and communication are extremely hierarchical and do not align with the practices and expectations of her community. In machine bureaucracies, the focus is on efficiency and management is top-down; therefore, there is less focus on people and their emotional needs. The symbolic and human resources frames may have unintentionally configured shared values and expected skills and styles to function as academic library leaders. However, there were seemingly no intentional strategies to establish the boundaries and expectations for librarian leaders. Participants seemingly felt the lack of support in existing structures and systems, particularly when speaking of networks, mentorship, and practical support in their roles as library leaders. The need for ALA-accreditation, the lack of systems to find and recruit minority students into the MLIS program, and the lack of systems to identify, train, and mentor minority librarians towards leadership pathways are examples of structural determinism where existing systems are not equipped to cause meaningful change.

Primary participants had the support of their family members, colleagues, or both to function in leadership positions. Shira. Sasha and Reilly sought and established a support system

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of colleagues either within or outside their library and institution. Adanna and Novi explicitly stated not receiving practical support at work or specifically in their leadership roles. For the most part, the onus seemed to be on the participants to find and seek the supports they needed. The human resource frame emphasizes the importance of improving the organization by satisfying basic human needs, however, in the case of primary participants, they seemed to find ways to fulfill their leadership supportive needs.

Lack of intentional effort to recruit minority students and librarians has perpetuated Whiteness and privilege in the profession and marginalization continues to be endemic in all phases of library roles from recruitment to leadership. Such endemic racism has also led to loneliness. Shira mentioned her excitement about having another sexual colleague with whom she could confide about the issues of being a sexual minority. Endemic racism subsequently has led to stereotype expectations or stereotypical behaviours towards minority librarians. Nitah had a leadership title but no money or power to make any meaningful difference at her library. She also noted carrying the weight of representing all racialized colleagues that sometimes even go beyond the profession. Ying felt she could not find a space for her voice despite being at the table. Cheyenne felt overworked in a niche area which she felt was intensive labour in addition to her liaison work. This meant that Cheyenne "couldn't really do any more committee work during my work time" (Cheyenne, p. 19). So, Cheyenne worked additional hours to complete her committee work responsibilities which caused health issues. Stereotyping may have led Ying to use codeswitching, a safety mechanism, and hide her underrepresented side and Margot and Novi to hide their disabilities. Sasha, Shira, and Reilly did not hide their sexual minority status. However, Sasha wondered if that was the reason for not being hired under spousal hire policies and Shira struggled with social aspects related to her identity and job.

Another aspect of stereotyping was the lack of effort to gather and organize information on minority communities. Ying and Cheyenne noted a lack of data within their social spheres that could lead to misrepresentation and hamper any efforts toward confronting inequalities. They entered librarianship to organize and provide access to information on land rights and shape communications in the hopes of righting the wrongs of their communities. Cheyenne spent a lot of her time as an academic librarian organizing land rights and other needs for her community which she also noted was a burden placed heavily on her shoulders.

Some of the participants spoke of the various EDI committees or human rights offices on campus, however, there was no mention by participants of these committees and offices being involved in creating promotional pathways for minority librarians. Due to the strong presence of a human rights office, Shira identified a shift in EDI conversations within her library and institution that was inclusive of all minority employees. However, based on conversations with participants, many of these committees were recent at most institutions. Without proper strategies to establish and build long-term structures that are embedded to progress the discourse of discrimination, these short-term committees have likely mushroomed due to interest convergence will be cosmetic. It is unlikely that in the short term, these committees will have time to de-center Whiteness or change the discrimination discourse in academia and therefore be effective with substantive progress towards inclusion. As Reilly said, it will be interesting to see how our shared understanding of EDI has evolved over a year.

Unfortunately, there is no focus on the systems or structures to examine implicit or explicit discriminatory and subordination practices or strategies to correct long-term wrong practices that hurt minority librarians in the profession. The lack of systemic and structural elements in place to assist minority librarians meant cultural taxation where minority librarians undergo emotional and physical exhaustion. Working in niche areas and specific committees where minority employees are seen as the only experts (e.g., Indigenization or decolonizing collections; or an EDI committee) is not only exploitative of their expertise but when done without any intention to promote them further, is also a stagnation of their expertise.

The lack of systems and structures or short-term fixes such as newly mushrooming EDI committees to address discrimination only continues to perpetuate discrimination and marginalization as endemic.

Analysis Using the Appreciative Inquiry Lens

Primary participants strived to know their places within their academic spaces, but positive feelings were successful in executing their roles. Their positivity related to their careers and leadership roles led to positive changes within themselves or changes that they instituted at their institutions. They succeeded by understanding how to align their library to the ever-evolving cultures and practices of the parent institution and other structures and units on campus such as the union. They succeeded by identifying individual supporters or finding their network of mentors. Through individual efforts and self-efficacy, they used everything available to them

to help themselves, their libraries, and their institution. They were encouraged by the counterstories from librarians with similar or other minority backgrounds.

The interview findings show that these participants were willing to accept stereotypical roles such as chairing specific committees and attending leadership programs even if they felt tokenized, to explore something new and conceive a new future for themselves. Their inspiration to create new opportunities for themselves and others in positive ways is one of the critical aspects of the appreciative inquiry theoretical framework.

Reilly mentioned her previous leadership experience being a struggle and her awareness of working at the pleasure of higher leadership. She learned about the organizational structure and key points of connections to explore opportunities for her library. She joined a library leadership program that helped her learn more about how to be successful in academia but also helped her with networking options that were helpful during her transformative career point. Reilly also understood the challenges and importance of working with unions. Ying, Cheyenne, and Nitah mentioned their network outside of academia. Cheyenne and Nitah were grateful for colleagues with similar racial/ethnic backgrounds who provided counterstories of empowerment.

Rather than systems or structures, it was through support from individual allies in conjunction with the strong attributes of minority participants that led the latter to aspire, seek and attain new opportunities and roles and find supports where needed. Adanna trusted another racialized colleague when she moved from special librarianship into academic librarianship. It was this colleague's guidance, that Adanna believes, helped her enter academia. Shira was comforted by the presence of another sexual minority she would talk to, but also had built a network of supportive colleagues both within and outside the library and institution. She was also confident about applying for a leadership position as she knew how well she was received by her colleagues when she led other initiatives such as research projects. Ying was convinced that she could be a leader after she was encouraged by her supervisor and the search committee to apply for the leadership position. Margot was appreciative of individuals among her staff and her family who had been very supportive of her. Sasha was appreciated by his supervisors and this validation was an encouragement for him to do more for his colleagues and the library. Being tapped for leadership positions and encouraging behaviours of colleagues and allies are positive principles of appreciative inquiry that have helped these minority leaders aspire, attain, and sustain themselves in their positions.

Reilly was learning and understanding the challenges of Indigenous and racialized colleagues in librarianship. Nitah found herself learning to work in a system that goes against the values of her community but learned and strengthened her attributes as an enabler and facilitator to support the people in her community and continues to embrace the changes within the academic system. She was learning about the bureaucracies of her organization but used her learning to self-motivate and help her colleagues in their everyday efforts of providing services to community members and go through academic rigours such as the tenure and promotion process. Reilly and Nitah's efforts along with Sasha's self-learning of the impediments and microaggressions faced by racial colleagues are examples of the simultaneity principle of appreciative inquiry that evokes learning and change through dialogues to help individuals discover, dream, and create a new destiny.

Shira's insistence on working collaboratively and her people-centered leadership was an indication of her understanding of the importance of helping her library evolve through social interactions and an understanding of leadership through a human resources frame. This frame views employees as humans and not just resources that help grow the institution. She had a profound awareness of her strengths and was focused on using her people-centered perspective of libraries to move her library forward. Shira's analysis of her strengths and understanding of the importance of working collaboratively aligns with the constructivist and constructionist grounding in appreciative inquiry. Margot's understanding of her limitations and a holistic approach to managing people, Sasha's resilience towards taking care of himself and standing up for his people, and Cheyenne's motivations to help her community as she progressed towards leadership are other examples of constructivist and constructionist groundings that these participants had innately developed through their lived and professional experiences. While it was challenging to take care of themselves, they understood the importance of constructing meaning both out of their individual and collective experiences and the significance of understanding multiple realities and their interpretations towards constructing a collective reality to create meaningful change at their libraries.

Minority participants were empowered by listening to counter stories from other librarians from similar minority dimensions as themselves and others. Such counter and positive stories helped them discover strengths internal and external to themselves and understand power and privilege in librarianship. Cheyenne was inspired into leadership positions after hearing

stories from other librarians like her. One of the high points in Nitah's career was organizing minority librarians' conferences, meeting them, and listening to their achievements. Adanna focused on giving space and voice to her racialized library colleagues. These experiences and practices of minority librarians are examples of the poetic and anticipatory principles that invite organizing around stories that offer hope.

Allies who recognized the strengths of the minority participants and thereby, either deliberately or involuntarily, paved the way for them to become leaders. Positive affirmations by primary participants, their colleagues, and superiors were also constructive in helping minority librarians' ability to function in their workplace.

Summary of Chapter Four

In this chapter, I have analyzed data from primary participants using critical race theory and appreciative inquiry frameworks. I have provided an overview of how the participants were chosen, data analysis, primary participants' demographic information, journey into librarianship and their library and institutional membership to CARL and U15. I have also provided a detailed analysis on work these participants' experiences, opportunities and reasons that inspired them to attain leadership positions. This was followed by capturing primary participants' positive and negative feelings towards their role in libraries, their leadership positions and the supports that enabled positive feelings. Their minority status which played a significant role for these participants in their library journey and leadership position(s) and the challenges associated with this status provided some insights into the state of discrimination in Canadian academic librarianship and library leadership. It was the innate and developed strengths and attributes of these participants that helped them sustain themselves in their leadership positions.

I analyzed the systems and structures using the critical race theory framework. Data revealed the role of academic institutions and library systems and structures in perpetuating hegemonic practices beginning with recruitment in library degree programs. Participants had found their way into the profession, learned to work with and around the bureaucracy, used safety mechanisms, learned from trusted and supportive colleagues or through transformative experiences, struggled with lack of policies or ambiguous expectations, and yet through self-efficacies, using their strengths and available supports, these primary participants managed to become and sustain themselves as leaders. The following chapter will provide findings and data analysis from secondary participants.

Chapter Five

Findings and Data Analysis From Secondary Participant Interviews

Secondary participants were identified by primary participants as supporters or allies in their careers or leadership pathways. Although there is potential for some bias from secondary participants due to snowball sampling, power dynamics and good intentions, I determined that hearing from secondary participants about their understandings of institutional and library cultures, structures, and their perspectives on minority librarians' leadership in Canadian academic libraries might enrich and confirm primary participants' data. The iterative data collection and analysis from primary and secondary participants provided for comparing analyses between chapters four and five. Primary participants were asked to identify a minimum of two or three secondary participants whom they considered as their supporters who had helped them succeed in their leadership journey. The idea was to access one of the identified secondary participants and to maintain the privacy and confidentiality of this participant.

I follow a similar pattern as in the previous chapter and begin this chapter with a description of the secondary participants and their demographics and present the origin stories and educational context of secondary participants. Understanding the background of secondary participants and their role in supporting primary participants helped me appreciate their roles as allies. I then proceed to offer a short synopsis of the secondary participant's selection, data collection and coding process and progress to data analysis and findings. Towards the end of this chapter, I applied critical race theory and appreciative frameworks to the analysis.

Description of Secondary Participants, Selection, and Data Collection and Coding

One of the secondary participants withdrew from the study during the transcription finalization process. Eight secondary participants provided additional perspectives on primary participants and institutional and library structures. They also offered advice to minority librarians aiming for leadership positions and to allies who support these librarians.

Secondary participants were currently in or had been in leadership positions themselves. They were associate university librarians, managers, chief librarians, and subject specialist librarians. Many were expressive about the state of diversity in librarianship. However, it seemed that the higher the leadership position held by the participant, the less forthcoming they were about the primary participant or EDI-related matters at their institution or librarianship. For example, when asked twice about what libraries could do to build support for minority librarians

aspiring for leadership positions and what such support might look like, both times Carley, currently in a higher-level leadership position, mentioned the strategic plan at her university and stated that her university and library are open to opportunities on learning and training in EDI, especially for leaders. When asked to elaborate on how academic structures and supports might need to shift to give more equitable opportunities for aspiring minority academic librarians, the participant said, "we need to focus on having more minorities in library education" (p. 2) but did not propose to add anything further about creating opportunities for existing minority librarians who might aspire to become leaders. I noted a reluctance in the participant's response.

Not all secondary participants were from academic libraries; however, all worked in information settings associated with librarianship. One of the secondary participants was visibly a racial minority; four were White, and three others admitted to having a minority racial background and were White passing (Table 5.1). One of the three secondary participants expressed feeling uncomfortable claiming Indigenous ancestry. In four cases, the secondary participants were current colleagues of primary participants and therefore academic librarians themselves; and three of those were in leadership positions. Four other secondary participants were past colleagues or library degree program cohorts of primary participants. Therefore, these four secondary participants could not recall all the details about working with the primary participant but could speak to academic structures and EDI efforts in general.

Table 5. 1

Secondary Participant Demographics and their Collegial Status

Pseudonyms for Secondary Participants	Minority Status	Location	Collegial Status
Kavi	white Passing	Eastern Canada	Current colleague
Celine	white	United States	Previous work colleague
Armond	white Passing	Western Canada	Current colleague

April	white Passing	Western Canada	Library degree program cohort
Nathan	Ethnic/Racial Minority	Eastern Canada	Current colleague
Magda	white	Eastern Canada	Previous work colleague
London	white	Western Canada	Previous work colleague
Carley	white	Western Canada	Current colleague

Participant Selection

As noted, primary participants identified secondary participants. As such, snowball sampling was used to identify secondary participants. This technique helped identify the mentorship and supportive networks and individual allies of primary participants. Once secondary participants were identified, I used the email template and consent form (Appendices C2 and E2) to email them about the details of this study, as indicated in Chapter Three. We agreed on a mutual interview date and time interviews were conducted.

Data Collection and Coding

All interviews were conducted using WebEx from the University of Saskatchewan between November 2021 and January 2022. I conducted a total of eight interviews each lasting 60 – 90 minutes. As with primary participant interviews, I took additional notes in the online interview guide that I created for each participant. Five of the transcripts were completed by CHASR and in the interest of time, I completed the transcription of the rest.

I did not record the last interview and I realized this technical problem when no notification occurred through WebEx within half an hour of the interview. I used interview notes and added more from memory to finalize the transcript with that participant. Although I invited this participant to add additional data that I might have missed, they did not add any content. In other cases, substantial data were removed during the transcript finalization stages. Therefore, a

couple of transcripts were brief. I reviewed all transcripts multiple times to familiarize myself with the data. All participants were given a pseudonym and their finalized transcripts were uploaded into Nvivo to begin coding.

As with the previous chapter, I used four coding cycles. I first started with 1) attribute coding, 2) descriptive coding, and 3) deductive coding with *a priori* codes. I followed this with inductive coding and applied the critical race theory and appreciative inquiry lens to my analysis.

Findings and Data Analysis

I organized the data into broad themes and subthemes and linked the findings back to the critical race theory and appreciative inquiry frameworks. The major themes from the analysis of data were 1) secondary participants' origin stories which include education and pre-librarianship work experience, 2) their perspectives regarding the strengths of primary participants, 3) how they may have enabled primary participants or other minority librarians in various ways, and 4) their perceptions of the existing academic and academic library structures and systems.

Secondary Participants' Origin Stories of Entering the Profession

Like primary participants, family members or colleagues also encouraged secondary participants to become professionals in the field. Some of them also had varied work experiences before entering librarianship or information settings. As noted in Table 5.2, they had a broad range of educational qualifications in addition to their MLIS degree.

Table 5. 2

Secondary Participants' Educational or Employment Backgrounds

Participant	Educational or Employment Background
Kavi	Psychology
Celine	Educator, drama,
Armond	Cataloguing and digital initiatives
April	Environmental Sciences
Nathan	Education
Magda	Business intelligence
London	Arts and humanities

Secondary Participants' Education and Librarianship Experiences

Secondary participants had degrees in psychology, sociology, environmental sciences, education, business intelligence, or arts and humanities. Before entering librarianship, their previous work experiences included working on government documents, offering document delivery services (photocopying documents and sending them to clients), organizing information for a courthouse, waiting tables, working at a national park, and teaching or conducting business intelligence work overseas. One of the participants had experience teaching drama and arts at higher education institutions and worked in a digital information infrastructure institute tied to libraries and their digitization efforts. Since much of the conversation was around secondary participants' role in supporting minority librarians, they did not indulge in detail about their pre-librarianship experiences or current and past positions.

Kavi's aunt asked her to forgo a shoe salesperson interview and work for her at an academic institution organizing government documents. Her parents could not afford to pay for university, and while she considered herself the shopping queen who would do well at a shoe store, her aunt asked her to come and help with shelving items in the government documents department at her library. Kavi did not know anything about working in government documents, but the idea of working with her aunt and the possibility of studying at the same time appealed to her. When Kavi finished her undergraduate degree in psychology while shelving at the government documents department, the same aunt suggested, "you should get your master's in library science" (Kavi, p. 1). Upon encouragement from her aunt on librarianship as a good master's degree option in addition to her undergraduate degree, Kavi entered librarianship. She had not enjoyed her undergraduate degree, but about entering the librarian program, she sighed with relief and said that "it was as if I was home" (Kavi, p. 2).

Celine was not a librarian. However, through her position at a digital infrastructure institute, she stayed connected to many librarians. She was an educator and had academic experience and a background in drama. Armond was working for a private company photocopying articles for clients. He would go to a library to find these articles and photocopy them and one of the librarians there told him to "go to library school and …do this for a living as a professional" (Armond, p. 1).

April had a degree in environmental sciences and was working at a national park. She confided to having no library experience before being hired in a library in the United States, where the "12-week job turned into a six-year job" (April, p. 1). However, when the federal government changed, she no longer wanted to work in the United States. She moved to Canada to start her master's degree. Using her experience working in museums and galleries and her library education, she managed to secure a librarian position at a special museum within an academic institution.

Nathan had a master's in education and was teaching overseas. When she came back to Canada and realized that the job market was not great, she applied to a Masters in the Library and Information Sciences (MLIS) program in the hopes of working in a school or public library. Magda was working in Asia in business intelligence for a corporate entity when she came across a magazine article about interesting careers and librarianship was mentioned as one of the careers. When she came back to Canada, she applied for and completed her master's program in MLIS.

London had graduated with a master's in history of art, but due to the recession and not being able to find jobs in the cultural industry, she decided to enter librarianship after talking to the career counselling center. Carley was considering a master's in linguistics but learned about librarianship and applied. She then moved to a different province with her husband and after working three part-time library jobs, finally found a position at her institution.

Library Work Experience of Secondary Participants

Understanding how secondary participants gained employment in librarianship was helpful not only in learning more about them but also in learning if their library journeys and lived experiences enabled them to act as allies or supporters of primary participants.

While studying for her library degree, Kavi enrolled in all the co-op programs she could and worked in public libraries. She made herself indispensable at her workplace by taking the initiative and creating new projects. At a public library where she was employed, she enjoyed initiating many fun programs for immigrants and young kids. However, when there was a leadership turnover, the new CEO "didn't really appreciate all that and my convictions were so strong that I just butted heads" (Kavi, p. 3) with the CEO. Through her public library involvement, Kavi learned about managing people and used this experience to switch to her first academic library leadership position. She is a current colleague of her primary participant, Shira.

Table 5.3 will help connect primary and secondary participants and remind readers of the collegial status of the latter.

Table 5. 3

Secondary participants and their primary colleagues

Secondary Participant	Primary Participant	Collegial Status
Kavi	Shira	Current colleague
Celine	Reilly	Previous work colleague
Armond	Nitah	Current colleague
April	Cheyenne	Library degree program cohort
Nathan	Margot	Current colleague
Magda	Ying	Previous work colleague
London	Adanna	Previous work colleague
Carley	Sasha	Current colleague

Armond called his professional path a long journey from working in the interlibrary loan (lending resources between institutions) and rare books departments and later moving into digital resources, all of which were in the United States. His first leadership position was as an assistant department head at an academic library cataloging unit, from which he moved to his current academic library leadership position in Canada. He was a current colleague of his primary participant Nitah.

Upon graduation from the library degree program, April secured placements in an Aboriginal non-profit agency and later at an academic anthropology museum department. She knew her primary participant Cheyenne when they were cohorts in the library degree program. Nathan had thought of going back to school or public libraries after finishing her library degree; however, she started working in academic libraries as a student which is where she met her current colleague and secondary participant Margot.

Magda had planned to move back to the territories upon graduating from an MLIS program. Nevertheless, she applied for the only library "job south of Timmins" (Magda, p. 1) and was hired at a knowledge institution "to provide nonpartisan authoritative research and analysis" (Magda, p. 1) to clients. At the time of the interview, she managed a team of research

librarians who triage questions from clients and "offer very highly customized and personalized top shelf VIP service to our clients" (Magda, p. 1).

London had hoped for a career in librarianship that would use her art history background but ended up in hospital librarianship associated with an academic institution. She was not looking for leadership positions, but as the only librarian in the unit, she became the de facto head of the library. As she stated, "I have not sought out leadership opportunities. I guess I sort of came into them" (London, p. 1). After many personnel and organizational changes, she became an acting section head for a unit and later an acting head with several librarians reporting to her position. When she was close to completing her acting positions, she was encouraged to apply for a higher leadership position.

For Carley, it was about simultaneously working multiple cataloging jobs at different libraries, at which point she was tempted to move to a different field. However, a librarian position opened at one of the libraries where she was working, and she applied and was hired. Speaking about other experiences, she affirmed that "within the [same] institution, I moved to different positions, and now I am getting closer to retirement" (Carley, p. 1).

Summary of secondary participants and their stories

As with primary participants, secondary participants also did not plan on librarianship as their first choice. They were encouraged by colleagues and family members or found librarianship serendipitously. They have varied educational backgrounds. Their first or current librarian positions did not always use their undergraduate disciplinary knowledge or skills. London, Kavi, and Carley were not applying their arts, psychology, or linguistic educational experiences as librarians. Nathan, Magda, April, and Armond were able to use their educational backgrounds or previous job experiences in their current positions.

Origin stories and lived experiences of secondary participants helped me understand why they may have acted as allies or supporters of primary participants. Magda had the experience of working abroad in Asia. Kavi was white passing and from a minority ethnic/racial background who also enjoyed working with and providing services to new immigrants at the public library where she was first employed. Armond had an Indigenous ancestry which he does not claim in public. Celine spoke of having African-American and French Korean extended family members which helped her become more sensitive to what is happening in the world and how it implicates her loved ones. Nathan was an ethnic/racial minority. Secondary participants' backgrounds or the

experience of working in different cultures may have helped them empathize, encourage, understand the struggles of, and support their primary participants in profound ways. Secondary participants who are current colleagues spoke of being everyday allies whereas previous colleagues or cohorts had helped primary participants in their initial journey into or within librarianship or leadership.

Strengths of Primary Participants – Secondary Participant Perspectives

Secondary participants shared thoughts on their perceptions of the strengths of primary participants based on their observations and experiences with the latter. Identifying the unique strengths of minority librarians and empowering them to use these proficiencies in their leadership, could not only help generate more minority leaders in the profession but also aid in eliminating the need for interest convergence by challenging existing normative leadership styles.

Kavi on Shira's Strengths

Kavi admitted to being different from Shira and stated that we are "two completely different people, water, and oil" (Kavi, p. 4). Still, Kavi noted Shira's strengths as being an ally for her colleagues and always being willing to coach them. She could bring people together. In doing so, Shira was patient and approached problem-solving in a collaborative manner. Kavi divulged that Shira taught her a lot about problem-solving when she said,

> [Shira] taught me a lot about "no, we think about this, and then tomorrow, we are going to think about it again. And then next week, it is going to change, and we are going to think about it again. And then we are going to talk to lots of people, and we are going to read, and then we are going to put it all together, and then maybe it will change again." (Kavi, p. 6)

Kavi also stated that the idea of working collaboratively was something different for Shira than it was for her. Shira would say "we are together; we are going to work together; I'm going to learn from you, and you're going to learn from me" (Kavi, p. 6). Shira's ability to think profoundly about issues, act patiently and collaboratively with others and her willingness to scrap the initial ideas and let others fight with her to produce new ways of solving problems were the hallmarks of her strengths and leadership competencies. Recollecting that librarianship has a female majority and how library leaders must work with men in academia, Kavi sympathized

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with women who often perform double duty worrying about family. Although she admitted that this might sound like stereotyping women's roles, Kavi contended that "there is research backing this up, do not tell me that men do the exact same thing" (Kavi, p. 21). On this note, she suggested that female librarians need to build a supportive and reliable team, and Shira certainly gained "a reputation as somebody who could bring the librarians together" (Kavi, p. 4). Kavi observed that Shira did not coerce her colleagues but worked as their ally in understanding issues from multiple perspectives and encouraged everyone to reach their fullest potential. Kavi recollected her reluctance to engage in research and publication or write staff performance reviews and Shira's encouragement through this process.

Shira's lived experience was also one of her strengths. On one occasion a staff member was arranging four desks and kept calling the shape a swastika. Shira asked all staff members to stop using that word reminding them that "we have to be mindful of all our cultures" (Kavi, p. 12) and this word could be offensive to some people. Although Shira was candid about stating her opinion on this, she was able to set the tone and the staff started addressing these desks as quad desks. Kavi believed that although staff would not want to deliberately offend anyone, it was Shira who was "able to see those things" and "voice them with such commitment" (Kavi, p. 12) which is an important leadership quality. She added that,

> I think all of [Shira's] lived experiences make [Shira] so powerful. I think she draws from those things. She must, because I don't see a lot of white women who haven't gone through anything be powerful. And I am not saying you have to struggle to be great. I'm just saying, it really helps. (Kavi, p. 12)

Kavi recalled Shira as a person with values, integrity, and patience, who was positive, thoughtful, collaborative, supportive, and an active listener. Her positivity did not stop her from calling on her colleagues about their flaws. For example, Shira noticed that Kavi was a "one touch" person who deals with an issue as a one-time thing and moves away to the next problem. She wanted Kavi to stop having *knee-jerk* reactions and spend more time and think about problems holistically. Shira was a visionary who thought about how a problem might unfold in the future and wanted Kavi to think along these lines instead of coming up with band-aid solutions to problems. Another of Shira's strengths was her reflective abilities and being "worried about doing the wrong thing and saying the wrong thing" (Kavi, p. 8).

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Celine on Reilly's Strengths

Celine was Reilly's colleague from one of Reilly's previous jobs. Celine was excited to share Reilly's strengths from her memory of working together. For Celine, Reilly's ability to focus on people and their needs, her broad perspectives and her love for research made Reilly a strong library leader. As a support staff who brought people together for board meetings, Celine had observed Reilly's strengths and elaborated that,

> leadership was evident in the kind of person she was. She's a very even-tempered, thoughtful person. I believe because of her own minority status, she was that kind of person who always looked for the most favourable outcome for everyone, expected the best from everybody, and never had negative assumptions about anybody. (Celine, p. 6)

Celine was the eyes and ears of the organization's president when she noticed and befriended Reilly who was one of the dozen people in the office. Celine was conducting research on women artists in Europe, and Reilly brought some of her resources to help. Celine went on to say that some ideas for expanding her research and the accompanying resources,

> came from her (Reilly's) own sensibility and expertise and added so much dimension to my research. I wouldn't or hadn't looked for that…and that's what diversity brings you. It is that perfect example of how you are richer for it. You are better for it, and your work is better for it. (Celine, p. 4)

Celine believed that this ability to help a client have multiple perspectives about their approach to research or work was due to Reilly's lived experience as a sexual minority. Celine believed that people in leadership positions need such broad perspectives, so they can help diverse staff, faculty, and students with their various needs. Celine also believed that such lived experiences also allow leaders to be aware of the lack of diversity in their organizations which in turn will enable them to be willing and open to conversations regarding diversity and inclusion. Celine is a self-identified White woman who said that she wasn't always aware of equity issues until she was working in the theatre. She reflected on her experiences as a dramaturg when there was interest in diversifying voices both behind and on stage which was called non-traditional casting. It was through this experience that Celine learned a lot about working "in the African-American field" (Celine, p.3). She divulged more about her learning by saying, "all the things that I have learned for people in my age group, I had to teach myself [through this experience] because they weren't things that I was taught in school" (Celine, p. 3).

Celine recalled Reilly's strengths as being positive, welcoming of all people, and expecting only the best from people. Reilly did not have any negative assumptions and spoke evenly about everyone. Based on her experience of learning by working in the African-American drama field, Celine strongly believed that Reilly's leadership abilities and perspectives were informed by her sensibilities and lived experiences as a sexual minority. Celine added that Reilly "is always looking at the counterpoint when we have conversations about anything; it is just a very measured, well-thought-out, caring and comprehensive kind of view of people, and I believe that stems from who she is" (Celine, p.7). Based on her experience with Reilly, Celine believed that people in higher education, whether librarians or professors, need to be – caring and comprehensive of people of all backgrounds as Reilly was.

Nathan on Margot's Strengths

Margot was quoted as a "very open person, very straightforward, transparent" (p. 2) when sharing her disabilities with Nathan. Nathan went on to say that Margot "manage[d] everybody very competently despite her condition, and I didn't see any accommodations that she might have requested" (Nathan, p. 2). Nathan also noted Margot as one of the best bosses that she has ever had, whose trust and respect Nathan wanted to earn. Margot had high expectations from her staff and supported her colleagues to make things happen for them. She encouraged her colleagues to "just go with it, enjoy" (Nathan, p. 4) and even helped colleagues on a personal level. For example, Margot knew that Nathan was into all things Scandinavian, and when a conference came up in Finland, she encouraged Nathan to apply. She told Nathan that if she were sincere about attending the conference, she would find a way for Nathan to attend it. Nathan was impressed with how Margot got to know other colleagues' interests and mentored them where needed. Margot listened actively to her colleagues, "even if it was just venting and it wasn't necessarily productive," (Nathan, p. 4) because she cared about her staff well being.

Nathan noticed the trust Margot had built with her staff through personal and professional care and a holistic approach to people especially when Margot dropped off meals and coordinated visits outside of work hours for a hospitalized colleague. Margot understood that many aspects of one's private life might interfere with their work performance. Speaking about Margot's abilities, Nathan confided that "because she is so competent and high functioning" (Nathan, p. 5), her disability is hidden from others which could make it difficult, challenging and exhausting for Margot.

In Nathan's observations, Margot's strengths were her compassion and the ability to see people holistically. Despite her disability, Margot was high functioning and did "stellar work" (Nathan, p. 5) and expected the same from her staff. She was empathetic and accommodating and helped her colleagues to perform at their fullest potential. Margot chose to disclose her disability only to a few close colleagues as needed. She was also very transparent in her leadership style. She did not mince words when she wanted her staff to take on new responsibilities and perform well. Margot would say, "I need you to do this" (Nathan, p. 6), thereby implying that the request was not optional. Once she assigned responsibility to her staff, Margot would help them in every way, so they were not daunted by the assignment.

London on Adanna's Strengths

London spoke highly of Adanna's skills as a librarian and a leader. She called Adanna a strategic thinker who "is very thoughtful…[and] she spends time thinking through issues" (London, p. 7) both the big picture and details and steps to accomplish goals. Being calm, Adanna could handle surprises and did not have *knee-jerk* reactions to issues. London also asserted that Adanna spends time thinking about people and their needs, that she is

> someone who can think through an issue and who can take some ownership of it but can also see some other ways of solving it or handling it; and when it is appropriate for someone else to do it; when it should be delegated; when you maybe need to turn it back on the person with the problem and empower them or coach them through solving it themselves. (London, p. 7)

Adanna herself attested to this when she stated giving undue attention to racialized minority employees at her library to reinforce their voices at work. They likely need coaching and empowerment to bring their voices to the workspace. Adanna's efficiencies and various attributes were recognized by the university librarian who had asked her to lead a working group and London offered "whatever support [she] could give" (London, p. 6) so Adanna could continue down the leadership path. Adanna was also good at being in touch with her own needs regarding what works for her and what does not; she was not afraid of setting boundaries and knew when to ask for help. These qualities, London, a white leader, felt were important traits for leaders.

Figure 5. 1 *Primary Participants' Strengths – As Observed by Secondary Participants*

Summary of Primary Participants' Strengths

The secondary participants had observed many strengths in the primary participants. One of the major strengths noted by primary participants was their lived experience which gave them broader perspectives that led to other strengths such as empathy and compassion. Due to their lived experiences, primary participants could embrace people in a holistic manner and approach problems holistically. Although they would have experienced discrimination for their visible minority traits or discomforts due to their hidden minority identities, they stayed positive, open, and transparent. Kavi and Nathan were in awe of their primary participants' abilities to diligently work through problems through inclusion and collaboration despite any insecurities about their minority statuses. Primary participants were not only helpful to colleagues in professional settings, but they also went beyond and helped colleagues in their personal life settings.

Enabling Minority Librarians Through Various Supports

Secondary participants mentioned their roles in supporting all minority employees in librarianship or academia. The following analysis is divided broadly as 1) Supports offered to primary participants, and 2), supports offered to minority employees other than primary participants.

Supports Offered to Primary Participants

Secondary participants recalled many types of support. They offered one-on-one support through which they encouraged minority employees to believe in themselves. Other times they offered functional or everyday support to primary participants. They also encouraged primary participants to find and build their support network. This section is divided into two broad themes: 1) individual or one-on-one supports to primary participants, and 2) encouraging finding supportive buddies and networks.

Individual or One-on-One Supports to Primary Participants

Through their diverse experiences with primary participants. Encouraging primary participants to believe in themselves, aiding them in finding supportive buddies, building networks, and functional support were the broad themes under this category. Many types of support could be offered by allies to minority employees at their institutions. It could be in the form of encouraging minority employees to believe in themselves, being a buddy, supporter, or part of a supportive network, or being functional supporters.

Encouraging Believing in Self. Secondary participants had some advice on how minority librarians could sustain themselves in the profession and advance to leadership positions. They could do this by believing in their abilities, following their passion, and building niche expertise in various areas of librarianship. They could be encouraged to believe in themselves through guided and mentored opportunities to lead small committees and working groups.

Believing in Abilities. While others can support minority librarians, the onus is also on minority librarians to believe in their abilities. Kavi strongly advised minority librarians to know their worth and believe in themselves. She advised them that, "you have got to know your worth, you got to know it is inside you. You've got to know it" (Kavi, p. 16), because we are the sum of everything we have lived, learned, and achieved. She wanted minority librarians to believe that their lived experiences, vulnerabilities, and self-doubts have the potential to make them good leaders. When Shira was worried about doing the wrong thing or saying the wrong thing, Kavi encouraged Shira by saying, "girl, you got this" (Kavi, p.8).

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Nathan was firm in her belief that people with disabilities should not stand in their way. If librarians with disabilities wanted to move forward toward leadership positions, they should strive to get it. She verbalized her thoughts thus:

My advice really is not to stand in your own way of going forward for something, like talking yourself out of something because you feel like it might get in the way, or it might be something that your staff can't handle, or it might be something that's obvious to people. (Nathan, p. 7)

Nathan believed that people are often self-absorbed and that they do not notice all the disability issues, especially any minor or hidden disabilities. She was also optimistic that when people do notice, they are more open to differences. Some of this openness translated into the classrooms where library staff were providing services and instructions to students who came to the library with support animals, support technology, and interpreters. Since library staff are aware of these differences among students, Nathan believed, they will be understanding of colleagues and leaders with disabilities.

London phrased believing in the self as "self-awareness" and being courageous to show such awareness. She admired Adanna's ability to draw boundaries by being "in touch with her own needs on what works for her and what doesn't work for her" (p. 7-8) which London believed was an impressive and important leadership trait. Such recognition of abilities is a self-efficacy moment that could help minority librarians learn about their limitations and strengths and seek help where needed. Such learning is important because not everyone is good at everything, and it is admirable when leaders go the extra mile to help themselves while showing their vulnerabilities.

Building on Niche Expertise. Another way of encouraging self-belief was to support minority librarians in pursuing what they love to build as their expertise. April recommended that minority librarians identify their niche within librarianship and develop that as their area of expertise. Developing their area of expertise will help them "get that next better job" (April, p. 6). When speaking of Cheyenne, April stated that Cheyenne's passion for working with the community, developing her expertise in this area, and having the support of the university librarian, helped Cheyenne "advance up the food chain a little faster than if she just had gotten hired as any old subject librarian" (April, p. 6). While it was interesting to note that April did not register or label anyone as minority employees, she also admitted to helping other minority

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library interns or new employees who worked under her leadership in short-term positions gain full-time employment and laughed while confiding that they all "now have much better jobs than I do" (April, p. 4).

Kavi also supported the idea of finding one's niche interests and building expertise around this area. She used herself as an example when she described putting her love of teaching and her love of working with school kids together which helped her initiate an early years' program when she worked at the public library. All her initiatives helped her progress through the ranks and gain management experience which helped her move to academia.

Believing Through Opportunities for Leading. Another form of encouraging minority librarians to believe in themselves is to offer opportunities and train them to lead or chair working groups and committees. Such opportunities will help minority librarians to demonstrate their abilities and learn more about their leadership strengths and needs. Adanna's supervisor asked her to lead a few working groups and committees which London also believed was a way of signalling to others that someone like Adanna could and should be accepted as a leader. This was an important observation by London that there need to be more minority leaders for others to start seeing it as a norm.

Providing Functional Supports. Carley's role in helping her primary participant was to connect Sasha, a sexual minority, with other people at work. This initial networking helped Sasha and she added that "[Sasha] was able to take it from there [and] didn't need a lot of support" (Carley, p. 1). Outside of introductions, Carley's only other mention of direct support was during meetings when Sasha and Carley would discuss what needs to be communicated, how, when, and to whom. This communication-related support was in the context of COVID-19 when library employees were working from home and felt disconnected from their colleagues.

April felt that her role in advancing minority librarians was to help them gain professional experience or assist them with building their resumes. For example, she talked about Cheyenne, the primary participant with whom she went to library school. When no one else wanted to do projects with Cheyenne, April stepped in. April also helped Cheyenne "spin her community work up there to suit the traditional information library and archives management job" (April, p. 6) to suit a librarian job requirement. April also helped Cheyenne with digital and archival questions regarding library resources.

Encouraging Finding Supportive Buddies and Networks

Kavi encouraged minority librarians to find their supporters "who will watch for your pitfalls and make sure that in those situations, you do not fall" (Kavi, p. 20). She strongly believed that all individuals are a product of the community and that without support, one cannot succeed. Kavi elaborated that minority librarians should get themselves a team or into a buddy system because "we don't make it alone. That's not how it works" (Kavi, p. 22). Armond encouraged minority librarians to find a supportive network both within and outside of their institutions. Such networks will help when these librarians encounter problems. Although he did not want to self-identify as a racial minority, Armond had built a supportive network of allies who helped him through difficult times.

However, supporters need to have certain accountabilities and awareness about their role and the needs of minority librarians. Sometimes minority librarians might need additional help and other times they might not. Sometimes there is a surprise factor associated with this buddy system as the supporter may not be aware of their role. Secondary participants also highlighted feelings of loneliness in their minority colleagues.

Accountability. Helping minority librarians build supportive networks also leads to the importance of supporters being accountable in some ways. Kavi recollected attending a session where an Indigenous female leader said to the audience, if you want to be allies, you should walk in front of us, because "as Indigenous people [we] have been shot at, yelled at, punched at…but if white people walk in front, this will not happen" (Kavi, p. 18). Kavi saw this walking both in a literal and figurative sense. She wanted allies to know when to walk next to, when to walk behind and when to walk in front of their minority colleagues. When a white person "walks in front," (Kavi, p. 18) they need to have the courage to say that they will not allow "this" to happen to a minority person.

For Nathan, an ally to Margot, a librarian with disabilities, accountabilities meant keeping trust and being available to step in when needed. Nathan took on and completed any task assigned by Margot to show she was dependable. Nathan's role was also to keep the confidentiality of feelings when Margot disclosed her disability. As part of this accountability, Nathan was aware of the importance of not sharing information that was not hers, educating herself about what a person with disabilities might be going through, and more importantly refraining from advising them. Accountability extended to trusting that minority colleagues will

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seek the help they need when they need it. Nathan also did not want Margot to feel unnecessarily challenged. She clarified by adding, "I think in the vein of what I am saying, …where if there's other challenging colleagues she has to manage, [I am not] an additional person that is challenging in her sphere" (Nathan, p. 6). Nathan felt accountable for her actions and responsibilities and fulfilled them without the need to be supervised by Margot.

Accountability for Celine meant having "the eye and heart for" (Celine, p. 3) for causing a change. She noted knowing many white leaders who need to reach out to people from diverse groups to bring in diverse voices. Some of these leaders, she noted, although they are well-intentioned and support diversity, might "perpetuate more of the same stagnation" (p. 3). It is not enough to speak about the importance of diversity but important to intentionally act on it. Leaders are accountable for offering the support needed through education and training for not only their employees but also for themselves. Leaders can do this by reaching out to other minority librarians and attempting to have their institutions and libraries represent the universe. Armond wanted people in power to be held accountable regarding BIPOC recruitment into the profession, particularly in leadership positions. He elaborated that "it is a difficult thing for us to move forward, but we need to keep at it and at it, and at it, and understand that we are not going to have a quick solution" (Armond, P. 9). He believed that long term problems such as lack of minority employees in the profession needed long term solutions and people in power were responsible for making the necessary changes.

Awareness. It was important for non-minorities to have awareness about their roles while helping minority librarians. Non-minorities should create awareness among minorities about the former's presence and their willingness to offer support when needed; they should be aware of the unique skills and experiences of their minority colleagues and their lack of social capital and how the latter might hinder their work; non-minorities should also be aware of the different types of professional experiences that might bring diverse perspectives to leadership roles.

Carley stated that supporters should be aware that minority librarians would seek help if they needed it. She expanded by saying, I trust that people will come to you for help; let them know you are there" (Carley, p. 2). Carley also mentioned becoming aware of certain things only when you work with minority librarians. For example, she said, there may be things that non-minorities do not normally think about in a meeting. She elaborated that the "nursing librarian

[the only BIPOC at her library] is very good at respectfully making us aware of some of these things" (Carley, p. 2).

London spoke of the importance of awareness of the different types of experiences a person can bring to their leadership experience. Being rigid about the need for certain types of experiences excludes many minority librarians from attaining leadership positions. This rigidity may also be due to unconscious biases in seeking and hiring because it suggests hiring "only a certain type of person" (London, p. 5) who is likely to have such experiences and that person often happens to be a non-minority. Armond concurred when he revealed the awareness among his colleagues on the importance of having an Indigenous librarian head an Indigenous unit that provided unique collections and services.

London also extended this awareness further when she said that supervisors should be aware of the lack of social capital of minority employees in the workplace. Social capital, London elaborated, happens when people in the workplace form "some kind of bond or relationship" (p. 10) with each other but this could be excruciatingly difficult for minority employees who work in predominantly white, abled, binary gender and heterosexual spaces. Non-minorities need to be aware of the lack of social capital and help minority colleagues build this capital at work. London believed that library leaders should cast a wider net to find minority leaders. However, minority librarians should also try to get noticed for leadership roles. While supporters can help with social capital, minority librarians should also get noticed by forming connections.

Surprise Factor. Secondary participants did not always know that they had been supporters. London admitted being surprised to be nominated by Adanna, an ethnic/racial minority, as an ally. Speaking about her role with the primary participant, London said,

> [Adanna] has mentioned that she had found our talks helpful that she felt I was being supportive. But I guess I didn't really think of it as significant. I did not know if it was significant to her or not. (London, p. 6)

However, she elaborated that she would listen to Adanna's concerns and talk her through those concerns. As someone who was herself tapped and thrust into leadership positions, London felt that she was still learning and reflected on her weekly conversations with Adanna as a learning opportunity to help and support each other.

Nathan was surprised to learn about her supporting role as well. She elaborated by saying, "I guess I didn't know that I supported her in a way that she felt that" (Nathan, p. 6). She recalled supporting Margot by taking on additional work, sometimes through her initiative and Margot would be appreciative of her efforts. Although Nathan had observed Margot as being generous in her praise of people and had positive feelings about Margot, she did not realize her supportive role.

Armond and April were the two secondary participants who were not surprised about their roles as supporters of Cheyenne and Nitah, their respective primary participants. Speaking of his supportive role, Armond emphasized that it "is a bit arrogant to say, but no. Again, this is going to sound very aggrandizing, but I have a track record of people telling me that I have been a positive influence on their career" (Armond, p. 6). This was because Armond had always advocated for minority colleagues in the profession. As the head of another unit, Armond took it upon himself to meet regularly with each of the department heads to talk about work-related matters. At the specialized unit where Nitah worked, some issues and projects needed to be addressed. Armond was the acting head of this specialized unit, and he encouraged her to apply for the head position when it became open as he saw Nitah

> to be a very qualified librarian; she clearly had the understanding of the issues both as a
> library employee – its mission and what needed to be accomplished, as well as a broader
> understanding of the issues with the rest of the community. (Armond, p. 4)

April stated that she could see why Cheyenne would have classified her as a supporter. April had offered support by being a reference for Cheyenne, an ethnic/racial minority while the latter was applying for library jobs. April also helped with Cheyenne's resume to align her community services "to suit the traditional information library and archives management job advertisement's needs. Those two things don't translate very well" (April, p. 6).

Loneliness. A couple of participants highlighted loneliness as a factor that might cause challenges for minority librarians in finding buddies or networks. They sympathized with the primary participants' feelings of loneliness in their leadership positions. Kavi spoke of this when she said leaders "are with other people who they may or may not have the trust of yet" (Kavi, p. 13), therefore, Kavi saw it as her role to push Shira by saying, "you can do this…you are doing this, do this" (Kavi, pp. 13-14). Nathan mentioned loneliness in a slightly different context when recollecting Margot's experience. Margot moved from being friends with colleagues into a

leadership role "where you're everyone's boss" (Nathan, p. 5). It took time for Margot to earn the trust of her colleagues and create her supportive team during which time she felt lonely.

Supports Offered to Other Minority Colleagues

Celine believed in offering opportunities to minority employees. To her, "giving opportunities, delegating something first, giving them that opportunity to take something on, being open to questions and feedback" (Celine, p. 7) was important because one must start somewhere. Celine spoke of an African-American employee she had supported in the past. One of the ways she supported this employee was by questioning the boss whether it was appropriate to add more responsibilities to this employee's plate. This employee later became a big part of leadership because many people were committed to supporting her.

While working at a public library, Kavi had opportunities to work with Syrian immigrant women who told her that they wanted to become doctors. However, their fathers discouraged them by noting that they would not be wanted in Canada. Kavi helped these women understand that their minority status was a strength. She told them,

> but your minority status is going to help you…when you become a doctor and not any
> doctor, a Muslim doctor, no one can take that away from you. I can't be a Muslim
> doctor…I didn't come from a war-torn country. I didn't struggle through high school, I
> am not struggling learning English, you have all of those things. And although right now,
> they are horrendous struggles, this is going to be so powerful [later] when the rest of
> those Muslim women come into your office… (Kavi, p. 12)

Armond admitted to stepping down from his headship position in protest of what he saw as a series of decisions that undermined the strategic goals and objectives of achieving diversity and inclusivity. He described a situation where although there were opportunities to address the lack of racial diversity at the leadership levels, the current leader "perpetuated existing practices and appointed another white person into one leadership position" (Armond, p. 2). Stating the importance of diversity in the strategic plan but not hiring minority librarians from within the library into leadership positions for Armond wreaks hypocrisy. He concluded that "it is the same thing that I've seen after decades of working where people talk and talk and talk and make promises but when actually given the opportunity to take concrete action, they don't" (Armond, p. 3). While many issues need to be considered in hiring for leadership positions, he was

disappointed by the lack of dialogue, consultation, and discussion in hiring for leadership roles. He further elaborated by saying,

> I am sick and tired of the talk. I want to see actual concrete action. I don't want something that's going to happen in 5 years, about setting benchmarks. If we can't do something now, why should we believe that it will happen in five years? (Armond, p. 7)

In this context, he advised new minority professionals to consider their safety when speaking out but encouraged them to "give yourself the freedom not to put up with BS" (Armond, p. 8). He also suggested that minority librarians share their experiences with other minority librarians, especially new librarians going through challenges, to assure them that they are not crazy. For white supporters, he says,

> I think they need to understand their realities, they are people in power, as allies from the power group, they need to be vocal and call out their fellow colleagues when something is inappropriate. White people will listen to other white people, they clearly do not listen to other BIPOC people. (Armond, p. 9)

Magda was a witness to subtle expressions of ignorance at her current workplace that made her aware of the need to make small corrections such as using the correct terminology when referring to ethnic/racial minority colleagues and standing up for minority colleagues when others seem insensitive. In one incident, she felt bad for not standing up for a colleague everyone assumed would know about the Hindu God Ganesh while playing for a charity trivia contest. However, this colleague was a South Asian Catholic from New Orleans. Magda found it horrifying that her white colleagues would make such assumptions. To Magda, ignorance is not an excuse. She also recalled the racist remarks she had heard against her childhood Indigenous friend, which Magda said, "is next level" (Magda, p. 10).

These incidents helped Magda gather the strength to speak up in later incidents. For example, a conversation ensued among her colleagues about dogs and one of them said, "well, Black people don't like dogs…" (Magda, p. 10). Magda jumped out of her chair and asked her colleague to stop. She told her colleague that "whatever you are about to say is absolutely 100% inappropriate. Just stop, retract. Just stop right now" (Magda, p. 10). When the colleague tried to insist on her point, Magda forcefully said, "there is nothing that can come out of your mouth right now that is going to add any value to the conversation, and I am telling you right now, I

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would like it to end" (Magda, p. 10). For Magda, white colleagues must speak up when they see something even if it is subtle racism or microaggressions against minority colleagues.

Summary of Enabling Minority Librarians Through Various Supports

Secondary participants supported primary participants and other minority colleagues in different ways. Sometimes support came in the form of encouragement to believe in themselves, find their passion and build their expertise. Support also came by way of everyday functional assistance, and through the offer of opportunities to lead working groups and committees. In one situation, there was powerful support when a current leader stepped down from his position to take a stance against practices that perpetuated whiteness in leadership in his library.

Supporters and allies need to be mindful of their accountabilities and aware of their role in aiding minority colleagues which could vary between keeping trust, active listening, or eliminating stagnation through meaningful and intentional actions. Supporters should be aware of minority librarians' unique skills and lack of social capital to seek and find supporters and help accordingly. The onus is also on minority librarians to try and find supporters. Minority librarians could be upfront in letting their supporters know how they feel supported, even if they are minor, and eliminate the surprise factor. Supporters who identify loneliness in minority librarians could be more proactive in offering support, especially if supporters are from the power group. It is not acceptable to make assumptions about minority librarians and ignorance is not an excuse. It helps when colleagues from the power group stand up for minority employees.

White leaders have accountability and must commit to EDI practices by undergoing training and by modelling the way. As Celine and Armond noted, leaders should stop perpetuating Whiteness or stagnation and start to intentionally act on diversifying leadership positions.

Secondary Participants' Perspectives of Systems and Structures

As with primary participants, it was necessary to understand secondary participants' perspectives of systems and structures that enable or impede minority librarians from attaining their potential. Secondary participants' perspectives, I hoped, would either confirm, enrich, or refute data from primary participants regarding systems and structures that enable or stymie their ability to become leaders.

Recruitment and Hiring

London spoke of her institution's keen interest in "what we can do and need to do to be more diverse and equitable, and accessible in our hiring" (London, p. 4). As a result, her library is investigating the need for an ALA-accredited library degree requirement, the weight they should give ALA-accreditation during their hiring process, and how they can circumvent or eliminate this requirement to "make us more attractive, and in a better position to hire people who are coming from different countries, have different types of experiences, things like that" (London, p. 4).

Speaking further about her library, London stated that they are "just really recognizing the need for us to increase our diversity, to support diverse librarians across the whole spectrum of what diversity is" (London, p. 4) and added that "our librarians do not represent the province…they don't represent our student body" (London, p. 4). Therefore, there is more to do with hiring practices and other policies or procedures. She advocated looking at policies and procedures "through this lens for Indigenous people, racialized minorities, neurodiversity, gender and sexual identity" (London, p. 4-5), which sounds like a lot of work but also a necessity.

London admitted the bias in hiring where "we tend to look to people who are similar to us" (London, p. 10). Although it may be excruciatingly difficult to step outside of one's comfort zone as a minority, London said that it was necessary to make that first step toward intentional recruitment and hiring. She suggested creating and advertising specific leadership positions to be filled only by minority librarians, such as Indigenous experts. She felt encouraged that there was a mind shift over the last couple of years at her library in having minority employees on the management team and hiring library leaders through formal processes rather than at the whim or prerogative of the university librarian or dean.

Magda recalled reading an article about a woman who said she put her first team together by hiring "a bunch of people like me" (Magda, p. 2) For Magda, that would have meant extraverted, intuitive, feeling and prospecting (ENFP personality type) people; however, she realized a need for hiring people with specialties, technical abilities, and other skills needed at her library. Hiring at her organization, a knowledge institution within a political structure, was different and challenging. When she was hired, it was an adversarial process where a clock was ticking, and respondents had to answer questions within 60-second time limits. Magda instituted many changes in how reference librarians are recruited at her institution. Carley stated that her

institution was looking at policies, especially recruitment policies, and working on Indigenization.

Job Interview Processes

In the recent hiring models at Magda's library, interviewees have to offer a mock reference interview. A reference interview is where the librarian asks the user many questions to understand their needs. However, performance in the mock reference interview was not marked as a pass or fail as Magda saw this as an emotional intelligence (EQ) question, where the candidate has effective communication skills and can defuse conflict in a user-oriented situation. It was important for Magda that the candidates come prepared to conduct a mock reference interview and learn and change from this experience. When mock interviews were first introduced, Magda found that candidates from some countries such as Cuba, Belarus, Ukraine, Croatia, and Russia would give straight answers such as "rules are rules, I am sorry" (Magda, p. 3). Magda admitted to having a culture shock, but this experience made her evaluate the "tool" used to assess candidates. While she is enthusiastic about hiring minority employees, she admitted not having all the tools to do so. She confided coming "very close to hiring a candidate who self-identified as a person living with disabilities…but I am telling you right now, I had nothing in my toolbox on how to make this happen or work with them" (Magda, p. 6). Due to administrative and structural factors, she could not pursue hiring this candidate. In another situation, a co-op student who had identified themselves as having Asperger's made it through the entire hiring process. The student was hired for a short-term position. Social interactions with clients were a big part of their job, but the student had limitations due to their condition. Magda admitted to not having the skills or tools to deal with such situations – either to help the co-op student or the interacting client who may not know about the student's abilities.

On the other hand, Nathan referred to an interview candidate who had disclosed to HR a health issue and had said, "I cannot fly out immediately after this interview; I need to stay an extra day because of this issue" (Nathan, p. 7). The candidate's condition was not discussed with the interview committee, and this person was a successful candidate. In another situation, the presenter's alarm went off during a presentation, and the presenter announced it was time for their epilepsy medication. However, not everyone would feel comfortable disclosing their disabilities because they may not know how their disclosure might be received. Nathan suggested setting up structures, so people do not have to disclose their disabilities. For example,

if something builds fatigue, that working structure could be changed for everyone. However, Nathan said that the "expectations that we have around people's work and what we expect them to do…doesn't necessarily always lead to the most healthy ways of working" (Nathan, p. 8). Another example is using the microphone while speaking without asking whether they need to. Such practice would be good for everyone and not just for people who are hard of hearing.

At London's library, another change was in the interview process. Lately, the practice is to provide "the bulk of the interview questions in advance to candidates to try and take some of that "gotcha" out of it, which preferences people of particular personality types or particular levels of experience" (p. 5). There are also conscious efforts to not lean on one type of experience that only certain people may have but to take all their experiences into account and review the interview candidates lived and professional experiences in a holistic manner.

Professional Associations

When speaking about supportive initiatives for Canadian libraries, April mentioned Library and Archives Canada's (LAC) various initiatives, including the Truth and Reconciliation (TRC) initiatives that raised awareness about the need to Indigenize. There was also fund support in this area and April opined that Canada had more respect for diversity and inclusion initiatives and was ahead of the States in working in this area. In terms of support from LAC, she talked about the efforts to change terminology and offensive subject headings while cataloging library resources. There have also been improvements in access to residential school records, which now helps residential school survivors receive their Common Experience Payment. She referred to the National Research Centre that now holds all the residential school records, the National Indigenous Knowledge, and Language Alliance (NIKLA), and the Indigenous Matters Committee, all of which have received attention thanks to TRC's efforts in creating awareness. Data on Indigenous peoples is an important information structure that needs to be in place to support Indigenous librarians and help the Indigenous communities within which the academic institutions and libraries are located.

Armond would like to see concrete actions such as funds from national associations to create "a position at an academic library every year for a BIPOC person to be hired" (Armond, p 7). He believed that if we want to increase BIPOC representation in libraries, they need experience and be competitive in the job market. So, he asked, that national associations and libraries create positions for them to gain experience. Armond was frustrated that associations

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and libraries could not find money to fund such a position. While it is great for librarians to learn leadership skills by attending a leadership program, that does not give them the experience, "the real nitty-gritty experience …to be competitive for a position" (Armond, p. 7). If EDI is a strategic priority, Armond says libraries and associations need to find the money for a BIPOC student to gain experience.

London questioned the voices heard in library associations and consortial library organizations through which many decisions trickle through to individual libraries. She referred to specific associations such as the Canadian Association of Research Libraries and the Council of Prairie and Pacific University Libraries that she believed did not project minority voices.

Practices that Perpetuate Whiteness in the Profession

Speaking of BIPOC in librarianship, Armond also did not approve of decisions that continue to "perpetuate lack of inclusion, despite the fact that we have specific objectives stating this is a strategic goal" (Armond, p. 7). He cited his institution as an example, where "we clearly have a situation that we have no BIPOC representation at the senior administration level and very little at the middle management level" (Armond, p. 7). He believes that there is a lot of talk about being inclusive; however, there is very little in the way of implementation. Another important observation from Armond was that librarians give themselves too much credit for talking. He was not happy that institutions were recognized and acknowledged for hosting meetings on EDI initiatives or creating policies, because to Armond, this was still talking and not action.

Coming from a theatre background, Celine spoke of intentionally focusing on non-traditional casting to stop perpetuating whiteness. She argues that such intentional diversification could be done in academia by leaders.

> For instance, I know a lot of people in positions of leadership, and they need to reach out to some of them [diverse groups] and bring in some fresh young voices. These leaders have been working for a long time, and they love what they do, but does it make an opening [for a diversity opportunity] when they are hiring other people to come in? Or do they perpetuate more of the same stagnation? They have got to be looking at that. And I think that their frame of reference is dated too. So, if we are a university, then we are supposed to be representing the universe, and we really need to be looking at all that very carefully and pointedly. (Celine, p. 3)

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For leaders to stop perpetuating, they need more training, and they must use this learning when hiring new people. She referred to herself as a person from the subjugated culture and strongly feels that someone in a minority position "has a broader perspective just because of what they have had to deal with, [and] navigate through" (Celine, p. 4), which makes them more knowledgeable about being inclusive. They, in turn, make everyone else richer. She was disappointed that despite training, her organization has "not made the kind of strides that I really thought we would have by now" (Celine, p. 4). As far as Celine is concerned, the received wisdom of how academia functions are not wise. More awareness and training are needed. Diversity training is not a "one and done" (Celine, p. 5). It must show in the way people act and do.

To stop perpetuating whiteness, London suggested that libraries "be upfront about stating that as a library, we want a diverse group of leaders" (London, p, 8). At her library, which she considers is not a huge draw for applicants due to the location, there is recognition of this challenge. Therefore, the library has aimed to do a better job in recruitment first by "trying to work through our ponderous hiring guidelines" (London, p. 4) and making changes toward equitable hiring.

Library Education Program (Masters in the Library and Information Sciences - MLIS)

For Carley, structural changes meant purposefully seeking and admitting minority students into library education programs. She said the profession needs "to focus on having more minorities in library education" (p.2). Armond was frustrated that there weren't enough BIPOCs at middle and senior administrative levels which could be because there are not enough BIPOCs entering the profession and then staying in the profession.

Lack of Space for Difficult Conversations

For Kavi, training and antiracism book clubs were helpful. However, the difficult conversations that emerge from these should mean changes. If our organizations encourage such conversations, there would be a cultural shift where more people will bravely talk about equity and inclusion issues. Without that openness, or a willingness "to see, learn, interact, [and] figure out where the systemic issues are" (Kavi, p. 19), nothing will change. It is not enough to undergo short-term training and then forget about them shortly after. We can change the organization if we change. We need to know who we are within the structure and change ourselves to change

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the organization because racism awareness can happen through exercises. For her, librarians need to engage with training as if it were an organizational or lifestyle change.

Nathan suggested having professional development opportunities to hear real stories from people with real experiences, offering powerful learning. Nathan made an important point about being mindful of helping people without causing them discomfort because "there is a fine line between having supports available and not wanting people to feel that this is the only part of their identity" (Nathan, p. 10). There should be sensitivity around people's needs. However, one should not make assumptions about their needs. If a person is in a wheelchair, they have mobility issues, but they do not need to be shouted at because their hearing might be just fine. One needs to be "mindful about how you yourself started putting people in boxes or categorizing them from what they have disclosed and understanding [that] it is only a part of their lives but not the whole thing" (Nathan, p. 11).

London felt that minority librarians could create communities of practices, "a safe space for leaders to openly talk about things in a confidential environment, (London, p. 11). This space, London said, would mean, "a group of other minority librarians, other minority leaders" (London, p. 11)

The Equity, Diversity, and Inclusion Landscape as Recalled by Secondary Participants

Some of the participants could recall how many minority librarians or minority leaders were at their libraries currently or within the last decade. They recalled minority librarians and leaders based on their phenotypical racial or ethnic attributes, visible disabilities, or full disclosure by the employees. Apart from the previous and current deans who had minority statuses, Carley said there was one racial minority at her library. She admitted that her library "didn't make a conscious effort to hire a minority" (Carley, p. 1).

Minority Colleagues

Celine recalled having two young African-American women at the front desk. Apart from this, among the dozen or so colleagues, a couple of gay men were hired after Celine had left the organization. Celine reiterated, "but in hiring, they really tried; that was always the goal. They were aware of their status as not very diverse; at least the conversations were happening" (Carley, p. 2).

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Kavi admitted to doing EDI work on her own "on the side of our desks knowing that these things were important" (p. 11). But there was no organizational support, a strategy for being inclusive, or intentionality about it. She went on to say that she "always felt very concerned about this" (Kavi, p. 11). London recalled that at her library "maybe 15-20 librarians could be identified as minorities in terms of race, gender, or sexual identity in leadership positions. This includes section head or unit or library head positions (short-term or permanent), associate university librarian positions" (London, p. 3). London added that there were probably six racialized minorities in leadership positions and that the rest were sexual minorities. She felt that although "librarianship is primarily a female-dominated position" (London, p. 3), there were more men in leadership positions. She referred to the "white male scene" (London, p.9) at her institution that could pose challenges for female leaders in librarianship.

London started stating that her library was supportive of diversity and then corrected herself by saying, "I don't even want to say supportive, just really recognizing the need for us to increase our diversity" (London, p. 4). Change at their institution would take time. Still, their library leader was fully supportive of making a change towards being more inclusive. London also wanted EDI to be normalized so that EDI is the basic level of everything that can lead to cultural change "that will let racialized minority librarians shine" (London, p.12). She went on to elaborate that as "a rising tide lifts all boats…we need to lift the culture; we need to change the culture, we need to lift everyone up, and that will include racialized minorities, of course, but it can only help make a better, more diverse, and equitable workplace overall if we make that systemic focus part of the equation" (London, p. 13).

Figure 5. 2 *Rising Tide Lifts All Boats*

Image Credit: Tim Eagan http://www.timeagan.com/?deepcover/archive&d=2014-04

At her library, Magda felt that "the absolute vast majority [of librarians] were single females without children. And the managers were also middle-aged, white women without families" (Magda, p. 2). She admitted to a stereotype within the profession where Caucasians are dominant and confirmed while it is a fact that minority librarians are still a minority, this also suggests unconscious bias in hiring practices. Their library was a microcosm due to many requirements for hiring, which also meant that it was largely white. Even when they are hiring for diversifying, Magda said, "we want people that don't look like us, but act, think and feel exactly like us and will respond exactly like us in every situation" (Magda, p. 6). She mentioned her conversations with colleagues who conduct interviews that report on interview candidates with enthusiasm when they meet one who "had these really funky glasses and really wild hair and a funky cardigan" that they considered "kismet" (Magda, p. 6). Magda's thoughts about such conversations were, "cool, I like that person…because I am going to be drawn to that kind of person. But I am also aware that that has got nothing to do with work" (Magda, p. 6).

Magda cautioned that at her library there are expectations from minority librarians; that if one wants to be hired at her library, one must "change your hair, take out the piercing, change the way you speak, [and] change the way you interact" (p. 6). This kind of hiring is considered a "fit" at her organization. Although there had been more diversity recently, Magda admitted that she "would have a hard time as a manager in a unionized environment, with policies and

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procedures in place" (Magda, p. 8) that would govern hiring processes that would affect making real and sustainable changes. Nathan emphasized that EDI was "a big thing at our institution; it is becoming a bigger thing" (Nathan, p. 3). The staff complement at her library was *fairly diverse*, however, she attributed these changes to Margot's efforts and the support from their liaison colleges.

EDI-Related Training

Professional development opportunities and EDI-related training were mentioned in the context of cultural changes at participants' libraries. Many institutions and libraries were open to training opportunities and invested funds in these efforts. However, a couple of participants expressed their frustrations about such training. Celine added that "I think with actual training for sure, we have not made the kind of strides that I really thought we would have made by now" (Celine, p. 4). What is learned at these training sessions is not being carried out in "the way of being and acting" (Celine, p. 5). Armond stated that training is only going to get us so far as their library leader who has EDI training was perpetuating existing practices while hiring other library leaders. Magda attributed the lack of EDI awareness to emotional intelligence and sent employees for EQ training. Nathan admitted that though there are many training possibilities, not everyone undergoes training. Nathan's recommendation is for leaders to not only undergo training but also show their learning when "interacting a little bit more or leading meetings or leading sessions" (Nathan, p. 10), so their behaviour will "trickle down through the organization" (Nathan, p. 10).

Racism

There were obvious racist remarks or practices that some of the secondary participants had overheard or seen. In one scenario, colleagues had asked Magda if her Asian colleague's newborn child would look Asian. In another incident, Magda recalled one Asian colleague being mistaken for another, and Magda called such incidents "super cringe" moments that were racist and embarrassing. Such cringe moments made Magda feel like the little boy in *The Emperor's New Clothes*, often calling out on ignorant colleagues. Magda also mentioned immigrants changing their names to "fit in." As Magda noted, "the aggressions are micro, but so are the compromises that people have to make in the workplace; the way they dress, the way they talk,

their skin colour, all those things" (Magda, p. 6). Immigrant minorities make many changes and compromises to fit in.

April believed that "in the area of Indigenous we might be sort of maxing out" (April, p. 8). She was referring to the possible funding depletion to digitize all Indigenous collections and provide access to Indigenous communities. She believed that some Indigenization efforts would wither away slowly as people moved away from TRC. She went on to say that the

> The George Floyd thing was horrible, but at least some good did result from it where people brought issues that were bubbling below the surface more to the surface. There might be something else like that that will bring it forward. (April, p. 8)

Kavi believed in the possibility of changing the organization by changing individual habits. To her, racism is a habit that we can change as individuals. She added that "it is a muscle, you got to exercise it. But if you have never exercised it, of course, it will be painful at the beginning" (Kavi, p. 19).

Analysis of Secondary Participants' Perspectives of Systems and Supports Through the Critical Race Theory Lens

Secondary participants noted their perceptions of systems and structures that may have constituted to lack of diversity in the profession. They mentioned library education programs and individual library and institutional hiring policies. procedures, everyday practices, expectations of traditional librarian experiences, and interview processes that might impede hiring equitably. Carley spoke of the need to focus on recruiting minority librarians into the profession, and Magda mentioned the unconscious biases in hiring in one's likeness. London mentioned the ALA-accreditation requirement as an impediment to equity hiring at her library and how her colleagues were having conversations to circumvent or eliminate this requirement while hiring. Armond stated that articulating the importance of diversity in strategic plans but not hiring minority librarians within the library to fill leadership positions was hypocritical. He revealed that he had asked his "library colleagues…not to participate in" the internal hiring process, because "to me this is hypocrisy" (p. 3). He further elaborated by stating, "it is the same thing that I've seen after decades of working where people talk and talk and talk and make promises but when actually given the opportunity to take concrete action, they don't" (p. 3). Discrepancies between policies and practices as Armond noted happening at his library, is an example of the

symbolic frame where although the policy might mean well, the meaning-making of such policies still lacks an EDI perspective. Armond's encouragement of his colleagues' actions against his library leadership, thereby encouraging potential conflict, is an example of the political frame where he was trying to mobilize employees.

London also referred to her library's "awareness about what different kinds of experience look like" (p.5) when hiring librarians. Without this awareness, she said, one would end up hiring "only a certain type of person" (London, p. 5). Lack of awareness of the strengths of various kinds of community-serving experiences may be why April had to help Cheyenne spin her non-traditional experiences to suit a library job. London also noted the changes her library had made in the interview processes. Her library started sending the "bulk of the interview questions in advance to candidates to try and take some of that "gotcha" [questions] out of the interview experience. As London noted, such existing practices "really prefer people of particular personality types or [with] particular types of experiences" (p. 5) which could also be an example of the shared values and how human resources and systems of hiring function within the structure. London's library where institutional shared values were shifting through collective efforts fits the human resource frame and suggests the importance of articulating and implementing a shared philosophy.

Actions and processes that perpetuate long-time practices are referred to as structural determinism, a tenet of CRT. Unconscious biases in hiring, ignoring the importance of diversity stated in strategic plans during the hiring process and overlooking non-traditional community experiences as valid experiences while hiring are examples that perpetuate long-time practices that do not help right the wrongs.

Magda and Nathan noted discrepancies between the need for hiring minority library employees and existing policies that do not support hiring or sustaining them. Both participants also noted the importance of having structures to understand the ethics of knowing about the interviewee's disability and yet maintaining their privacy, not using their disability against them even unintentionally, and seeing these interviewees beyond their abilities. Magda was frustrated that she had "nothing in [her] toolbox" on how to hire, train, or work with a candidate "who identified as a person living with disabilities…during the interview" (p. 6). Nathan wanted librarians with disabilities to not hold themselves back because of the "stigma around making it feel like you need to keep your disability invisible" (p. 7). She wanted the stigma around

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disabilities to be "taken away" (p. 6) and for disabilities in workplaces to be normalized. However, Nathan was also aware that existing practices contributed to the stigma around disabilities where we put "people in boxes or categorize them for what they have disclosed" (p. 11) without understanding that the disability "is only a part of their lives, but not the whole thing" (p. 11). The systemic lack of support for librarians with disabilities is another example where institutional elements lack formal structures when viewed through the structural, human resource, and symbolic frames and thereby restrain the pathways available to minority librarians.

London and Armond were aware of the lack of systems or strategies in place to identify and prepare minority librarians for future leadership positions. London wanted libraries to have "structural ways of creating leadership positions that need to be filled by someone who is part of the minority group" (London, p. 8). She encouraged minority librarians to use available opportunities to lead committees or working groups to learn and show leadership and acknowledged that learning about leadership and development involves a "lot of emotion, it is very intense, it is not easy, but it is important" (London, p. 11). London felt that it was important to have leadership mentorship from within the organization because then "you are starting to deal with a lot of those structures and policies" (London, p. 11) and learning how to navigate around them. She also said it is important to have "maybe more of [a] supervisory relationship" experience. Although London noted that building leadership mentorship experiences within the library is a "two-way relationship," she also stressed that "the onus is on the supervisor" (London, p. 11) to help minority librarians be whatever they can be or want to be. Armond was angry when he said that it is "not a surprising thing that people of colour are not in leadership positions" (Armond, p.2) and attributed this shortfall to a lack of minority librarians in the profession, especially people of colour. He also noted that formal leadership training opportunities available outside of the library and institution are helpful; however, these opportunities would not provide real leadership or management experience that is expected to attain leadership positions. As noted by London and Armond, there are no formal processes to offer minority librarians leadership experiences or mentorship towards or in leadership positions and there is a lack of minority librarians in lead, which might denote an issue with the system that continues to maintain marginalization as endemic.

Interview data indicate that minority librarians find their own supporters or networks. Carley believed that minority librarians will seek help if they need it and noted that they have

only one racialized minority librarian "who is very good at respectfully making [everyone] aware" (Carley, p. 2) of things that non-minorities would not normally think about. On the other hand, London spoke of the lack of social capital for minority librarians which could have led to feelings of loneliness. London encouraged minority librarians to find a mentor that "doesn't have to be someone from the same institution" (London, p. 9). She noted that if the mentor is from outside of the institution, it would be easier to talk about various topics without being "bogged down by the local internal politics and dynamics (London, pp. 9-10). Kavi and Armond also encouraged minority librarians to find supporters or networks within and outside their institutions. Celine had served as a mentor to an African-American employee and also spoke of the importance of mentors enrolling in mentoring programs. She elaborated that she attended one and although it was a "huge amount of work…it was better than mentoring on my own" (Celine, p. 7) because you understand how to mentor, and you get the facts such as the latest literature and statistics. All participants encouraged minority librarians to find their mentors and networks and there was a perceived sense of lack of formal support systems or structures for minority librarians to find allies, mentors, or network with supporters.

There was a perceived need to offer more spaces or a forum for EDI-related conversations for minority librarians and minority library leaders. London asked for communities of practice for minority librarians and minority leaders. Kavi mentioned having an anti-racism book club at her library where they could have difficult conversations. She hoped that "these hard conversations that we are having in there are creating a different way of dealing with each other" (Kavi, p. 19) outside the club as well. Nathan had attended a workshop where minority employees from the profession wanted to voice EDI issues from their perspectives and experiences. For example, they had said, "let's just talk about what it is for me to be hard of hearing" (Nathan, p. 9) and not about how it is worse for someone else to be whoever they are as a minority. Nathan used this example to say that we should be mindful of our colleagues' unique challenges. Magda felt that her colleagues were either ignorant about their racist remarks or insensitive. She recalled a work-social gathering where her colleagues made many assumptions about an Asian colleague or made rude remarks about Black people not liking dogs and wondered whether any of the training received was applied "with the zeal that we should?" (p. Magda, 4). Data from interviews suggests that there are currently no processes to implement anti-discriminatory practices.

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Another structural mention was made by Armond who felt that professional library associations could improve their role in diversifying the profession. He felt that national library associations "are all still talk and no concrete action" (Armond, p. 7) and they could be "funding a position at an academic library every year for a BIPOC person to be hired" (Armond, P. 7). He also noted the lack of supports through funds or resident programs for minority librarians and was even upset that his library was cited by a national association for EDI initiatives when, as far as he was concerned, there had been no action by his library to implement EDI in practice. This might suggest that organizations are competing for EDI recognition — an example of the political frame, competing despite not fully implementing practices. London questioned whose voices are being heard and "whose perspectives are we considering?" in consortial organizations and national associations (London, p. 9). April also spoke of national-level initiatives that impact libraries. She was concerned that while TRC's efforts are being supported now, the interest in this initiative may diminish over time. It was sad to note April's comment that if funds are depleted and interest in Indigenizing declines, perhaps something along the lines of the George Floyd event might happen to resurface discrimination issues. When questioning the lack of EDI practice from national associations and individual libraries, expressing concerns about the longevity of TRC's role in EDI initiatives, and observing the implications of EDI in practice versus talking about it, participants were seemingly focusing on the various political, symbolic, human resources, and structural frames.

Interview data from secondary participants suggests that more work needs to be done to improve the EDI culture in academia and academic libraries. While they felt that there was support in principle as London had mentioned, Armond, Kavi, Celine, and Magda felt there was a lack of dialogue or consultation throughout the hiring, recruitment, and interview processes. They expressed a need for space or community of practice to encourage difficult conversations or safeguards in place to discourage and eliminate racism, discrimination, microaggressions, or hiring in likeness.

Carley had mentioned the need to recruit more minority students into library education programs; however, most secondary participants spoke of the serendipitous discovery of this profession, therefore implying a lack of intentional recruitment of minority students into the profession. This implication is evident from Armond's frustrations regarding the lack of minority librarians in senior and middle management positions and the lack of structures to check, stop or

admonish perpetuating the lack of minority librarians in the profession or leadership positions by ignoring strategic priorities. After decades of being in the library position, his feelings of hopelessness were evident when he declared that "that is always going to be the case" (Armond, p. 2). The absence of minority voices in leadership positions and national associations seemed to cause a lack of alignment between shared values, strategic initiatives, and EDI implementation in academic libraries.

Analysis Using the Appreciative Inquiry Lens

Despite the systems and structures that were perceived to not be fully equipped to help minority librarians, secondary participants noted positive efforts by individuals and organizations. Secondary participants noted the strengths of minority librarians, particularly strengths that may have originated from their lived experiences. The lived experiences enabled these minority librarians to develop specific skills that provided an effortless and non-judgemental understanding of other people's challenges. While it could be argued that lived experience could cause one to make flawed assumptions based on their limited perspective, it also allows the person to view that one approach does not apply to all. Active listening and empathy combined with lived experiences are what made primary participants strong. As Kavi noted when referring to Shira, "those lived experiences can be used in leadership positions – it is all those things that are so powerful, they are so powerful" (p.12).

Secondary participants noted the self-efficacy of primary participants who worked in their areas of passion within the field. Cheyenne continued to work with matters related to her community which enabled her to achieve a high-level leadership position at a university. April noted that Cheyenne had "the ear of the university librarian and was able to work up a little bit faster" (p. 6) at her previous institution which enabled her to attain her new leadership position. Cheyenne's ability to use her community knowledge to mobilize change at her library through conversations with her supervisor is an indication of the constructionist principle where an organization evolves through social interactions of people within. Having self-awareness about one's abilities and limitations was an aspect of self-efficacy that London noted in Adanna who was able to draw boundaries and seek help when she needed it. Primary participants also learned how to lead by taking on committee or working group opportunities at their libraries. Another example of self-efficacy was mentioned by Kavi, a White passing participant who made herself

indispensable as a librarian. She encouraged others to do the same by initiating new projects and leading committees.

Shira's self-efficacy was evident in her ability to reflect and learn. She was concerned about how her actions and words might affect her colleagues. Through a reflective process, Shira was looking ahead and improving her leadership skills by way of personal mastery and behaviour control through everyday practice. For example, Shira would work with Kavi on organizational issues. While Kavi had knee-jerk reactions to some of the ideas, Shira would reflect on Kavi's concerns and come back with alternative suggestions. By working collaboratively, Shira and Kavi earned each other's trust and respect. With such self-improvement in and through her leadership style and social interactions with colleagues, Shira was able to focus on individuals and engage each one of them to mobilize long-lasting change. Based on her experience with Shira, Kavi was inspired to encourage minority librarians "to assemble a team of people who are truly your allies, and who will watch for your pitfalls and make sure that in those situations, you do not fall" (Kavi, p. 20). Shira was confirming the need for constructivist and constructionist groundings in leadership practice by engaging both individually and collaboratively with colleagues.

Secondary participants noted that primary participants may have gained strengths through their lived experiences. Celine noted Reilly's ability to care for people, her engagement with individuals, and her willingness to invite and listen to counter stories to transform her library do align with the anticipatory and positive principles of the appreciative inquiry framework. Reilly was also looking for counterstories or counterpoints in her conversations while having a comprehensive view of people. Due to her lived experience of living with a disability, Margot had a holistic approach to people both within and outside work settings as observed by Nathan. Shira also had a holistic approach to leading and Adanna was a thoughtful leader. Both Shira and Adanna were not afraid to show their vulnerabilities and struggles. Knowing primary participants' strengths helped secondary participants empower the former to use their leadership proficiencies and niche expertise and align this with the needs of their institutions or the profession. For example, April helped Cheyenne spin her resume to suit the traditional needs of librarianship and this alignment is an example of interest convergence. This is also an example of structural determinism within librarianship that does not allow for cultural differences or allow for managing resources for the community as an acceptable library experience.

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Secondary participants used their learning and self-efficacy to help primary participants. Magda had witnessed racism against her Indigenous friend and had the experience of working as a minority in an Asian country; Kavi was aware of her parents' struggles and the struggles of immigrant families who visited the public library, and Celine stated that she had become more sensitive to racial issues because of racialized family members. Such personal experiences and learning may have helped secondary participants empathize with primary participants and be strong allies. Armond was vocal enough to ask his white colleagues to not apply for an internal position to remind them of the lack of alignment between policy and practice and Magda had the courage to dare tell her colleague to stop and retract her racial comment about Black people and whether they like dogs. Armond's hopefulness that although it is difficult, we could move forward with positive changes; Kavi's expectation that we can change if we continue to exercise our racism muscle; London's image of a rising tide lifting all boats are examples of simultaneity, poetic and anticipatory principles. Armond questioned the process of hiring, Kavi was focused on the possibility of change, and London suggested focusing on a positive image of the future.

Secondary participants expressed having built their accountability measures, taking on the additional work of supporting minority colleagues, keeping the trust and confidentiality of the minority colleagues they supported, suggesting creating communities of practices, and even creating dedicated spaces for difficult EDI conversations at their libraries or institutions. They built and used listening skills through their experience of supporting minority colleagues and were empathetic. At times they offered encouragement and at other times they were more vocal or action-oriented to express their support for minority colleagues.

Summary of Chapter Five

In this chapter, I have analyzed data from secondary participants. I have provided an overview of the participants, their relationship to primary participants, their perceptions of primary participants' strengths, their role in enabling primary participants and other minority employees in the profession, and their own experiences and observations of discrimination or inclusion in the profession through various systems and structures. I have applied the critical race theory framework in summarizing systems and structures. I have used the appreciative framework to denote the strengths and practices of primary participants based on the

observations by secondary participants. The following chapter will provide findings and data analysis from the interpretation phase participants.

Chapter Six

Findings and Data Analysis From Interviews with Experts in the Field

Experts in the field were broadly categorized as directors, chairs, or faculty teaching in library degree programs, executive members of library associations, and library members who proactively participate in advocacy efforts to raise awareness of marginalization, colonization, equity, diversity, and inclusion in Canadian librarianship. Experts were identified through the library, university, and library association websites, and personal knowledge of experts in the field. Data from this phase added to the richness, validation, or refutation of findings from primary and secondary participants.

Description of Expert Participants

As indicated, I used publicly available data from library associations and library programs to identify expert participants. I approached eight participants who had various roles and positions in academic librarianship and library associations. Six of them agreed to be interviewed. Most participants were women, and they were from various regions of Canada. Two participants self-identified as having minority racial or ethnic backgrounds during the interview and the other participants revealed their white background during the interviews. Due to their unique roles and positions, participants had both a bird's eye view and intimate knowledge of the profession based on their roles and could speak to one or two aspects but could not respond to all questions in the interview guide. For example, two of them could only speak to library leadership in general, and two of the participants could speak about the leadership courses and curriculum in library programs or the educational aspect of library programs. Two others were able to speak to recruitment and retention issues and most experts interviewed touched on structures. Table 6.1 displays more information about the geographical dispersion and the primary, secondary, and tertiary roles of expert participants. For example, a leadership role within their library or an association might be their primary role, in addition to having a role in a library association.

Table 6. 1

Demographic Information of Expert Participants

Participant Pseudonym	Location	Role
Arie	Western Canada	Educator

Ciara Self-identified as a racial/ethnic minority/white passing	Western Canada	Leadership position, librarian, library association work
Green	Western Canada	Leadership position, librarian, library association work
Jorie	Eastern Canada	Library association work
Norma	Eastern Canada	Leadership position, librarian, library association work
Salma Self-identified as a racial/ethnic minority	Eastern Canada	Educator

Data Collection and Coding

All interviews were conducted using the Zoom platform, from the University of
Saskatchewan between September and December 2022. All interviews were transcribed by the
Canadian Hub for Applied and Social Research (CHASR) based at the University of
Saskatchewan. As with the previous two chapters, I used a semi-structured and open-ended
interview guide (Appendix B3) to contextualize questions for participants based on their
expertise. The interview guide was designed using the data analysis and findings from primary
and secondary participants' interviews. I also created a PowerPoint (Appendix D1) with findings
from primary and secondary participants' data analysis. Since many of the experts held executive
positions and sometimes had multiple roles within and outside of their home institution, to be
respectful of their time, the interview guide and the PowerPoint were sent at least 24 hours ahead
of the interview. This gave experts time to prepare themselves for the one-hour Zoom interview.

I started the interview with the PowerPoint presentation and as a follow-up asked if they
had any reactions or interactions with any of the information on the slides. After acknowledging
their response, I moved to questions from the interview guide. Throughout the interviews, I
asked clarifying questions and made notes of my initial reactions and observations of participants

and their information. In the process of finalizing transcripts with interviewees, I reviewed each transcript from CHASR for clarity, confidentiality, and anonymization, and to conceptualize data with the critical race theory and appreciative inquiry frameworks. The first draft was sent to interviewees who provided further explanations or minor edits. Once interviewees finalized the transcript, they were asked to sign the transcript release forms.

After finalizing all transcripts, I provided a pseudonym for each transcript and uploaded this version to Nvivo. Pseudonyms were chosen with care to respect some characteristics of expert participants while maintaining participant anonymity. I used four coding cycles starting with 1) attribute coding, 2) descriptive coding, 3) deductive coding using a priori codes, and 4) inductive coding.

Data Analysis and Findings

Similar to the last two chapters, I coded using broad themes and sub-themes and linked data back to critical race theory and appreciative inquiry frameworks. Any data on institutional elements that helped or impeded minority librarians towards leadership paths were situated within Bolman and Deal's four frames or McKinsey's 7-S frameworks. I began by elaborating on my findings with expert participants' reactions to data presented in the PowerPoint.

Initial Responses and Reactions to PowerPoint Presentation

Expert participants were glad to see positive experiences expressed by primary and secondary participants. However, a few findings from the PowerPoint were surprising to some who heard the presentation. Norma, one of the expert participants was surprised about the spousal hiring challenges for sexual minorities and stated that it "does not happen here [at their institution] terribly often," (Norma, p. 1) but was shocked that this experience occurs. Ciara, Green, and Jorie contended that the strengths or sensitivities that primary participants may have felt as minorities could be applied to other leaders as well; especially the feelings of loneliness or being undermined; although they agreed that such feelings may be exacerbated for minorities. Ciara stated that the current academic and political climates are such that all people in leadership positions are feeling many of the same sensitivities mentioned in the PowerPoint. She went on to elaborate that "people are just right now tired and angry. It is hard to be in leadership positions. I can relate to it. And it is exacerbated when you come from a minority group" (Ciara, p.1). Ciara also added that there is a backlash against talking about critical race theory or systemic racism in

society and this backlash and anger was spilling into "all kinds of conversations that never really occurred before" (Ciara, P. 1) which was causing a lot of exacerbation due to the level of exposure and discomfort experienced by minorities and the denials of the privileged populations.

Jorie pointed out that leaders are expected to have high emotional intelligence and a high level of engagement. However, Jorie also acknowledged that "there are barriers to overcome for some that others do not encounter" (Jorie, p. 1). Green agreed with Jorie and based her comments on the slide that highlighted the strengths of minority participants. She went on to say, "I was looking at the qualities of a good leader list and thinking those are qualities of a very good leader" (Green, p. 1). Arie was shocked by the depth and breadth of all the challenges of minorities and admitted to "not realizing how many challenges there are for this group. Also, how diverse the range of implications are in leadership roles with these various groups" (Arie, p. 1). Arie also went on to say, "this is so good to hear; it is so useful to explicitly hear, and how much I would like to read your study when it is done" (Arie, p. 1). Similar to Arie's sentiments about the study, Jorie, Green and Salma were pleased that this research was being conducted and expressed an interest in knowing the results.

Summary of Responses and Reactions to the PowerPoint Presentation

One of the initial reactions was that most expert participants believed that the challenges and strengths captured in the PowerPoint were experienced by anyone in leadership positions. Later in the conversation, they agreed that some leaders, especially if they are minority librarians, may have more challenges due to a lack of networking, available support systems to sustain themselves in leadership roles, acknowledgement of their minority status (e.g., sexual, or invisible disability status), or the range of implications that minority librarians' face even before coming into leadership positions. All participants appreciated hearing about these findings.

Expert Participants' Thoughts on Creating Positive Feelings for Minority Leaders

Expert participants shared their thoughts on how to create positive feelings for existing and potential minority leaders and how to annihilate some of the negative feelings. They spoke of having a holistic or multipronged approach to create or sustain positive feelings among minority librarians and library leaders.

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Some of the suggestions on how to support minority leaders began with examining hiring practices. Participants also proposed providing opportunities for minority librarians such as: establishing a welcoming space and creating communities, generating a cohort of minority leaders through leadership programs, coaching, mentoring, or training, acknowledging their work, and finally, taking steps to nullify negative feelings.

Recruitment Practices. One of the ways to create positive feelings was to think about interview processes that allow space for minority librarians who might need a space for reflecting, breastfeeding, or other privacy needs. At Norma's library, someone who is not on the search committee, possibly an HR employee ensures that all accommodation requirements of interviewees are met. The job posting provides the contact information for the HR employee so interviewees can connect directly with them to request any needed accommodations. Accommodation requirement specifications are not shared with the hiring committee. Having this practice in place, Norma believed "goes back to the feeling of safety in the workplace and creating a culture where people feel [that] if something has happened where they have been made to feel unsafe…they can report it" (Norma, p. 9). Without this "it is a wasted effort to bring somebody in and set them up to fail and have them leave feeling discouraged, disheartened, or worse, abused" (Norma, p. 10). Ciara admitted the interview processes were not as good as they could be. Hiring committees undergo anti-bias training but do not know how to translate what they learn into hiring practices. And because of a lack of practical application knowledge, committees fall back to doing what and how they have always practiced. Interviews are often performative and hiring decisions are made on a one-day show put on by candidates. As she said, "we bring somebody in for a day and they are on their best behaviour. We ask them questions that they pretty much know they are going to be asked" (Ciara, p.1).

Opportunities. Norma emphasized the importance of supporting minority persons by providing them with opportunities "to get their feet wet with leadership and trying out things" (p. 3). Minority leaders should be onboarded and have the full support of their supervisors, so they do not end up feeling set up for failure. Her library also provided librarian supervisors opportunities to facilitate conversations on leadership topics, which Norma believed was a way to practice leading. In addition, Norma believed that as present librarians and library leaders "we are all ambassadors…role models for librarianship about what that should look like. I think it is

trying to come up with a multi-pronged, holistic plan at multiple points in a student's career" (Norma, p. 11). This Norma believed would ensure that there is a coherent effort towards diversity and inclusion in our profession. Ciara recommended encouraging and providing opportunities to librarians, particularly to partake in leadership workshops and programs. She felt that it was important to have conversations with existing librarians who are not the majority population and encourage them to seek leadership pathways even when budgets are strained.

Space and Communities. Creating a welcoming space for minority librarians by developing and connecting a cohort of them within the library and the institution was mentioned by a few participants. Minority librarians should also be introduced to other people and communities in the library and on campus so they can start building a network. Green mentioned hiring a cohort of minority employees such as Indigenous scholars, "so that they could have a cohort to come along with and then maybe to support each other" so they don't have to feel lonely. For Green, it was important for minority persons to have a "critical mass of people in particular categories … [so] they have other people to share their experiences with (Green, p. 1). Ciara also emphasized creating a welcoming space for minority librarians by helping them "connect with others that are kind of going through the same things that they are so that they get that feeling of fulfilment" (Ciara, p. 6). Norma had similar thoughts about on-campus support through other communities. She suggested that minority librarians be introduced to other people who can help them such as people in human resources and generally "making sure they have got a circle around them, so they are not trying to figure things by themselves" (p. 3).

Coaching, Mentoring, or Training. Jorie suggested having a mentor or coach either from within the minority leaders' campuses or having a coach across institutions. Green recommended having a mentorship program for new librarians interested in leadership. Having such a cohort could help them grow together as leaders and it could mean "knowing that there are other people in your position that you can share experiences with" (Green, p. 2) to help with reassurance and reinforce good feelings. Neither Green nor Ciara were sure about who or what association could host a national-level coaching or mentorship program for minority librarians. Associations such as CARL, CAPAL, CFLA, and the CRKN were mentioned as possibilities; but also recognized as having specific terms of reference or focus for what they do. Norma's institution already had a mentoring program and she had advocated matching new leaders with someone who already has the experience and might remember what it was like to start at their

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library and institution. Her library started to roll out its best practice strategies and chat spaces to ensure everyone learns together and with intention – so all supervisors learn about various topics and also facilitate these sessions themselves. Facilitating such sessions with discussion topics proposed by participants, Norma believed, was "sort of stepping up and leading in a different kind of way" (Norma, p. 9). When speaking of leadership programs specifically for minority librarians, Norma revealed that one of the programs through which she is mentoring someone is expecting mentors to also act as sponsors. This means, that apart from coaching potential leaders, mentors are also expected to open doors and facilitate introductions of minority librarians to different people who could be useful connections in their leadership career paths. Rather than saying, "let me give you some advice," (Green p. 1), leadership program mentors are now expected to say, "let me open some doors for you" (Green p. 1).

  Acknowledgement of their Work. Norma and Ciara spoke of the importance of acknowledging the work done by minority librarians and giving them credit for their work to create and sustain positive feelings. Ciara advocated for appreciating minority librarians for the work that they do. She said, "we all get into it so much sometimes that we forget to say, "Hey, by the way, you are doing a great job. I do try, and I forget sometimes, but I do try" (p. 6). Additionally, Ciara also believed in enabling minority librarians to speak for themselves and have the agency to make decisions. This means allowing minority employees to take credit for their work and allowing them to be seen as the primary communicators and doers of the work. Even if it was a team effort, Ciara felt that it was important to show and if necessary, guide others to recognize that the minority librarian is leading the initiative, thereby giving the minority librarian a voice.

  Norma spoke of a specific minority librarian employee at her institution who has taken it upon herself to help with the retention of newly hired minority colleagues through a career residency program. Norma elaborated that this employee "is taking them [new minority colleagues] out for lunch, and they are going off to an art gallery and trying to create a cohort" (Norma, p. 8). This employee who has volunteered to take on this initiative is compensated with funds to help engage in these activities and their initiatives and efforts are appreciated. Norma also expressed the possibility of such efforts being noticed when the employee comes up for permanent status, an acknowledgement of their efforts to sustain minority librarians.

Nullifying Negative Feelings. Change, burden, and being assertive about saying no to additional work were some of the additional subthemes for nullifying negative feelings. The potential for change was there with millennials receiving decolonized education in high school and bringing that education into academia and library education. The younger generation had a better handle on discrimination issues, were willing to talk more openly about them and were "sort of more willing to take correction even" (Ciara, p.7). Ciara held that the academic and library professions need to have a common understanding of what constitutes systemic racism and how it affects minority persons, "because people coming from a privileged background just do not see it…unless you have walked in someone else's shoes, you cannot understand them" (Ciara, p. 6) which she believed was happening a lot more in recent years.

Change. Jorie noted the importance of libraries being innovative by identifying new areas of development, showcasing good ideas, sharing those ideas with others, and providing exposure to issues that need to be changed. Salma felt that librarianship is not as inclusive or as good as we like to think. She felt that there was a lot of talk about it but in her experience, her students and colleagues already know the "talk" and would like to see substantial changes in actions and practice. She went on to say,

> I think that there is not a single course that I know that does not unpack and deconstruct the history of Whiteness of LIS; the knowledge infrastructure that is basically scaffolding, our systems, our infrastructures, that again, I think people are really getting it. But this is where I find the LIS is kind of short of being a little bit less welcoming because we still have a really hard time finding the next thing to do. (Salma, p. 2)

Based on Salma's observations and experiences, more change needs to happen that is practical and helpful to those who teach and practice in the profession.

The change was also visible in conversations surrounding ALA-accreditation where Ciara heard only one person dissent at her institution and even that was related to the process and not to discredit non-ALA-accredited degrees. This, Ciara thought, suggested an openness at her institution and library towards recruiting librarians with library degrees from other countries. Speaking of change, Ciara noted a time when doctors and nurses were hired from developing countries, but not allowed to work in their professions and went on to say, "if we are going to do that with librarians, then they need to work as librarians, and not as support staff" (Ciara, p.11). One way to diversify librarianship representation, Ciara said, could be to hire librarians with

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degrees outside of the ALA-accreditation and ensure that they work as librarians and not be reduced to function at the staff level. Jorie emphasized the importance of acknowledging the practice of hiring non-ALA-accredited librarians from a national library association perspective.

*Burden***.** Some individuals in librarianship are overly burdened with work, particularly work related to EDI. Although well-intentioned and done to understand marginalized perspectives, it "can put an undue burden on those few individuals because they are here" (Jorie, p. 4); however, if there is a willingness among minorities to do this work, it could help build allies and "allies' understanding of appropriate behaviours and perspectives" (Jorie, p. 4) in the EDI realm.

Saying No. In alignment with being overburdened with certain tasks is the importance of saying no and doing so without hurting one's career. Ciara who identified herself as a minority person during the interview affirmed the importance of saying no when called upon too often. She had no trouble saying no to something but was mindful of newer librarians refusing tasks or projects who might have to work to do so without hurting their careers. Green also felt that librarians should be able to say no or ask for more help to complete tasks and projects. She went on to say that she knew of minority leaders who "feel the additional burden of not wanting to say no"… probably because they might feel the additional pressure to not "drop the ball or make a mistake" (Green, p. 2, 3). This is where supervisors could provide reassurance that it is okay to say no to something. Green felt that this could mean education to understand that one could have a reasonable workload without feeling the need to accept everything that comes their way. Such education might be important for everyone to "remember not to put undue pressure on certain individuals because they might [already] be feeling extra pressure" (Green, p. 3).

Summary of Creating Positive Feelings

Creating positive feelings should begin at the recruitment stage where safe space and culture are exhibited to interviewees. Libraries and institutions might lose the opportunity to hire a minority if they do not revise their hiring process and train hiring committee members on many aspects of EDI-best hiring practices such as unconscious bias. Once hired minority leaders should be supported to create a community and space with other minority colleagues on campus so they do not feel alone. Mentoring and training are important aspects through which minority leaders can sustain themselves. In addition, their leadership coaches or mentors should also open many doors for minority librarians by introducing them to other leaders on campus or in the

profession. Recognizing their work and providing credit, but also giving them a voice as leaders by guiding others to recognize the minority librarian as a leader is important to sustain positive feelings. One of the important steps is to also address the negative feelings. While there is hope that the exposure to decolonization will bring change, there is also change happening with hiring non-ALA-accredited librarians. Participants advised minority librarians to be assertive about saying no to additional work and setting boundaries. Although only minority librarians are well positioned to provide EDI perspectives from their lived experiences, it is also important that they do not feel overburdened with such work. In this context, more educational possibilities for all employees may be needed so they understand the consequences of putting undue pressure on minority librarians because of their status or because they hesitate to refuse additional work. Findings speak to structural, strategic, and systems aspects of the 7-S and Bolman and Deal frameworks. Ciara's notes on systemic racism and anger denote that there is a recognition of problems related to the lack of minority librarians, the challenges of minority librarians in the profession and the need to create a structure to execute changes and new strategies by reinventing or creating new systems. It also indicates that the majoritarian narratives are changing, and such change is informing the "how of change" towards minorities in the profession.

Expert Participants' Thoughts on How to Make Way for Minority Librarians into the Profession and Towards Leadership

Expert participants spoke of the possibilities of bringing minority librarians into the profession through recruitment and retention practices, offering mentorship, establishing residency programs, ascertaining funding for training and learning, and doing many of these either at individual institutions or across institutions at a national level. Diverse representation could be initiated by understanding what is needed, how to go about hiring and retaining a diverse representation of people, designing better recruitment practices, and providing leadership pathways through training and workshops. As Norma mentioned, "it is a long game; it means working at all kinds of different levels to encourage people to think about librarianship, not wring our hands about and then say as an excuse, "well we do not have a diverse enough pool" (Norma, p. 11). Speaking of establishing a residency program for Black and Indigenous library students and finding funds from the institution to initiate and run this program, Norma said, "it is

a resilience game" (p. 10). Current leaders need to be resilient and innovative to find ways to improve minority recruitment into the profession and leadership positions. Salma agreed and stated the importance of having a sustained long-term vision to change the way people think about librarianship and encourage them to enter the profession.

Recruitment and Retention of Minority Teaching Faculty or Librarians

Norma's institution had done a complete audit of their HR practices and created a document with guidelines for librarian hiring practices. Some of the practices include finding gender and racial representation for the committee; including other union members on the committee, members signing a confidentiality agreement to not reveal any information about the people or processes involved during hiring; undergoing unconscious bias training; creating a rubric to evaluate candidates; and involving HR to work on accommodation issues. Norma mentioned another hiring practice at her institution — her institution does not ask for ALA-accreditation which she believes is a practice that might be extended to other libraries across Canada. Norma was frustrated that while many programs at her institution accommodate recruiting minority students, such dedication to inclusion and equity does not happen when hiring librarians. Norma's institution had incorporated "brand new language for job postings that has a bit more teeth in terms of encouraging people who are of colour to apply" (Norma, p. 5). In addition to mandatory EDI-related training for all employees, Norma's institution is also looking into intervention with employees who behave inappropriately and providing support to the minority employee who was harmed either directly by the supervisor or other structures such as counselling, mental health assistance or debriefing, which Norma believed, would help with retention.

When talking about teaching faculty recruitment in library education programs, both Arie and Salma maintained that they cannot advertise to specifically recruit racialized minority faculty as educators. Rather, at Arie's institution, faculty were asked to write a diversity statement and Arie agreed that "it is very difficult to make the link between what you would like to see happen and what happens because of the processes at the university" (Arie, p. 3). Arie believed that the problem was that the structure at the university which was "a decade behind the curve. When everybody has moved to the new 2.0 version of doing this, the university is still talking about how to get from 1.0 to 2.0, it is very frustrating" (Arie, p. 7). Salma's institution faired better in that it could advertise for Indigenous and Black scholars. This push came from students who

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"wanted people who are also researching around those issues around blackness in archives, in LIS and really consciously working on those issues. So, there was a kind of demand from the students specifically" (Salma, p. 9). Although job advertisements are welcoming of people with disabilities and the pandemic helped facilitate many forms of low-cost inclusion, Salma felt that her institution was not "tackling all kinds of minorities and lack of representation" (p. 9) at her university. Arie and Salma's comments on institutional-level hiring and recruitment process dilemmas for students or faculty may be leading to a lack of minority students, professionals, and leaders.

Lack of Data on Minority Employees at Various Levels of Librarianship

Jorie admitted to not knowing the diversity dimensions of students enrolled in library graduate programs. While self-declaration is one way to collect such data, she suggested having a better understanding of why it is difficult to track the diversity dimensions of students in the program. Salma reiterated this difficulty in collecting data when she said,

> Canadians do not like to collect this kind of data and it is a mistake in my opinion because then you do not know what you are working with…it would be interesting to do a pilot, maybe for a few years, just to see how people self-identify around a number of categories…I know it can become reified sometimes, but I do believe in the power of data to meet some targets. (Salma, p. 4)

Arie expressed discomfort in asking self-identification questions during the admissions process and said, "it makes me feel uncomfortable even though the information will be so useful" (Arie, p. 9). However, when I suggested asking for this data from students who are graduating or alumni over the last few years, Arie stated, "that is an excellent idea. I do not think anybody has ever thought of that" (p. 10). Arie felt that too few minority persons were coming out of library schools, but also admitted not knowing numbers due to lack of data. However, Arie believed that pipeline issues could be solved at the provincial level. For example, provinces could provide free or discounted education for minority students. Arie also stated that the problem of lack of diversity among students in library programs could have "deeper roots of problems and who has a choice to go to university and who does not" (p. 10). At Arie's institution, there are outreach and promotion activities to attract more people to the library program. However, Arie also admitted to steady numbers in the program except during COVID-19 years when there was higher enrolment. Arie believed that all the promotion and outreach

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programs do not have any considerations other than appealing to the interest that lies in individuals, "because ultimately, it is an individual expressing interest" (Arie, p. 11). Arie was not sure how to impress people through marketing and promotion if they were not interested in considering librarianship as a profession.

Speaking of librarians Ciara said, we simply "need more minorities in librarianship, to begin with. That would help and I have talked about it starting at library schools and technician programs" (Ciara, p. 4). She went on to say that unless there are enough minority students and professionals recruited and retained, it would be hard to find enough of them in leadership positions. It is also important to have minority professionals "who can turn that conversation around. It is just getting to that critical mass of having enough people and librarianship is so very white and female" (Ciara, p. 1). Green agreed with the lack of critical mass as a problem among librarians too and explained that "if we keep having a critical mass of people in particular categories then at least they have other people to share those experiences with" (Green, p. 1) and will not be token hires or feel lonely in their jobs. Having such a critical mass would redistribute the EDI workload that is often undertaken by minority persons, so the single token hire does not always have to represent every single EDI issue.

Open Conversations

Ciara did not believe that the profession was having open conversations about EDI issues. When asked about whether we have all the tools to work with minority employees, for example, a neurodivergent minority, Ciara stated that open conversations would be helpful. She recalled a particular situation where one of her staff members was able to be open about her health issues. All managers had to attend training on neurodiversity and working with people who are neurodivergent. The staff member was able to talk openly after everyone had attended this training and divulged "when you see me acting like this…here is what you can do to help me and here is the kind of conversation we could have" (Ciara, p. 2). Ciara said that this was helpful to learn, especially directly from someone who was neurodivergent. However, Ciara also acknowledged the difficulty minority persons would experience in revealing such information about themselves or having open conversations with their colleagues. Jorie explained that "individuals who are willing to talk about their experiences and their thoughts on what would strengthen, what is needed, what would strengthen the environment and their ability to perform within it" (p. 3) is not only helpful but a rich undertaking. Hearing openly from minority persons

would help libraries "collaborate to develop new, best practices, and we can address various dimensions [of minority employees], various audiences" (Jorie, p. 3) and such documentation can also help hold each other accountable because we will have something to guide us.

Leadership Education or Training Programs

Arie's institution used to offer one management course, but now there are multiple courses on the topic of management for students to choose from. These courses help prepare MLIS and archival students for various kinds of management roles. Such programs touch on the pragmatics of being in a managerial role and the problems one could encounter. On the other hand, Salma's institution did not offer leadership or management programs separately. Rather, many courses have a leadership or organizational aspect embedded into them where "we look at all of these vision mission statements and position statements" (Salma, p. 10). Such embedding of leadership aspects into multiple courses was a faculty decision made a long time ago, Salma added, because faculty did not believe that students would "necessarily take a leadership or management course if left to their own devices" (Salma, p. 10).

Jorie believed that leadership development needs were not being fully met. There is national level "open-to-all leadership development programs… but have not identified a leadership program specifically for certain minorities" (p. 1). Norma spoke at length about leadership programs available in Canada and the United States for librarians interested in leadership. In Canada, she was aware of the Leadership Development for the Library and Information Sector (LLEAD) program in British Columbia and the Academic Librarian's Leadership Institute (ALLI), a recent program through CARL. However, the United States has the Kaleidoscope and the Leadership and Career Development Program (LCDP) specifically aimed at racial minorities. But since the United States has a different historical context (lack of focus on Indigenous peoples), she suggested developing "a Canadian version of LCDP and not kill[ing] ourselves over developing something shiny and different, just a Canadian version" (p. 1). To develop such a program, Norma believed, Canadian library leadership needs to come to the table. In addition, regional library associations, provincial library associations, and national library associations could also participate in these conversations. Norma felt that the heads of the largest libraries who have money and clout need to be brought to the table as well.

Leadership Network for Minority Leaders

Ciara believed that we need minority librarians in leadership positions so they can provide advice from lived experiences, such pragmatic leadership practice was currently lacking. And it was lacking whether intentionally or unintentionally because minority persons are often token hires. There is never a group of them at leadership levels with "similar experiences and can kind of support each other" (Ciara, p. 4) towards or in their leadership journey. Ciara, herself had been through a library leadership program aimed at minority librarians and having a cohesive, close group that had similar experiences helped her "rely on those people all the time and when I see them, "oh my Gosh"! And we still call each other. If someone is applying for a job and wants some advice…[we] support each other" (Ciara, p. 4). Green believed in minority persons having a community on campus to support each other and share their concerns. She revealed that she attended a leadership workshop recently which was not "targeted at minorities of any sort, but it helped to bring people together as a cohort and know that these are the people that I will be moving through my career" (Green, p.1). Green felt that having this cohort was important for minority persons too, so might lean on each other. She explained that "it was really useful to meet other people at sort of a similar career stage and now I can call them up and ask them questions" (Green, pp. 1-2). Green believed that building such trust relationships with a cohort of librarians who have similar interests and are in a similar stage of their careers would help minority librarians as well. Jorie recommended having a community of practice or a community of commonality for and with minority professionals in librarianship who are "willing to talk about their experience and their thoughts on what would strengthen [our profession]" (Jorie, p. 3). Norma and Green acknowledged the Visible Minority Librarians of Canada network as a space that offers networking possibilities and mentorship programs.

Summary of Making Way for Minority Librarians

Participants' comments express a desire to see change but also show a lack of systems and structures to accommodate the need for change. For example, lack of data is often cited as a problem, however, there is no effort to collect data on minority students, faculty, librarians, staff, or leaders in the profession. A new national system could be created to gather data on students entering the profession that is not associated with their degree-granting institutions. Such a system could be the answer to the fear of misuse of data or the fear of providing such data by

respondents. While there is some interest in seeing changes, the academic hiring infrastructures are far behind and need new structures, strategies, and systems to address how to change with people, resources, tasks, and accountabilities in place. There is a focus on hiring international and Indigenous students into academic programs, however, as Norma, Arie, and Salma pointed out this is not translating into hiring librarians or librarian faculty members. There is some importance being given to hiring Indigenous and Black librarians or faculty members, however, other people of colour are not being considered which shows a lack of equity considerations or open conversations in recruiting non-minorities.

Leadership courses are not necessarily required courses in library degree programs. While one institution had management elective courses, the other embedded leadership and management aspects into many courses. Since library programs are not specific to taking positions in academic, public, school, or special libraries, leadership and management are very generalized, and librarians need to depend on leadership programs once they find positions within specific libraries. One of the new national-level programs the Academic Librarians' Leadership Institute (ALLI) is creating a cohort of Canadian library leaders, however, there is still a gap in addressing minority leaders as cohorts.

Expert Participants' Thoughts on Implications for Lack of Diversity

One of the final questions in the interview guide was to seek participants' thoughts on the implications of the lack of diversity in librarianship. In other words, why do we need to be diverse, and would there be a return on investment to spend resources and efforts to diversify and specifically focus on minority librarians in leadership positions?

Although none of the participants focused on equity and inclusion in leadership positions, all of them agreed on having a better diversity representation in the profession. Green had expressed surprise that I did not have trouble finding enough primary participants and said, "I would have no idea how many people there are in leadership positions that are in some sort of minority category" (Green, p. 1). Ciara was worried that budgets were getting worse which would mean a hiring freeze and elaborated that "if you have a hiring freeze, then you are not hiring anybody. You are definitely not hiring more minorities" (Ciara, p. 10). Ciara was concerned that the diverse student population at her institution is not represented among her library staff members, and this means that "as much as we like to say we are a safe space, we are not if our staff does not reflect the student population" (Ciara, p. 10). Green also thought of

students and confessed that the profession will not have the breadth of experience and ideas and become "much more monolithic in thinking. And also, particularly in libraries, it is really nice for students to see a wide variety of types of people working at the library, [then] they could see themselves in the library" (Green, p. 9).

Jorie conceded that we would "not have the full spectrum of the lived experience of the clientele we serve" (Jorie, p. 8) if we did not erase all systemic barriers and allow everyone to participate to their fullest potential. Norma confirmed that not diversifying would be a lost opportunity and elaborated that,

> we can only be better by having more diversity in our spaces and it helps us grow collectively. If we are thinking the same things, we never come up with anything innovative. If we are not challenging one another and coming in with different opinions, God, that is so boring. It is not serving the student body that we are here to serve. We keep looking for revenue, putting it on the backs of our international students. If that is what we are going to do…we need to create spaces that make them feel welcome. It cannot be a white wall of people confronting them. For many reasons, it would be a terrible failure to not diversify. (p. 11)

Salma believed that the profession would become irrelevant without diversity and inclusion and confirmed that "representation, like visible representation in libraries, is so critical today more than ever – all kinds of representation from disability, gender, cultural, and linguistic" (Salma, p. 11). Salma believed that if we did not create an inclusive environment, we would be shooting ourselves in the foot. She opined that librarianship needs to move away from the laurels of the past about libraries as a space for everyone and be proactive in creating an inclusive environment and added that "in big migrant intensive cities and provinces, if we are not intentional and just maintain [current practices], the library cannot survive" (Salma, p. 10).

Summary of Regarding the Implications for Lack of Diversity

Participants felt that if librarianship did not diversify, the profession would become irrelevant to growing communities that are diverse and expect or hope to see themselves in the profession. Lack of budgets and hiring freezes should not be used as an excuse to stop hiring minority librarians. If we want to be innovative and an intellectually stimulating profession, diverse people, their lived experiences, strengths, and skills are needed. For such diversity to change our shared values as a profession, intentional hiring of minority persons is required.

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Analysis using the Critical Race Theory Lens

It is evident from the findings that systems, structures, and strategies have not aligned with the need to create an equitable and inclusive space for minority employees in the profession. Starting with recruitment practices and not having open conversations on the state of equity in librarianship continues to reify majoritarian narratives and practices. Even some of the so-called "experts" in the profession were not fully aware of the extent of the challenges faced by minority librarians at various phases of their librarianship career starting from entering library degree programs. Arie was genuinely shocked by the challenges faced by the minority participants in this study and was grateful to hear about this during the interview. There is a disconnect between the literature available on the lack of minority persons or challenges faced by them in the profession and administrators who engage in admissions, designing the education curriculum, recruitment and hiring, and leadership programs who do not seem to be fully aware of information from such literature.

Based on what Norma, Ciara, and Jorie shared about hiring practices and best practices, a few individual libraries may be striving to change towards equitable and inclusive practices, but there is a perceived lack of national-level conversations on equitability and inclusion. This may be particularly so between all parties involved such as the administrators of library degree programs, heads of provincial, regional, and national library associations, and academic library leaders. There are no apparent systems or structures that might provide a space and structure for these conversations to create cohesive change as a profession. Each association or library might have conversations based on happenings in their microcosm and make temporary and quick changes that do not have sustainability.

Based on the findings, there may not be widespread intentional minority-focused recruitment practices, opportunities to experience leadership, spaces and communities, or Canadian-focused leadership training opportunities for minority librarians. Participants could not recollect having the tools needed to hire and work with minority employees. Instead, they spoke of sessions offered that would enlighten listeners about the challenges of minority employees. For example, there was a session offered on workplace health issues that would highlight the need for supportive systems and structures in institutional settings to create and maintain a healthy workforce and students. Green stated that it would be harder for employees to make ongoing accommodations; however, her library worked closely with their HR to prioritize the

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need for changes and if something specific was flagged, they strived to make things work. This could be a human resources issue that would need to address the needs of both the person coming in and the people already there; an example of structural determinism that does not help accommodate change; and a symbolic issue for the organization where they can be distinctive through who and how they hire.

Only Ciara remarked on the specific training in neurodiversity and the positive changes associated with this, specifically for neurodivergent staff. Primary and secondary participants mentioned ALA-accreditation as an impediment for immigrant minority librarians to enter the profession. While this is still a widespread issue in Canada, Ciara and Norma's libraries were hiring non-ALA-accredited librarians at their institutions to work as librarians and not just as staff members. Hiring and recruitment practices are not even across academic libraries and while some have implemented best practices for hiring processes, not all historically implicit prejudices have been fully addressed by the profession. Due to this, systemic issues in hiring minority librarians and positioning them in leadership roles persist.

Recruitment practices are still in progress and sometimes nebulous, specifically with gender and not widely disclosed disabilities. Since mandating is challenging in academia, libraries can only offer training on equitable recruitment practices and hope that everyone has attended the workshops or online training before sitting on hiring committees. Norma mentioned instituting best practices at her library and since none of the other participants mentioned a change in hiring processes, it is not clear how other academic libraries fair regarding equitable hiring processes. There appears to be no system or open conversations to share such information widely. The newest national-level leadership program is not only not aimed at minority librarians, but it also does not have an EDI component in the curriculum. Green had attended this program and stated that "it wasn't targeted at minorities of any sort" (Green, p. 1), and Jorie admitted to not having a national-level program to meet the unique leadership development needs of minority librarians in the profession.

Norma mentioned the need to provide opportunities and offer full support for minority librarians to experience leadership, so they are not set up for failure. Leaders such as expert participants have a role in acknowledging current academic structures that hold minority librarians back or for not hiring them within their libraries for leadership positions. The lack of strategies with intentional efforts to promote leadership pathways for minority librarians within

libraries persists. Lack of leadership opportunities is a result of lack of experience and without experience, minority librarians cannot apply for leadership positions. This vicious cycle between opportunities and experiences needs to be further explored as it continues to promote dominant ideologies and sustain the endemic nature of discrimination towards minority librarians interested in leadership. Participants shared the possibility of hiring Indigenous or Black scholars but no other minority persons at their institutions which leads one to wonder about interest convergence. The Truth and Reconciliation Commission called for increasing equitable access for Aboriginal peoples to jobs, leadership positions and opportunities within organizations and Black students at one institution had asked to see a representation of themselves among library teaching faculty (TRC, 2015).

The lack of national-level spaces and communities for minority librarians and specifically for those in leadership positions could also be a systemic issue. Although many associations have diversity and equity committees and the Visible Minority Librarians of Canada as a volunteer-run network exists, the existing power structures and practices continue to maintain the status quo of the kind of communities that are created and nurtured. This lack of community of Canadian minority librarians may be related to the fact that there are no leadership programs specifically for Canadian minority librarians. As Green had mentioned, a library leadership program through a national association is also an opportunity for like-minded librarians in similar career paths to connect and stay connected throughout their leadership journey. As Norma mentioned a Canadian version of the American Leadership and Career Development program might help build a community of librarians and leaders who are culturally proficient and have a deeper understanding of barriers. Such librarians and leaders could help with practice ideas to create an inclusive library and leadership environments.

Salma spoke of EDI conversations that happen in library degree program classrooms and the awareness that has been raised regarding the lack of EDI in librarianship. However, she noticed the "tension between the kind of values we espouse and the reality on the ground … we have not always been inclusive or as good as we like to think we are" (Salma, p. 1). This is an example of vocational awe, where libraries assume an inherently sacred notion of themselves that is different from reality. Her observations were confirmed by other participants who are still trying to make changes and are sometimes frustrated with having to fight against policies and procedures. Arie was frustrated that his institution was still trying to figure out how to change.

When asked what libraries could do to create more positive feelings Ciara could not think of anything to share from her perspective. She simply professed that it was tough to think of positive feelings either at her institution or her association work and summed it up by saying, "No, there is no positive" (p. 5), but later elaborated on the "good stuff going on and people doing great things" (Ciara, p. 5). Salma and Ciara's experiences show that while some foundational work on historical and systemic discrimination is being laid at the library education level, this is not yet visible in practice. This could be an example of structural determinism where the library profession is not yet equipped to right the wrongs. The disconnect between learning and practice may be one of the reasons for the lack of diversity in leadership as it is in other areas of librarianship. This disconnect could also be tied to the lack of a critical mass of minority librarians. Although conversations are happening, minority librarians are still in the minority. It is the majoritarians talking about the potential or need for change who currently have the power to institute change. Whiteness as a property in librarianship may be continuing to cause inequity in leadership positions.

Analysis using the Appreciative Inquiry Lens

Norma and Ciara's libraries have started conversations or have hired librarians without ALA-accredited degrees, and this is a positive change towards equity. It also highlights how the concept of hiring is being constructed now and how the profession might need to change this practice going forward through newly gained knowledge informed by current social and past historical contexts of who and how we hire. Norma and Ciara's libraries have already designed "what will be" and if other libraries could build on this recruitment practice and sustain the momentum, there is room to generate new possibilities. The more minority librarians that are hired with varied educational and experience backgrounds, the more possibilities for diversity in leadership.

Some libraries have already started to change, by creating best practices for various activities, revising recruitment processes, and hiring minority librarians in leadership positions and this is a positive. Other libraries are thinking of strategies to solve the problem of lack of representation, equity, or inclusion among librarians and leaders. Green mentioned not having any Indigenous librarians at her library and wondered about the possibility of working with a reserve nearby to recruit students into a special internship program. Although this is only a thought, examples like this are seeds of thought towards the "how of change" and potential

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strategies to solve the problem of lack of inclusion and equity. When library leaders express a sincere interest in change, there is potential for the simultaneity of learning and changing through curiosity. The dream phase of appreciative inquiry requires thinking big to envision positive possibilities collectively as a profession. Jorie provided another good example of the "how of change" by listening to the counterstories of minority librarians in the profession. Exposing problems and showcasing good ideas, sharing such ideas with leaders, and learning how they tackle issues in innovative ways within the EDI realm are things Jorie felt should be ongoing work. This attention to affirmative and positively compelling examples through counterstories from the field could help administrators understand more about challenges and barriers so they could work to eliminate them.

Ciara and Norma offered ideas on sustaining positive momentum towards transformative change. Ciara affirmed that the CARL's recent document on hiring and retaining diverse talent in librarianship is being used by libraries and wondered how other libraries might be improving on this work. If something is not working, she emphasized the importance of going back to the initial question of how to increase the number of minority professionals in librarianship and refocus efforts and modify the document based on experiences and practices that worked. Norma recommended working at all levels and using multiple approaches to encourage everyone to think about potential librarians collectively and without giving up because of a lack of data. She understood that her institution cannot evaluate the changes recently instituted at her library for some time in the future; but realized the importance of proactively making changes as a collective. Norma invited all her colleagues to co-construct a positive profession through various efforts such as going to high schools and tapping into the student body within the academia to recruit diverse students into library degree programs, create transition programs, offer tours to excite students about working in a library, offer residency and mentorship programs, and so on. The development of a coherent strategy for recruiting minority persons and potentially having more options for leadership positions through diagnosis, policies, and various intentional actions and activities was a constructive approach to increasing equity in librarianship.

Although not yet in place at her library, Green proposed zero tolerance for microaggressions and suggested having accountability measures in place. She believed that every employee is responsible for calling out inappropriate behaviours and one way to avoid such behaviours is by "holding everybody accountable maybe is really the only way to make sure that

everybody is still following those things [learning from workshops] and not treating it like a paper exercise" (Green, p. 6) was an example of how to build accountability structures and achieve a cultural shift toward EDI implementation in libraries. A zero-tolerance focus would encourage a focus on modifying employee behaviours through ongoing training, education, unlearning, and performing and could help with skill building through corrective courses and practices.

Salma shared a story of one of her Black students who became the senior leader of a Canadian university and had called for this image for future librarians and archivists. By holding this image, she was anticipating a future of librarianship and archives with top-notch minority scholars and practitioners.

Transformative change in librarianship could occur through conversation and inquiry. Ciara and Jorie both recommended open and honest conversations that could lead to further inquiry into the state of minority librarians in Canadian librarianship. Such an inquiry could help deconstruct current practices, help build tools to work with and empower minority persons, and might also create inclusive curricula for leadership courses, workshops, and programs.

Summary of Chapter Six

In this chapter, I analyzed data from expert participants. I described the recruitment of expert participants and detailed their demographic information while maintaining confidentiality. I offered their perceptions on findings from primary and secondary participants, and additional perceptions about education, training, data, networking, recruitment processes and practices, and leadership programs for equity in librarianship and leadership. I have applied the critical race theory and appreciative inquiry lens to all findings.

Expert participants' data showed that the incongruous nature of EDI work between various institutions and their libraries might lead to a lack of cohesive and sustainable efforts toward positive change. However, there are individual efforts to sustain positive and transformative change. At least one participant was candid in admitting to not being fully aware of all the challenges faced by minority persons; A couple of participants conflated the challenges of minority and non-minority leaders to be the same or similar but eventually agreed that additional challenges exist for different groups of minority identities. Two participants mentioned that their libraries were hiring librarians without ALA-accredited degrees which is a move towards progress. Their libraries were creating a document of "best practices" on EDI

implementation towards hiring, recruitment, and interview practices. There are considerations regarding creating safe spaces and zero tolerance towards microaggressions or discrimination even if broader accountability structures are not fully in place within their institutions; there is an acknowledgement of not being able to mandate training and education to modify employee behaviours. Lack of data or the necessity to collect data on minority students in library education programs and librarians in the profession seems to be a sensitive subject; however, there is an acknowledgement that not having this data would mean not being able to move forward with identifying gaps and challenges for minority library students and employees. More open conversations are needed on many of the topics, but it is challenging to bring all relevant people to the table for such conversations. The following chapter will provide a final analysis combining all phases of interview data.

Chapter Seven – Summary, Reflections, and Conclusion

In this chapter, I review the purpose, problem statement, research questions, and theoretical frameworks used. I then summarize and discuss the responses to each research question with findings from chapters four, five, and six. I discuss the themes from these findings in relation to the extant literature provided in chapter two and my own insights as a racial minority librarian with leadership experience. I proceed to offer aspirational ideas for the profession using McKinsey's 7-S and Bolman and Deal's four frames. Finally, I offer implications for the profession and EDI practice, much of which could be deterred through long-term vision and planning, setting structures, and building systems, skill building, shifting cultures, and collaborative efforts; theoretical implications; and implications for future research. I conclude this chapter with personal reflections that are founded on hope and optimism.

Purpose of the Study

The purpose of this study was to explore the reasons for the lack of minority persons as leaders in Canadian academic libraries. Anecdotal evidence and most research coming from the United States show that there are a few minority persons in library leadership positions. There was a gap in research that addressed the pathways of how minority persons come into leadership positions and how they sustain themselves in those leadership roles. First-hand research was needed to learn how minority persons come into leadership positions; a need fulfilled in part by this dissertation research. It was my hope that the knowledge gained through this research might guide future practices in library education programs, the profession, and leadership positions.

Summary of the Methodology

To better understand the reasons for the lack of minority persons as leaders in Canadian academic libraries, I interviewed minority librarians currently in leadership positions (primary participants). In addition to their perspectives, these primary participants also identified allies (secondary participants) who had supported them in their librarianship or leadership journey. In addition to the primary and secondary participants, I also identified experts in the field (expert participants), who added to, or refuted data gained from primary and secondary participants.

Data analysis using critical race theory (CRT), appreciative inquiry, Bolman and Deal, and McKinsey's 7-S frameworks helped identify existing practices, barriers, challenges, and success stories of minority librarians. The CRT lens helped identify the structures and systems

that affected primary participants in various phases of their careers. The appreciative inquiry lens of primary participants revealed their self-efficacy initiatives to seek and find opportunities for success. Primary participants seemed to understand the importance of aligning their learning, experiences and aspirations to the library and academic structures and executing a course of action towards success. They also found allies for networking and mentorship as needed.

Bolman and Deal's four frames (structural, human resources, political and symbolic) and Mckinsey's 7-S frameworks (structure, strategy, systems shared values, skill, style, and staff) helped identify institutional elements that impeded or aided minority persons to attain and sustain leadership positions. These multiple frameworks helped identify some of the micro, meso, and macro perspectives through the multiple realities of individuals, and the intersubjectivity between these multiple realities, especially between primary, secondary, and expert participants. This study highlighted the limitations of the academic library systems, strategies, and structures that are currently not fully equipped to generate more minority leaders.

Research Questions and Findings

This research was guided by the following research questions and with data harvested from three groups of participants mentioned above:

1. From the perspectives of current minority librarian leaders, what are the underlying reasons for the lack of minority persons as leaders in Canadian academic libraries?
2. What practices have led to the success of minority leaders?
3. How might academic librarianship cultures change to more readily identify and nurture future minority academic librarians as leaders?

The first question helped explore any institutional elements that helped or hindered minority librarian leaders which might begin with entry into educational programs. In their professional practice, they faced challenges in the form of discrimination or stereotyping and did not identify any system-designed intentional leadership pathways for minority librarians. The systems, structures, and practices were fragmented and were not intentionally designed to correct the historical and ongoing discriminations in the profession.

The second question explored the self-efficacy practices and capacity-building measures that aided primary participants in becoming leaders. In addition to delving into the perceived skills and strategies that minority librarians adapted to become leaders, this question also

explored support systems or allies that helped minority librarians attain and sustain themselves in leadership positions.

The final research question focused on the future of the profession could perpetuate minority librarians in leadership positions. Participants in this study noted the importance of having data on minority employees in the profession; founding hiring and recruitment practices on equity, diversity, and inclusion; aligning practices and policies; having open conversations within the profession about the state of minority librarians and discussing pathways for change; setting intentional leadership pathways for minority persons; and providing support to minority leaders through mentorship programs. Research questions and findings are further elaborated below.

Question 1: Underlying reasons for the lack of minority persons as leaders in Canadian academic libraries

The first research question investigated the reasons for the lack of minority persons in leadership positions. Findings for this question are predominantly from interviews with primary participants with relevant additions from secondary participants. This section connects the summary of findings from primary participant interviews with available empirical evidence from the literature. Findings and literature showed that challenges for minority librarians began when they entered library degree programs and continued through the processes of recruitment and into leadership pathways. Due to a lack of intentional recruitment in library programs and into the profession, there was no critical mass of minority librarians. Once hired, they faced discrimination and microaggressions; and even in leadership positions felt powerless despite a title.

Entry into the Profession

Origin stories of primary participants confirmed that entry into the profession was often serendipitous. Shira heard about the profession from a hallway conversation with a neighbour, Reilly heard about it from a mentor, Nitah and Sasha worked in libraries and their colleagues encouraged them to go to library school. Margot switched careers from being a teacher and going into the food industry, and then to librarianship. Cheyenne and Ying were aware of the social issues and wanted to make changes within their communities or the larger society. Participants did not identify any intentional recruitment practices that led them into the profession.

Challenges

Primary participants identified the challenges of being gaslighted, not having a voice at the table, having a title but not having any power, and stereotype expectations such as leading equity diversity, and inclusion (EDI) related work. They also reported feeling lonely which is exacerbated if they were in leadership positions with less or no social capital investment. London, a secondary participant, mentioned this lack of social capital that would lead to feelings of loneliness for all minority librarians in the profession which could be exacerbated when they are in leadership roles. Cheyenne noted the extra hours she worked while focusing on the Truth and Reconciliation (TRC) initiatives for the profession and observed that minority librarians worked harder and longer. Long hours and lack of experience, Cheyenne believed caused burnout which led to high attrition rates for librarians of her ethnic/racial background.

Pathways Towards Leadership

Primary participants could not identify any intentional pathways for minority librarians to attain leadership through their libraries or institutions. When they were hired into leadership positions, it was either because of previous leadership experience, allies nominated them, or they wanted to help their community. Novi, a librarian with disabilities was "hired into it" (Novi, p.2) due to other leadership experience; Adanna an ethnic/racial minority automatically moved into the first leadership position during a restructuring process; and Cheyenne realized a lack of structure in land rights and wanted to help find and organize knowledge for her community. Cheyenne and Nitah wanted to help other community members and were happy to take on a leadership role when it was presented to them. Margot had other leadership experiences in her previous career. Ying and Shira admitted to being tapped and asked to apply for leadership positions. Reilly had been a leader even before entering librarianship and this helped her secure a leadership position in libraries. Sasha confirmed that he was not driven to get into an academic library leadership position as he enjoyed his previous executive position in a special library.

Systems, Structures, and Practices

Margot felt that her institutional structures and systems were fractured due to a disconnect between policies and practices. Although there were policies for mental and physical well-being, work expectations did not align with such policies, and disability policies inadvertently necessitated disclosure. Novi admitted to working a lot of hours and called it a

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"terrible organizational culture" (Novi, p. 10) that does not allow for work-life balance. Shira's library had a policy to hire a racialized or sexualized minority if everything was equal or near equal between two candidates. However, she was sad that such a policy had not tipped the scales of minority representation. Despite the strong presence of the human rights equity office, Shira was frustrated by the lack of efforts to recruit Indigenous, Black, and Muslim librarians.

Hiring systems and practices were either too standardized leaving less room for spousal hire of sexual minority librarians, or not standardized enough. Although it could not be proved, Sasha felt that he was not considered for spousal hire when his husband was hired. Libraries also did not consider the community experience of minority librarians. Sasha called for an incremental change in academic libraries towards changing hiring practices. Another hiring practice was the expectation to hire librarians with ALA-accredited degrees which limited to only hiring librarians who graduated from the United States, Canada, and Puerto Rico. Reilly mentioned this accreditation requirement as an impediment in hiring for equity, diversity, and inclusion, while Adanna managed to hire someone without an ALA-accredited degree. However, she had to bypass some of the union structures to accomplish this hire.

Primary participants mentioned EDI committees or human rights offices that had a strong presence and had caused a shift in EDI conversations in libraries. Many of these EDI committees were established over the last few years and were often ad hoc committees or working groups. Despite these committees, there was no agreement on who was considered a minority. Shira was hurt that there were questions at her library about whether sexual minority librarians were minority librarians. It is not clear whether these committees will have a long-term role in redesigning structures or operations. Participants did not identify any committees with a role to recruit and retain minority librarians in the profession.

Networking, Mentorship, and Practical Support

Primary participants seemingly felt a lack of support for networking, mentorship, and practical support in their roles as minority library leaders. They managed to find support through allies, colleagues, and family members. Sasha and Reilly, both white sexual minority librarians, had sought and found a support system of colleagues within and outside their library and institution, while Adana a racial minority and Novi, a librarian with disabilities, felt an acute lack of practical support specifically in their leadership roles. Participants mentioned not having other colleagues from the same racial/ethnic minority groups such as an Indigenous librarian

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colleague, but Shira and Novi felt lucky to have colleagues from the same minority dimensions in whom they could confide. When asked specifically about structures or policies in place that may have helped them become leaders, Ying and Novi could not think of any and Cheyenne mentioned the various professional diversity bodies and scholarships. Margot stated that people were more helpful than the library or institutional structures.

In summary, existing structures and systems starting from library education programs and leading to leadership positions were not fully equipped to cause meaningful change for minority librarians in or towards leadership positions. While some minority librarians landed leadership positions due to circumstances, participants often used self-efficacy to find their networks, allies, and opportunities for leadership learning and apply for and stay in leadership positions.

Question 2: What practices have led to the success of minority leaders?

Data from all three participant groups helped answer the question related to the practices that may have led to the success of minority library leaders. Who and how someone is hired into a leadership position either seemed biased or arbitrary. Some were tapped, some others happened to be in the right place at the right time and others were well-prepared with previous leadership experience. However, all these minority librarians brought their unique perspectives and strengths from their lived experiences and their learnings from leadership programs and workshops. They had allies and supportive colleagues in whom they could confide, who helped them or rooted for them. Primary participants' ability to find supportive colleagues could mean that these minority librarians understood the importance of and could invest in building social and cultural capital.

Arbitrary Leadership Recruitment Practices

The primary participants each had distinctive pathways to their leadership roles. They mentioned being in the right place or being tapped and having previous leadership experience as helpful to succeed. Margot gained people management skills from her previous career in the food industry. Reilly and Ying had other leadership experiences when they entered the academic library. Adanna automatically moved to her first leadership position during a restructuring process and later applied for a leadership position that seemed tailored just for her. Novi's first position after graduating from library school was a leadership position. While some felt lucky to

land an academic library leadership position sooner, for others like Cheyenne and Sasha, it took longer.

Participants did not mention any long-term intentional designs such as a succession planning strategy that helped them attain leadership positions. All primary participants were confident about their educational backgrounds and experiences when they applied for and assumed leadership roles. Sexual minority librarians in this study did not feel the need to hide their minority status and minority persons with disabilities only disclosed as much as needed to specific people they worked with or supervised.

Strengths of Primary Participants

Primary participants brought their unique strengths and positive attitudes towards and in their leadership positions. Shira believed in a person-centred approach and invited all colleagues for conversations, and this may have changed the library culture. Feeling excluded and not having an opening to provide input during a meeting were issues Ying had to contend with that often led to self-questioning, an issue that she believed white leaders did not have to deal with. Ying had learned to trust her environment and build trustworthy relationships to gain confidence in cross-cultural communication and leading. Adanna mentioned self-questioning as well but confirmed that for someone who was not given a gold pass to a leadership position, self-questioning helped her gain confidence and transition into a leadership role.

Librarians with disabilities, despite their anxieties, trusted their ability to function in leadership roles. Novi admitted to not having any practical support once in the leadership role; she continued leading and built her confidence in being able to balance her health and work. Sasha used his lived experience of being bullied as a child to build resilience, be self-sufficient, and stand up for employees who were being bullied. Margot, Ying, Reilly, and Shira had developed empathy for others who might have similar challenges as them and were able to see people holistically.

In addition to empathy, these minority participants also learned to balance sincerity with complete honesty about other marginalized communities in the context of history and politics. They used these learnings to become enablers and facilitators for other minority librarians but were mindful of appropriation issues in representing all minority employees. For example, Shira did not want to "speak for trans people or gay men" (Shira, p. 7). Nitah was mindful of not speaking on behalf of all community members. The expectations placed on them to represent and speak on behalf of all minority librarians they said, was a heavy weight on their shoulders.

Secondary participants noted the strengths of primary participants and agreed on the latter's unique and holistic approaches. Shira was identified as a leader who was an ally to her colleagues and had gained a reputation for bringing librarians together. In addition, Shira was also a collaborative problem solver. She was identified as a positive leader with integrity and values and as an active listener. Similarly, Reilly was identified as even-tempered and thoughtful who always looked for the best in people. Margot was seen as a transparent, compassionate, straightforward, and competent leader. Adanna was a calm and strategic thinker who was thoughtful in her approach. She was always in touch with her own needs, knew her boundaries, and was not afraid to ask for help, which London, her ally stated, were important traits for leaders.

Another strength of these primary participants was that they used all opportunities as learning prospects. Although it affected her health Cheyenne continued working on reconciliation projects despite the lack of support. She asked non-minority leaders to "get out of the way" (Cheyenne, p. 19); so, minority librarians could lead themselves. Cheyenne, despite financial burdens and health concerns, attended racial/ethnic minority librarian professional conferences to hear counterstories and felt empowered by them. Nitah echoed this by speaking of her experience as the conference coordinator. She summarized her experience by saying, "when we work together, it is just wonderful" (Nitah, p. 14). Nitah was still trying to understand the systems and structures at her institution but had figured out that she needed to leave the unpleasant things behind and focus on important things that she could accomplish.

The Role of Allies

One of the key factors that these primary participants identified as a reason for their success was their allies. Primary participants also noted having other functional support such as help with resumes, gaining professional experience, and sharing the workload, especially during COVID-19. Secondary participants played an important role as allies in supporting minority librarians in or towards leadership positions. Their allies believed that minority librarians should apply to and could succeed in leadership positions if they believed in themselves, had self-awareness, knew their limitations, and knew when to seek help. Some even encouraged or sponsored minority librarians to apply for various leadership positions. Allies also helped primary participants find a network within the institution. One of the allies mentioned being vocal about a lack of minority voices in library associations and library leadership positions. This

ally stepped down from a leadership position in protest of a series of decisions that were undermining the institution's goal of achieving diversity and inclusion in leadership positions. Another ally called out her colleagues who were either racially ignorant or intentionally aggressive. Nathan, one of the allies in this research, mentioned the importance of keeping trust and not sharing any information that does not belong to them. Kavi, another ally, stressed the importance of knowing when to walk with, beside, behind, and in front of minority librarians to show support, step up, or bear the brunt of the problem as allies. For Celine, being supportive means causing changes and ensuring that white leaders are held accountable for EDI work. Such strong allies helped minority librarians project their presence, voice, and strength.

In summary, despite arbitrary practices, the strengths of minority librarians, the support from allies, and any structural, systemic, and cultural shifts that did occur to accommodate minority librarians have all helped minority librarians succeed in their leadership pathways. As noted by their allies, primary participants had strong leadership attributes such as resilience and perseverance. They used their lived experiences and led through people-focused, person-centred, and holistic leadership approaches. They knew how to align themselves with their institutional goals. Primary participants used self-efficacy and capacity-building strategies to empower themselves through their self-doubts and self-questioning and continuously strived to succeed. They learned from their failures in the past and aligned their goals with their library and institutional goals.

Question 3: How might academic librarianship cultures change to more readily identify and nurture future minority academic librarians as leaders?

Findings for this question were mainly derived from the interview responses of expert participants. Questions for expert participants were designed based on the responses from primary and secondary participant interview data and findings, therefore, responses are also influenced by primary and secondary participants' interview data. For example, primary participants like Adanna circumvented ALA-accreditation requirements while hiring internationally educated and experienced librarians; Reilly revised the standardized hiring practices to have the space to recruit an international librarian, albeit in a non-librarian position.

There are a few ways that academic library cultures could shift to identify and nurture future minority leaders. To make this shift, the profession needs to know the representation of

minority employees in Canadian academic libraries through baseline data; revise hiring and leadership recruitment practices; have open conversations; have leaders available to mentor and sponsor minority librarians; and examine all systems, structures, and practices, using the equity and inclusion lens.

Gathering Baseline Data

At the time of this study, there were no baseline data at the national level on the number of minority librarians in library education programs or the profession. There were silo efforts by associations to gather data, but they did not provide a holistic and meaningful picture of minority librarians and their journey in the profession. Expert participants offered reasons why there may be no baseline data, but some also called for the importance of having baseline data to gauge future hiring, retention, promotion, and attrition rates of all minority librarians and to assess gaps that need to be addressed. Arie, one of the expert participants, was uncomfortable with the idea of a self-identification process during admissions into library education programs. On the other hand, Salma, another expert participant, believed in the power of this data to change many practices and cultures currently in the profession. Ciara and Green spoke of a lack of critical mass of minority librarians in the profession and stated that needs to change if we were to have more minority librarians in leadership positions.

Sustained EDI Hiring Practices

There was some arbitrariness in hiring practices between academic libraries, particularly from an EDI lens. Some had reviewed and revised their hiring and interview processes and practices, while others had not. For example, the issue of ALA-accreditation and how this discounts all the foreign credentialed librarians living in Canada. Based on participants' data, some libraries are circumventing this requirement, others are beginning conversations, and yet others have not begun to address this. Librarians with non-credentialed library education degrees mostly from the global south cannot gain employment as librarians and in work staff categories.

A couple of secondary participants mentioned sending interview questions ahead of time to level the starting point and give all interview candidates the same chance to prepare for interviews. Those who have changed their interview processes focused on testing communication skills, and the ability to diffuse conflict. These libraries created safe spaces or appointed point persons for minority persons to disclose their abilities if they chose to. These libraries were

looking for candidates with varied lived, community, and professional experiences and to evaluate them holistically.

Open Conversations

Ciara referred to having open conversations within libraries where minority librarians could divulge their challenges so others could learn about some of the realities and perhaps develop new best practices. Jorie recommended open and honest conversations on how to improve the state of minority librarians in Canadian librarianship. She wanted librarians and administrators to deconstruct current practices to build tools towards equity and inclusion. Ciara and Jorie might be implying the need for better collaborative efforts to cause a shift.

Intentional Leadership Recruitment Practices

Some libraries posted leadership positions specifically to recruit minority librarians. Adanna, a primary participant, mentioned the internal leadership position as tailored for her. Cheyenne, another primary participant, was hired as an external candidate due to her niche experience and racial/ethnic background. Internal recruitment into leadership positions did not always align with EDI policies at institutions. Armond, a secondary participant, stepped down from a leadership position, to retaliate for the lack of inclusion while considering internal candidates for leadership positions. He believed that his library administrators, while talking about the importance of EDI on the one hand, continued to hire white leaders for leadership roles on the other.

Leadership Mentorship

At Norma's library, established leaders and supervisors acted as mentors to new minority library leaders. She believed that existing white leaders should not only serve as role models but also be ambassadors and sponsors to minority librarians and enable them towards leadership pathways. Green recommended having a mentorship program for new librarians interested in leadership so they could learn and grow as a cohort. Green and Ciara were not sure who could host a leadership or mentorship program for minority librarians but believed one was needed. Jorie confirmed not having identified a leadership program specifically for certain minoritized groups.

Systems, Structures, and Practices – Secondary and Expert Participants' Perspectives

Based on the findings from all participants, some libraries were changing their structures, systems, and practices that might have helped identify and nurture minority librarians as leaders. Some academic structures were far behind and did not have the infrastructure to begin to address the lack of inclusion or equity problems. This frustration was expressed by Arie, an expert participant, who said his university was still trying to get from version 1.0 to 2.0 when others have moved further ahead.

Hiring, training, and other systems varied between libraries. Some of the changes happening could help with the critical mass of minority librarians in the profession which could then lead to more minority librarians in leadership positions. London, a secondary participant stated that her library was investigating the need for the ALA requirement and how much weight this deserves when hiring Canadian librarians with foreign credentials. Her library was also sending interview questions ahead of time to eliminate the preference for hiring specific types of people who can think on their feet. Ciara, an expert participant also confirmed that her library employees had discussed the need for ALA-accreditation and were comfortable bypassing this requirement.

Norma mentioned many initiatives at her library, all of which could help open possibilities for minority librarians to enter the profession, sustain themselves, and help with their leadership pathways: implementing mandatory EDI training for all employees; having an HR person outside of the search committee be responsible for all accommodation responsibilities; not asking for ALA-accreditation but evaluating the potential candidate's library education degree; incorporating new language in job postings to encourage minority librarians to apply; having a mentoring program that matched new leaders with established ones; minority library leaders set up to lead with ongoing support from their supervisors; encouraging retention efforts made by individuals in the library; and, designing and implementing a best practices document that reflected the need to be inclusive. In addition, her institution was looking into intervention models and processes to hold people accountable if they behaved inappropriately and harmed minority employees, and offering support to those who were affected. Green strongly proposed having zero tolerance for harmful behaviours and recommended having accountability measures; however, that practice was not yet instituted at her institution.

There were misalignments between policies, aspirations, and actual practices. Arie and Salma revealed that they could not advertise to recruit minority librarians in faculty positions. Arie was frustrated with the process at his institution that on the one hand spoke of inclusive practices but on the other hand, the structures and systems stalled such practices. His institution could only ask potential faculty to write a diversity statement as part of their hiring package. Salma's institution could advertise for Black and Indigenous scholars, and this was due to a push from students who wanted to see their demographics reflected among faculty. Another misalignment between policies and practices was expressed by Magda, a secondary participant. She mentioned interviewing a person with disabilities but did not believe her institution had the tools to help other employees support this person's progress. She also believed that the profession was hiring some for the "fit" (Magda, p. 6). Even when libraries hired for diversity, Magda believed, that hiring committees were looking for people who look different but will think and act like the homogenous populations. Novi questioned the absence of strategies for people like her who live with disabilities and lack work-life balance.

Library education programs are the first point of entry into the profession for librarians. The program structures were different between schools that offered library education programs. Salma and Arie's institutions had different approaches to teaching leadership and management. While Salma's institution does not have a leadership course, organizational leadership aspects are included in all the courses taught. At Arie's institution, the focus was on management courses. Different management courses were available to meet the interests and demands of students in the program such as collection management. A review of the course pages points to other management courses such as managing organizations, information, archives, human resources, etc.

The awareness level of expert participants regarding the challenges faced by minority librarians varied. Arie was unaware of the depth and breadth of challenges presented in the PowerPoint. Ciara felt that people were getting tired and angry because of all the sensitivities associated with EDI. After the PowerPoint presentation, expert participants felt that all leaders would feel isolated and would need emotional intelligence and engagement, but then agreed that isolation may be exacerbated for minority librarians who lack critical mass.

Secondary and expert participants mentioned the supportive work from library associations. Initiatives from library associations were helping amplify the voices of minority

librarians in the profession. April mentioned the Library and Archives Canada's efforts to implement the TRC committee's recommendations which might be influencing the discovery language (subject headings) of collections, some of the services, and the personnel hired to implement such services. A future joint effort between a public library and the Library and Archives Canada was cited as a positive collaboration that will highlight Indigenous communities and their works. National association works have perpetuated further and amplified the works and histories of minority librarians through other associations. For example, the National Research Center which is now the place for all residential school records; and the work of the National Indigenous Knowledge and Language Alliance (NIKLA); and The Canadian Association of Research Libraries (CARL) inclusion perspectives webinars highlighting the many diverse and intersectional dimensions of library employees were also mentioned as a rich undertaking that would help libraries and associations prioritize their EDI actions.

To conclude question 3, individual libraries, library education programs, and library associations, are making an effort towards equity and inclusion. The systems, structures, and practices within institutions and libraries varied and either aided in making changes or were impediments to implementing changes. Ciara and Jorie believed that transformative change could occur through open and honest conversations and collaborations to deconstruct existing practices and build inclusive tools to invite minority librarians into the profession and empower them. Salma was concerned about the hesitation in collecting data on minority librarians in the profession. Although such data collection may feel like a reification of identities, Salma believed, this data was important for the profession to understand gaps and measure long-term progress. Jorie agreed that not collecting such data was a mistake.

Norma's institution was more open to and instituted many changes, but others were frustrated by the slowness of change. Norma understood the academic structures well when she stated that implementing positive transformations is a resilience game. She called it "a long game, it means working at all kinds of different levels to encourage people to think about librarianship, not wring our hands about and then say as an excuse, 'well, we do not have a diverse enough pool'" (Norma, p. 11). All expert participants spoke of the importance of bringing and retaining minority librarians into the profession through recruitment and retention practices, mentorship, residency programs, and additional funds for professional development.

Discussion of Findings

Figure 7.1 captures the highlights of findings from the appreciative inquiry and critical race theory lenses. This section summarizes all findings from the three groups of participants and the responses to research questions. Findings are also discussed in relation to the extant literature provided in chapter two and my own insights as a racial minority librarian with leadership experience. I highlight major areas for this section without which the profession cannot be inclusive of minority librarians in leadership roles: the importance of data to understand representation, inclusion, equity, and attrition and build critical mass; intentional recruitment and retention; alignment of policies and practices; leadership programs and training; and allyship and networking. All these issues need to be addressed to design and implement intentional leadership pathways for minority librarians to attain and sustain themselves in leadership roles. I then provide aspirational ideas using McKinsey's 7-S's which incorporates Bolman and Deals four frames.

Figure 7. 1 Highlights of Results Using the Appreciative Inquiry and Critical Race Theory Frameworks
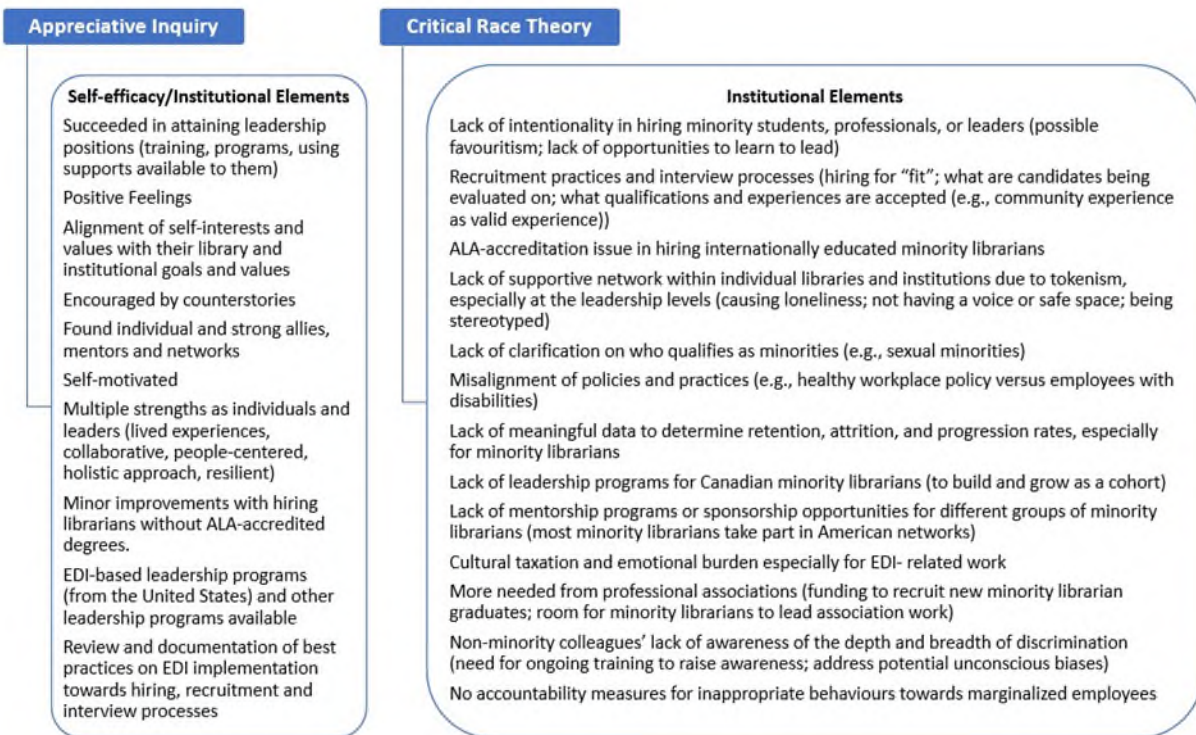
Data as Evidence

There is an acute lack of minority persons in the Canadian academic library profession especially in leadership roles (DeLong et al., 2015, CAPAL Census, 2018, Heyns et al., 2019; Hines, 2019; Le, 2016a). The most recent survey of CARL member libraries conducted by the Canadian Centre for Diversity and Inclusion (CCDI, 2022) reported that racialized minority librarians and senior leadership positions were inversely proportional. As I was writing this final chapter, two major reports were released by ITHAKA (April 18, 2023), a non-profit research and consulting service that helps academic and cultural communities with updates on four strategic areas including organizational leadership. Both reports emphasized the importance of gathering data and using data to assess trends and growth of minority populations in libraries (Kendrick, 2023; Kendrick & Hulbert, 2023).

While many participants in this study stressed the importance of having baseline data on minority librarians, at least one of them was uncomfortable asking for such data. Without comprehensive and recurring data, the profession cannot identify gaps and make the necessary changes to recruitment, retention, and leadership possibilities. Executives from libraries, library associations, and library education programs could collaborate and coordinate their data gathering efforts; discuss the importance of gathering this data; determine how to collect it without compromising the privacy of participants; what tools to use; and most importantly how all the data will be used to advance minority persons in libraries. The data gathering tool needs to go beyond capturing the diversity representation and include questions about inclusion, microaggressions, barriers and stagnation points for minority employees, and provide a space for them to share their strategies and pathways to success. EDI metrics should be consistent across all academic libraries so there is clarity in what is being assessed, how, and why. These efforts would help minority employees engaging in the survey know what is in it for them. A comprehensive data gathering method and tool would possibly inform national level goals and actions for academic libraries to persuade change and advancement for minority library employees. Another concern related to data collection is attrition in the profession. There is anecdotal evidence of high attrition rates of BIPOC who enter librarianship which cannot be determined without data collection. Attrition rates lead to the inability to sustain the critical mass of minority employees in librarianship. The lack of a critical mass of minority librarians may have also led to fewer minority librarians in leadership positions.

Building Critical Mass. Findings from all participants mentioned a lack of critical mass of all minority librarians as one of the reasons for many ongoing discrimination issues. The lack of critical mass began with the entry into the profession through library education programs. In addition to academia being an ivory tower and therefore unwelcoming to many minority students and faculty (Bonilla-Silva, 2015; Castillo, 2022; Hathcock, 2015; Jennings & Kinzer, 2021; Mehra & Gray, 2020), historically library education programs were segregated (Kendrick & Damasco, 2019). Although this is no longer the case, the lack of intentional recruitment of minority students in these programs sustains and perpetuates whiteness and privilege in the profession.

The lack of critical mass haunted minority library professionals throughout their careers where they felt isolated and experienced hostility, racial insult, and tokenization (Kendrick & Damasco, 2019); they lacked networking opportunities, experienced imposter syndromes, self-doubts (Andrews, 2020; Brook et al., 2015) and could not always find mentors and sponsors (Riley-Reid, 2017, Alabi, 2015a; Alabi, 2015b). A lack of critical mass also means a lack of social and cultural capitals, which leads to a lack of networking opportunities. Although there are supportive networks and associations for some minority employees, others seek connections through American associations or international library federations.

Lacking in critical mass, almost all minority librarians felt overworked. This holds especially true when the profession decides to engage in equitability and asks minority employees to engage in EDI committees. The Canadian Association of University Teachers, (2015) noted the profession's ability to tax minority employees with this additional work without providing agency. Racial and ethnic minority participants mentioned burnout and physical and mental health issues caused by gaslighting, isolation, lack of social inclusion at events like conferences, and having a title but no power. Emotional labour had caused cultural taxation and professional exhaustion for minority librarians (Anantachai & Chelsey, 2018; Rhodes et al., 2023). Rhodes et al. (2018) also found such emotional labour to be inherently feminized and with librarianship being a feminized profession, there was a disproportionate amount of emotional and invisible labour expectations from BIPOC.

Library education programs could focus on improving the critical mass of certain groups of librarians depending on their location, user demographics, and immigrant populations. For example, library schools on or closer to a reserve might want to actively recruit potential students

from reserves. In academic libraries, this critical mass might be improved through intentional hiring, recruitment, and retention strategies.

Intentional Recruitment and Retention

This study confirmed the lack of initiatives to actively recruit and retain minority librarians into the profession as mentioned in the literature. Both primary and secondary participants mentioned entering the profession accidentally which was a trend confirmed by Lee (2017) in her study, particularly her observations of Indigenous librarians. Literature called for the need to hire future librarians at a younger age (pre-kindergarten) to break the stereotypical recruitment of librarians (Acree et al., 2021). The Ithaka report (Kendrick, 2023) highlights the importance of academic libraries offering fellowship programs to recruit more minority staff from within libraries into the profession. Despite many efforts, Mars (2018) was concerned about a consistent decrease in the lack of women leaders and executives in the profession. Although not all staff aim for librarianship positions, those who express an interest could be groomed and encouraged with a scholarship offer from the application process to the final internship opportunity to gain professional experience.

In addition to a lack of intentional recruitment strategies, the profession insists on ALA-accreditation for international librarians who are already in Canada (American Library Association, 2022; Cho et al., 2022) which forces qualified and experienced international librarians to repeat their library education programs in Canada or work in non-librarian positions. Indigenous librarians' community experiences are not given enough weight during librarian or librarian leadership recruitment. There is inequity in assessing the importance, relevancy, and type of experience in the context of hiring.

The lack of retention strategies such as mentoring, onboarding, and orientation practices or support from allies that help minority librarians build networks and find leadership pathways, leads to attrition rates (Alabi, 2015b; Alexander, 2023; Guss et al., 2023; Kung et al., 2020; Lombard, 2018). Due to a lack of retention strategies and a critical evaluation of current strategies, libraries are in danger of losing institutional knowledge involving the unique experiences and knowledges of minority persons. This loss could affect the organizations' learning, evolution, and therefore sustainability.

Acree et al. (2001) suggested strategies for libraries such as having clear goals and objectives to pursue diversity, starting recruitment efforts at the pre-kindergarten level, and

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continuing through high school. Mars (2018) suggested having support systems for minority librarians once they are hired. Having such strategies would require committing money, time, personnel, and collaborative efforts. Other studies have highlighted the lack of retention, especially in the context of the advancement of minority persons (Bugg, 2016; Burns et al., 2009; Harper, 2020; Neely, 2007; Majekodunmi, 2014; Walker, 2015). More recently Kung et al., (2020) observed that despite a heightened interest in diversifying the profession, "there is not enough evidence to indicate that there is a significant increase in the number of diverse librarians entering librarianship or supported career advancement over time" (p. 103). They noted a need for the profession to create inclusive spaces for these librarians to stay and advance in their careers.

Alignment of Policies and Practices

Brook et al. (2015) observed that equity policies lacked clear language or the input of minority employees; and Redd et al., (2020) called for a diversity strategic plan framework to align policies and practices. People with disabilities are often pressured towards undesirable disclosures too widely to gain accommodations; some accommodations were only performative and were not designed to implement real change (Dali, 2018; Lindsey & Fuentes, 2022). For example, causing procedural complications or perhaps inadvertently enabling individual supervisors may have too much discretion that renders accommodations unhelpful and irrelevant to those who need them. Primary participants in this study mentioned the lack of support to balance life and work, and this was aggravated by a lack of alignment of policies and practices. On the one hand, policies promote wellness, but on the other hand, there were expectations of longer work hours that cause health issues, burnout, and attrition. Recruitment policies and practices differed. Policies emphasized recruiting minority librarians, however, in practice, arbitrary decisions were made, and this did not help with the representation of minority persons. Despite training available, hiring committees often continue hiring for the "right fit" or inadvertently in their likeness. Hiring policies supported hiring librarians with disabilities, but there were no tools in place to support these librarians or other employees who would be working with them. Therefore, existing structures were not equipped to right the historically established wrongs.

The profession, whether it is within an individual library or an association, needs to have accountability measures and assessment processes for the alignment of policies and practices.

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Brook et al. (2015) observed the careless language in policies that "fails to address underlying and ongoing power imbalances" (p. 247) in weak equity policies and called for having the voices of minority librarians in determining policies. Redd et al., (2020) called for a change in the diversity strategic plan framework on all aspects of library work including collections, scholarship, education, training, leadership support and development, recruitment, and retention, and developing strategic partnerships. They suggested an ongoing review and refining of policies and in some cases encouraged changing at least one thing per year. Not having accountability measures as a core principle when instituting EDI is problematic as it devalues the work and the individuals who work towards transformation.

Other ways of including minority librarians through policies could be through setting intentional pathways for minority librarians towards leadership positions, such as succession planning. The lack of succession planning strategies to diversify and sustain inclusion is not unknown in the library profession (Goldman, 2022; Kumaran, 2015; Leuzinger & Rowe, 2017). None of the primary participants mentioned succession planning policies or practices that helped them get to leadership roles, and neither did the secondary or expert participants mention using succession planning policies to help minority librarians succeed at their institutions.

Leadership Programs and Training

Leadership programs are often set up to be exclusive and there is a lack of training and mentorship specifically for minority librarians to become leaders (Hines, 2019; Thomas et al., 2019). Exclusivity came in the form of money, limited slots, the need for approval from already installed leaders, a nomination process within libraries to decide who gets to attend, and before COVID-19, the need to attend training sessions in-person. The material determinism of leadership programs, their perpetuation of the norms of whiteness, and the measurement of success based on demands are all indications that leadership programs are exclusive.

Leadership training often focuses on competencies and attributes that do not seem inclusive of the unique strengths of minority librarians. Leadership qualities are "masculine-coded, agency based … [and include] qualities such as assertion, self-confidence, and ambition" (Thomas et al., 2019, para 6) which are all Eurocentric values. Value leadership focuses on attributes such as empathy, cooperation, and relationship building; and Indigenous leadership values such as servant leadership and contingency leadership need to be explored further, taught, and practiced (Coates et al., 2021; Wolfgramm et al., 2016). In addition, leaders need to be

competent, inspiring, and honest. Often, management and leadership in academic libraries seem conflated and consolidated which requires librarians to gain experience in both to advance further (Epps, 2008; Hines, 2019; Lim, 2018; Thomas et al., 2019). Instead of scoffing at minority librarians' ambition of becoming a manager (Thomas et al., 2019) or expecting minority librarians to conform to their stereotypical roles (Chin, 2013; Lim, 2018), it is important to bridge their unique lived and community work experiences to create a holistic approach to leadership training programs and education. Minority librarians' aspirations to become "change agents" (Le, 2016b, p. 120) through a leadership role should be nurtured through an inclusive leadership program. Such leadership programs could serve as safe spaces for minority librarians not only to discuss their counter experiences but also to feel reenergized and inspired through counterstories similar to theirs. A leadership program specifically built for Canadian minority librarians that centers their identities, experiences, and attributes as strengths, might engage and retain minority librarians in the profession, enable them to see themselves as leaders and empower them through a network of supportive colleagues like themselves to learn and grow together as a cohort. These workshops and programs could help minority persons confidently navigate the employment terrain, provide them with the confidence to refuse irrelevant or minority-focused additional work without damaging their careers, and through these possibilities annul or reduce negative feelings associated with the profession. However, such leadership curriculum should also be highlighted and taught in other non-minority leadership programs and courses without which the minority leadership programs will remain othered. For minority focused leadership programs to stay relevant and become the norm, the two types of leadership programs need to converge meaningfully. Without such inclusive efforts, it would seem that the profession and current library leaders have failed to develop future minority librarian leaders.

Allyship and Networking

The onus was often on minority librarians to find allies and networks. Within libraries, it would help to assign minority librarians an experienced librarian as a dedicated mentor who can help them navigate the systems and people and generally how to be strategic in their approach to work. Navigation could include getting through probation or tenure and promotion, and strategies, could include what committees to volunteer for or projects to take on. Having such guidance at least during the initial years might help minority librarians settle into their roles comfortably before aspiring for other positions. Such guidance might also provide them with the

confidence to aspire for other things in the profession both within and outside the library. While it may not be possible to find an ally with the same minority dimensions due to a lack of critical mass, it would help to have a colleague who can serve as a go-to person. Such allies need to be trained to be coaches keeping in mind the lateral discriminations that could occur within minority communities, especially if they are pitched against each other to succeed. Library associations could provide a space for minority librarians. Through association work, minority librarians might find allies and expand their network beyond their libraries and institutions.

While minority librarians are finding ways to retain themselves and succeed in the profession through self-efficacy practices, the burdens of having open conversations, divulging and discussing their minority identities and intersectionalities, and educating their white colleagues on privilege and discrimination, should not be placed on minority librarians; instead, privileged employees should engage in self-efficacy to learn about their privileges in the context of cultural, societal, institutional histories. The critical mass of white individuals has the potential to change existing systems and structures through individual learning and unlearning. They would serve the profession better if they came with an understanding through critical questioning and evaluations of themselves and the systems and structures where they function. If they call out their colleagues who do not practice inclusion and hold them accountable, they might earn the trust of their minority colleagues. They would become true allies without a saviour complex. Allyship literature encouraged allies to be responsible, collaborate, co-conspire, stand up for, and be activists and accomplices for minority librarians. More importantly, the literature warns allies to not wear allyship as a badge (Carlson et al., 2019; Gachago, 2018; Gainsburg, 2020; Indigenous Action, 2019; Melaku et al., 2020).

Aspirational Ideas Using Bolman and Deal's Four Frames and Mckinsey's 7-S

If the library profession is serious about changing the endemic nature of discrimination and centering marginalized employees, then its policies, processes, and actions should be driven by the EDI principles. Equity, diversity, and inclusion principles should be established both by academic libraries and their parent institutions in consultation with and input from minority employees, students, and stakeholders. Below are some ideas based on Bolman & Deal's four frames and McKinsey's 7-S model. These ideas are not exhaustive. These aspirational ideas require having people leading from high level leadership positions with backgrounds in organizational design, talent management, leadership expertise, and EDI knowledge and lived

experience. As a reminder from Chapter 2.2, Bolman and Deal's structural and political frames align with McKinsey's structure, strategy, and systems; and Bolman and Deal's symbolic and human resources frames align with McKinsey's shared values, skills, style, and staff.

Strategies (Having a Long-Term Plan/Vision to Address Problems)

Long term visions and plans are needed to include and sustain minority persons through library education programs. These would include better data collection, revisions in curricula to add historical information about discrimination in the profession, having leadership programs that change the masculine and white narrative of leadership, and intentionality in recruiting students into the program from different minority groups. Recruitment of students could start with promoting the program to school students, undergraduates and graduates, immigrant populations, and Indigenous and other minority communities (e.g., immigrant communities). The critical mass and attrition issues cannot be addressed without data.

Individual libraries need to have strategies for intentional recruitment and retention, through orientation, onboarding, mentorship support, fiscal support, and succession planning efforts. Libraries might need to revise their hiring and promotion policies. If there are any informal approaches to promoting employees into leadership positions, these approaches could be formalized to provide room for minority employees.

Library associations need long-term planning to recruit and retain minority librarians with funds for residency programs to provide entry-level work experience. These could be term positions so minority librarians can gain professional experience which is an important first step in gaining meaningful employment. Associations could intentionally seek minority librarians for leadership roles.

Counterstories from minority librarians will provide possibilities for the "how of change." The change efforts should involve minority librarians, allow them an active role in decision-making, and amplify their presence and voices, but they should not be tasked with undue pressures of all the labour in such efforts. There need to be plans for ongoing cultural awareness training programs for all library employees.

In addition to the leadership training programs, there could be a strategy for a leadership program specifically tailored for Canadian minority librarians. This program could serve as a safe space to deepen self-awareness as a minority person and connect this awareness to personalize and empower their leadership practices.

Structure (Ways of Moving the Plan Forward)

Many of the existing structures need to be reconceptualized. People, funds, and systems need to be identified and established to run these programs and should not all be left to volunteer librarians. Structures should be established to identify people, funds, and other needed systems to run programs and not everything should be left to willing and volunteering librarians, and these efforts should include minority voices and leadership.

Library education program administrators, associations, and individual academic libraries need to agree on the importance of having data on minority librarians and agree to a coordinated structure to gather data to establish baseline standards, gauge representation, and plan for more inclusion. If data is collected through a centralized service within provinces or at a national level and not through the degree-granting institution or employer, there will be less potential for bias or fear. A coordinated effort will also reduce survey fatigue for those interested in participating in such data-gathering efforts.

Individual libraries might want to focus on who they hire and how; they could revisit and understand why they seek certain required qualifications and experiences and whether that is needed to function in their roles; determine recruitment and interview processes such as sending questions in advance; have a structure for disclosure that is separated from the hiring committee; design and implement inclusive orientation and onboarding processes; have a structure for leadership capacity building for new minority employees; and design a succession planning structure or a growth plan for all minority employees.

There is a need for a better structure for national level allyship, mentorship, and networking possibilities for minority librarians. Currently, the ViMLoC network and the Canadian Health Libraries Association run mentorship programs and offer networking possibilities. These are often done entirely by volunteer library employees. National and provincial associations could work in tandem with existing networks and associations to provide training and financial support, and thereby enhance mentorship and networking efforts for all minority employees. These efforts could help establish multiple leadership pathways for minority employees.

Reporting and feedback structures could be set up for data gathering, hiring and recruitment practices, mentorship, and networking efforts. Some of these structures could be anonymous, so minority employees and other feel safe offering feedback.

Systems (Needed to Execute Strategies)

Manpower, fiscal support, and infrastructures would be needed to address the strategies and structures mentioned above, enhance communications between all concerned parties, and allow collaborative efforts. Care should be taken not to have any silo systems as this could cause repetitive work or further widen gaps in EDI work. Centralized systems such as Human Resources systems have priorities. They may be structurally determined to not accommodate changes and symbolically retain their ability in who and how they hire. All centralized systems need to be examined for inclusion.

As part of addressing systems, libraries, library associations, and library education programs might want to revisit their policies and check their alignment against practices. Accountability systems might be created for all EDI work, reporting, planning, implementing, assessments, and improvements. There is a need for building systems that offer ongoing online training opportunities and early course corrections to sustain equity and inclusion in the profession. If this is done at a national level, there is potential to save money in the long run. Such training should be accessible and available to all library professionals. Library employees should be encouraged to attend EDI-related training at regular intervals so that such training serves as a reminder of the importance of equity and inclusion as always, a priority in their everyday activities.

Designing and building sustainable financial systems to have funds to support minority recruitment, retention, and progress might help sustain EDI efforts. For example, funding a minority employee to graduate through a library education program or offering a residency program specifically for minority librarians to gain their first paid professional experience; and a system for accruing and managing funds from all participating entities to design and engage in data collection efforts. Library associations conducting conferences could have ongoing EDI themes in their conference either every year or every other year.

Shared Values (Culture)

As mentioned above, behavioural modification could be done through ongoing training regarding equity, diversity, and inclusion; setting accountability measures; and having assessment systems in place. If library leadership models EDI and if all library employees are trained to hold each other accountable for EDI activities and practices, there will be a cultural shift.

Style, Skills, and Staff

Training is important for managers and leaders whose style will percolate down to the rest of the employees. Leaders need to model change in their styles and behaviours and set the tone for EDI work. There could be an audit of skills gaps to determine what skills are needed to do EDI-based work and create new positions. This gap should be considered for leadership positions as well. If minority employees are not yet experienced, they could be positioned and trained to lead in the future. Supports must be in place to help them learn by failing and become successful in leading. Ongoing training and just-in-time training will help staff keep up their EDI knowledge and plan their work ahead of time. Sometimes there is EDI intention, but the learning is not always integrated into practice. For example, libraries set up displays to showcase their collections in alignment with national events such as the National Indigenous Day or Pride Week; however, staff are not always ready and often scramble closer to some of the dates to find resources and set up displays.

Significance of this Study

This study is significant in affirming previous literature on racial, gender, abilities, and sexual discriminations in the profession. As noted in the literature, systemic constraints continue to uphold this deep whiteness through ableism, patriarchy, and heteronormativity. Jennings and Kenzin (2021) posited that today's academic library landscape has many shades of racism. It is subtle, systemic, centers whiteness, and hides under neutrality and credentialism. This study showed that many shades of racism continue to exist. Unfortunately, systemic discrimination absolves individuals of their discriminatory behaviours and responsibilities to the well-being of their profession, which is why Gibson et al. (2018) called for reviewing discrimination both as an individual attribute and a systemic issue. It is not surprising that minority librarians feel the need to code-switch, assimilate, and reach into the deep reservoirs of resilience to find hope, survive, and succeed.

The literature highlighted concepts such as duty of care, cultural taxation, emotional labour, lack of cultural and social capital and deep whiteness (Anantachai & Chelsey, 2018; Hathcock, 2015; Rhodes et al., 2023; Schlesselman-Tarango, 2016). My findings support that these issues continue to exist for minority librarians in the profession. While there is goodwill and fragmented progress by various entities to be inclusive of all minority employees, there is silo work and stagnation with equity and inclusion efforts. There were no intentional recruitment

strategies to admit minority persons into library education programs, no baseline data on how many enter the program each year and how they fair and progress in the profession. There were no intentional efforts to specifically recruit minority librarians, especially in leadership roles, until recent acts of racial violence. Even then, these efforts were siloed, not coordinated by the profession, and were left to the whim of the libraries and their parent institutions. Therefore, retention and attrition issues are ongoing (Alabi, 2015b; Harper, 2020; Kung et al., 2020).

Library education, rather than being simply marketized, needs to help with causing and implementing change. There were no leadership programs identified as inclusive of minority perceptions within education programs. For example, value-centered, community-centered, servant or contingency leadership (Coates et al., 2021; Wolfgramm et al., 2016). Management or leadership aspects were embedded into other courses. There is no evidence of courses that taught the profession's historical discriminations and evolutions, and how this history might influence all other decisions and actions even today.

Existing leadership practice models in the profession do not cater to minority librarians' unique strengths; their strengths are not recognized (Epps, 2009; Hernon et al., 2002). Leadership programs are often status quo (Hines, 2016) and lack a holistic approach (Espinal et al., 2018) to cause transformation to change the future of the leadership ecosystem. There was also arbitrariness in being chosen for leadership roles. If the profession is serious about being equitable and inclusive, there is a need to be aggressive in training, positioning, and recruiting minority librarians into leadership positions (Alire 2001; Wheeler, 2015). Having minority librarians in leadership roles might also need to begin with high aspirations from the profession, one that aims to go beyond tokenism and eliminates discrimination through ongoing education, training, accountability and having minority librarians in decision-making roles to cause change.

Minority library leaders in this study used self-efficacy, their lived experiences, and unique strengths to become and stay as leaders. They used their strengths and skills such as person-centered approach, resilience, self-awareness, and empathy to succeed. They also sought and had support from individual allies through various stages of their careers. They did not always have other minority leaders within the profession who could share their experiences, assist them in avoiding any pitfalls or mines, and succeed as leaders. Despite self-doubts, minority participants learned as they progressed through their careers and leadership positions and created a leadership space for themselves. Although self-efficacy and personal mastery

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concepts by Bandura (1982, 1997) and Senge (2006) respectively, specify moving beyond self-doubt, data shows that many still battle self-doubts but use this to grow themselves and become stronger leaders. Racial and ethnic minority primary participants felt they had a title but no power or voice. This could be because the profession expects minority librarians to assimilate into existing leadership models and is not open to non-Eurocentric values of leadership.

Minority librarians have called for transformative justice in librarianship which has to begin with the profession "owning up of these socio-racist, White-ist, and exclusionary tendencies beyond socioeconomic inequities that are (and have always been) central to LIS power and privilege" (Mehra & Gray, 2020, p. 223). Owning up and acknowledging the problems related to minority librarians in Canadian librarianship may have begun, but findings from this study showed that this awareness is still uneven.

To reiterate, long-term planning or strategies are needed, and many systems and structures need to be redesigned not only to accommodate minority employees, but to right the historical wrongs. Investing in EDI is a necessity to keep the profession relevant, sustainable, and reflective of the student populations that are served through libraries. Working collaboratively on many of these EDI-related issues and where possible addressing them at a national level, might help address the gaps in demographics, impediments to inclusion, level any inequalities in competency building and succession pathways, and figure out ways to address some of these problems. The onus should not always be on minority librarians to find ways to leadership positions. Transforming the leadership representation situation requires commitments from and collaborations between many important people.

Unlike the American counterparts (Brown & Pierce, 2020), there are no comprehensive Canadian statistics available on the EDI strategies, initiatives, implementation, and success stories of academic libraries. The Canadian Association of Research Libraries (CARL) started the nationwide Equity, Diversity, and Inclusion Working Group (EDI-WG) with me as the first visiting program officer in 2019 and the initial and subsequent groups have instituted and implemented many initiatives such as the Inclusion Perspective Webinars (CARL, 2020) that capture the counterstories of minority employees from Canadian research libraries; a document entitled *Strategies and Practices for Hiring and Retaining Diverse Talent*; revised the competencies document (September, 2020) to integrate EDI into all competencies; and started the first Diversity and Inclusion study survey to gather baseline data (CARL, 2020; CARL, n.d.).

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Not all CARL member libraries participated in this first effort. The plan is to run this survey every few years, and there is hope that everyone will participate. There are also conversations to address the ALA-accreditation through certificate programs or by setting a process for evaluating credentials and starting a leadership program specifically tailored to minority librarians. The diversity and inclusion survey (2022) highlighted the lack of racial minority librarians in leadership positions.

Implications of the Study

As EDI has surfaced to the forefront of academia and their libraries and although EDI is still fraught with issues, this research contributes to the possibility of setting intentional pathways for minority persons desiring and aiming for leadership positions in libraries. It does so by capturing the lived experiences of minority leaders in the profession, observations and experiences of their allies, and final thoughts from experts in the field. There are challenges to overcome in anyone's career progression and minority persons do have additional challenges that relate to their identities or abilities. However, progress towards leadership roles is possible through relationship building, self-efficacies of learning and practice, and support from allies. Finding those support people or systems where available is key to setting leadership pathways.

Theoretical Implications

This research used theoretical triangulation which is the use of multiple theories or frameworks "to lend support to or refute findings" (Thurmond, 2001, p. 254). The multiple perspectives offered by different sources in the various phases of the study also added to credibility. Critical race theory and appreciative inquiry framework have been widely discussed in education and leadership realms. However, there is very little literature combining both frameworks to provide a wholesome picture. Critical race theory captured the lamentable and historical discriminations that still exist in the profession (e.g., lack of a structure to empower minority librarians towards leadership, presence of gaslighting, and microaggressions). From an appreciative practice lens, this research could help librarianship and individual minority librarians strive to do more of the same things that helped existing minority leaders attain leadership roles.

Learning about and validating the successful experiences of minority librarians through stories and counterstories using qualitative research such as this provided a wholesome picture

and a better understanding of what needs to change and how, so Canadian academic librarianship can create processes and spaces to intentionally include and integrate more minority persons, specifically in leadership positions. Findings could be applied to other types of libraries. Findings from this study might motivate all minority librarians to create customized successful pathways to aim for and attain leadership positions. Minority students in graduate library programs may be able to see themselves attaining meaningful roles in librarianship.

This research contributes to existing theory by providing insight into minority leaders, their allies, and experts' constructions of equity and inclusion in librarianship. While some institutions and libraries are investing in EDI initiatives, there are no coordinated and long-term strategies to address discriminations and the lack of minority library leaders in the profession. This is one of the main systemic issues that impede equity and inclusion work in librarianship. When funding ceases and the acts of social violence of the last two years are forgotten, these silo efforts might also cease.

This study also highlighted that discriminations continue to exist and that there is deep whiteness in every aspect of the profession. Particularly racial and ethnic minority librarian participants felt that they had a title but lacked voice or any power to execute strategies. Librarians with disabilities stated the unfair expectations placed on them despite policies for work-life balance and sexual minorities felt discriminated against in spousal hiring practices. There are no accountability measures in place to monitor EDI initiatives and practices; neither were there any evaluative measures mentioned by participants; awareness of EDI issues varied among expert participants from being fully aware to assuming that minority librarians will seek help when they need it; and there are no efforts for ongoing EDI training. This research also endorses previous research on various aspects of EDI in library leadership and confirms the importance of sensitivity to the multiplicity of experiences, supporters, education, and perhaps the chance of being at the right place at the right time. There are both constructivist and social constructionist possibilities at play that aid minority persons in becoming leaders.

Implications for the Profession

Expert participants stated that if libraries are not representative of the populations being served, they cannot be a safe or inclusive place for other minority persons to enter. Without representation, library users, especially students who are from minority dimensions, might not be able to see themselves as future librarians. They might assume librarianship is not a profession

for them and this will be a loss for the profession. And this *is* a loss because as Jori had said, the profession would lose having the full spectrum of the lived experience of the clientele that libraries serve. Libraries can only be better with diverse representation, intentional inclusion, and equitable practice and without which, the profession could become irrelevant. As Salma mentioned, the profession needs to examine its vocational awe and move away from the "laurels of the past" (Salma, p.10) to continue to stay relevant. Although the research sample is small and results are not generalizable, findings have implications for the profession. Findings may be transferable to minority persons who pursue leadership in academic libraries or other library sectors. Decision-makers could use the counterstories of minority leaders in the profession to inform themselves of the state of EDI in the profession.

Implications for Practice

This research highlighted the existence of interpersonal and systemic discrimination that exist in identifying and recruiting minority persons for leadership roles. Many of the issues begin with the lack of data and a lack of intentional recruitment of minority students in library education programs. This study highlights the lack of intentional pathways for minority librarians to attain leadership roles. Regarding discriminations while in leadership roles, minority persons spoke of gaslighting, not having a voice, having a title without power and feelings of loneliness. Although all leaders might experience loneliness due to their positions, they might have the social capital to collaborate with other leaders on their campuses, which might be a challenge for minority persons who often lack the critical mass, particularly in leadership positions.

Academic librarianship might be well to consider who is currently in leadership positions, where the gaps are, and why, so equitable representation can have a chance. Academic library leaders involved in and associations designing and offering leadership programs might want to recalibrate their thoughts about leadership programs, the curriculum for these programs, who teaches them and from what experiences, include minority perspectives and practices as strengths, and intentionally consider setting various pathways for minority persons. At the institutional level, leaders might want to reorganize themselves at the top level to create awareness of and model equity and inclusion; advocate for minorities in leadership positions; review all hiring and recruitment standards to reduce the barriers to inclusion in leadership positions; and examine their EDI policies and practices and identify the friction points. For

example, does the healthy workplace policy concur with everyday work practices, especially for employees with disabilities? As Margot, one of the primary participants stated, it would be unfair to expect her to do everything that an able person could do.

At the library level, library leaders could ensure the implementation of the EDI learning and training currently offered at most institutions and libraries. This learning should not be treated by employees as a box to check off. Leaders can work with their teams to ensure the implementation and practice of this learning. This implementation will not be easy as it tries to course correct or erase centuries of practice; however, as Salma, one of the expert participants noted, practical help in practicing EDI is needed. And as Kavi, one of the participants stated, the EDI muscle needs to be exercised even if it hurts, so it gets stronger and is powerful and sustainable. Non-minority leaders would benefit from enhancing their inclusive leadership skills and knowledge. This knowledge will help them embrace the new minority person without expecting the minority to look different but act like the homogenous population.

Furthermore, having minority persons in leadership roles would serve as role models to other minority persons, they can provide mentorship and guidance from their "crucible experiences" (Bennis and Thomas, 2002, p. 17) to other minority persons, and through the sharing of these transformative experiences, empower other minority persons to participate in the profession and leadership. Minority leaders would be best positioned to represent minority perspectives in the profession and can cause meaningful change from within. However, systems and structures need to be ready to accommodate changes and stop perpetuating racism, interest convergence, whiteness as property, or hiding behind the critiques of liberalism and structural determinism. Librarianship is not the property of the homogenous populations to determine who enters the profession or becomes a leader. The already empowered and privileged need to come without any agenda and with consent to support minority persons. The privileged need to advocate for and walk alongside minority librarians to showcase their strengths and identify minority librarians for their potential without expecting proof of their abilities (Indigenous Action, 2019; Melaku, Beeman, Smith, & Johnson, 2020). As Kavi and London, two of the secondary participants had said, walk in front, alongside, and behind minority persons to allow change to happen at the systemic and structural levels. A rising tide might just lift all boats if each individual decides to question their privileges and empowers minority persons by stepping up or stepping down as needed and questions the systems, structures, and practices.

Implications for Future Research

More research is needed on the institutional barriers that hinder the leadership pathways for each of the minority groups mentioned in this research. There are also no studies that I could find on lateral discrimination in library leadership. Additional research is required on the EDI knowledge and awareness in library program admissions, educators involved in such programs and their knowledge and training in EDI and lived experiences, and other stakeholders who work with students in these programs. While practitioners have a keen awareness of the lack of equity and many are attending EDI training programs, there needs to be a future study on whether the learning was applied to reconceptualize hiring and recruitment, interview and onboarding processes, mentorship programs, and leadership positions to change the state of equity for the Canadian Academic Library Leadership.

Summary of Chapter Seven

This chapter reiterates the purpose of this study, methodology and frameworks used, revisits the research questions, and discusses findings for each of the research questions. The purpose of this study was to explore the reasons for the lack of minority leaders in academic libraries. This study captured how individuals, professional-social, education, and academic systems currently function that might impede minority librarians from attaining leadership positions. Despite barriers, some minority librarians have attained leadership positions. They did this through their self-efficacy, unique strengths, positive attitudes, and by aligning their aspirations and learning to the library and academic structures. They had support from allies at various points in their career. However, many systemic and structural impediments need to be addressed to change future practices of hiring and sustaining minority librarians in leadership positions. The critical race theory lens exposed "how it is" and the appreciative inquiry provided ideas on "how it might be." This study has highlighted that is not possible to fix representation in leadership or design leadership pathways for minority librarians without addressing other problems and creating a systemic and cultural shift to nurture diversity, equity, and inclusion. The profession needs to be aspirational to cause transformative change.

Personal Reflections

Despite the lack of systems and structures, all participants gave me hope that there are positive efforts both individually and collectively. Primary participants gave me hope that

possibilities exist for minority librarians. Secondary participants saw primary participants as reflective, collaborative, empathetic, and active listeners. Through their lived experiences, people-centered approaches, and self-efficacy initiatives, primary participants had learned to lead holistically, found allies, drew boundaries about their abilities, were not afraid to show vulnerabilities and aligned themselves with the organizational culture and missions to make themselves indispensable. Secondary participants as allies and supporters are vigilant and brave. They speak up for their minority colleagues, openly question the discriminatory practices they see, keep the trust and confidentiality of minority colleagues, and build accountability measures for themselves to identify their behaviours and change as needed. Secondary participants had a positive image of the future of equity in librarianship.

Not all expert participants are aware of the challenges and admitted to this despite the numerous workshops, presentations, training and education opportunities, and resources that were designed, created, and offered over the last few years. It should be noted that many of the resources and opportunities have also been cost-free. As noted above, one example is CARL's Inclusion Perspective Webinar Series (CARL, April 2020). Many institutions were and continue to offer EDI-related presentations to enlighten employees about topics such as Black feminism, or update their EDI-related reports and policies and yet ignorance seems to exist. Some of the expert participants were aware of the lack of spaces for minority persons as a community and the lack of leadership programs for minority persons in Canada. Green, one of the expert participants noted her appreciation for being in a leadership program that would help her evolve with other new library leaders in her career and was keenly aware of the lack of such a community for minority persons. The sense of vocational awe was experienced in spaces where EDI values are discussed but with an understanding that the profession is not as inclusive as we would like to think it is. There was frustration about their institutions' slow change or lack of change that Ciara even said "no, there is no positive" (p.5).

While I work with the hope that the profession will create pathways and am confident of positive change, like most other minority librarians, I believe it will take successive generations of library employees, multiple iterations of EDI implementations, and willing leaders to do their part towards meaningful change. It is my hope that the new library graduates who are now learning about Truth and Reconciliation, the history of librarianship, and the harm done to marginalized populations over centuries through collections, services, policies, and practices,

will come more prepared and be willing to question the status quo. I am also mindful of the fears expressed by other minority librarian colleagues whose posts are a stark reminder of the realities of my profession (Figure 7.2).

Figure 7. 2 *Is There Hope?*
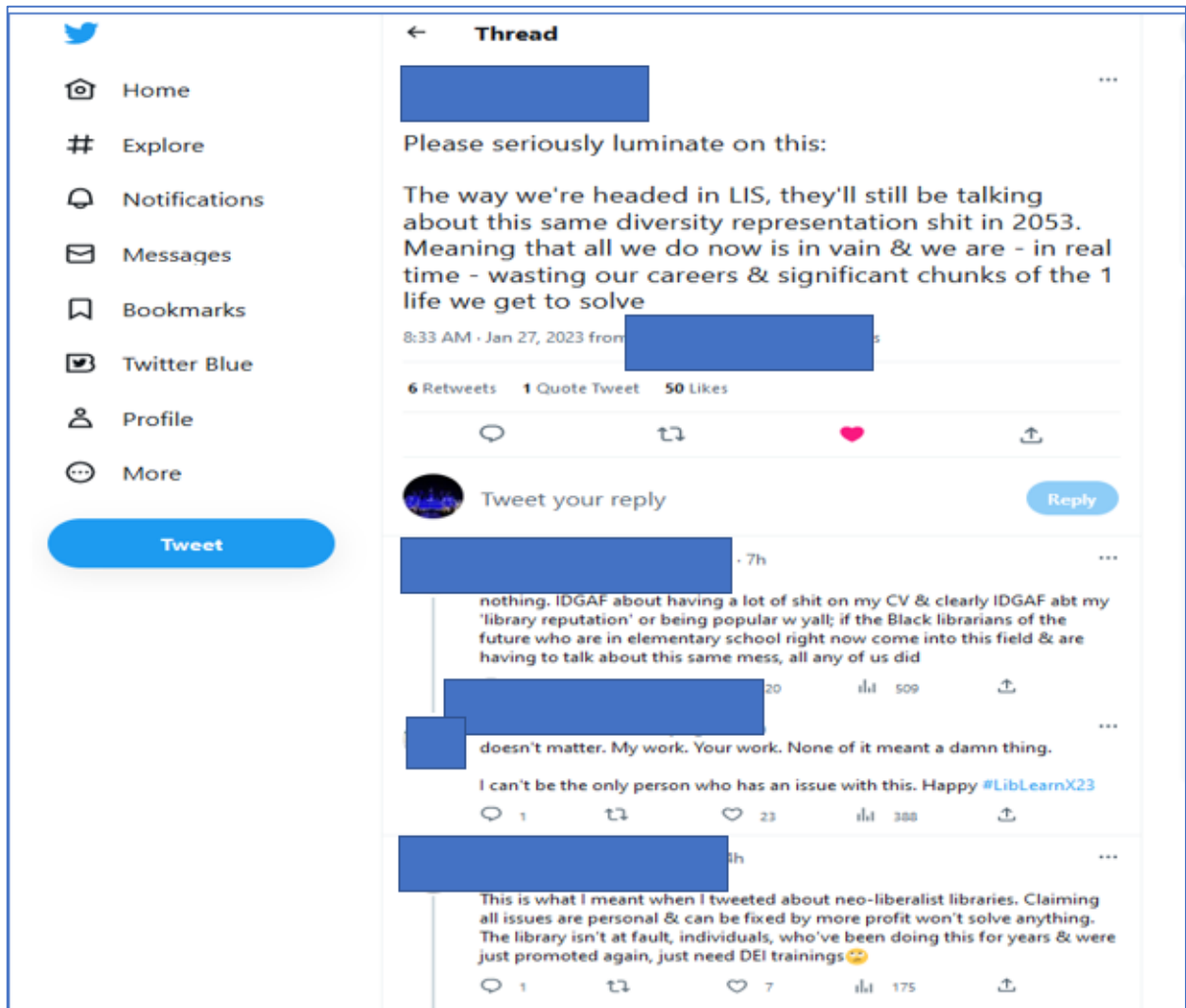
I had a hard time writing this last chapter especially when I wanted to end with optimism but still had underlying fears. My fears related to the sustainability of EDI efforts and whether these efforts are interest convergences or go beyond academic affectations. As Applebaum (2020) rightly observed, the recent intellectual diversity conversations happening in higher education, fail to engage with the phenomenon of willful ignorance "when dominant intellectual frameworks exert power in the larger society and prevent marginalized epistemic frameworks

from receiving uptake" (p. 446). Often, the level of willful ignorance becomes a huge burden, especially for those who are dedicated to working on and advocating for EDI initiatives.

I am fearful of the fragmented and siloed EDI efforts that could be seen as whitewashing efforts that do not recognize the deeply inherent systemic racism in academic and library cultures and structures; such whitewashing perpetuates white spaces through neutrality and universalization; it denies discrimination, attempts to hide or erase history, and superimposes the white culture by not critically examining practices and intentionally changing them (Chilcott et al., 2021; Reitman, 2006). It would be disheartening if anti-discriminatory work is whitewashed under the EDI labels or cloaked behind a lack of funds. Maybe my fears would be assuaged if instead of equity, diversity, and inclusion alone, the profession focused on social and transformative social justice through the EDI lens to prioritize marginalized groups in their hiring, recruitment, retention, and promotion to leadership roles and initiate complete transformation within the profession. After all, the profession is only as strong as its vulnerable employees.

Many Canadian and American minority librarians have been presenting or talking about their lived experiences and lack of diversity for decades. Minority persons have "been talking about diversity and inclusion for 40 years, no one really wants to deal with it" (McKenzie, 2019, para 34). I have been in academic libraries for over a decade, and I have seen, heard, and even participated in these talks. It is heart-wrenching as a minority when the majority white cohorts are surprised to hear about the breadth and depth of the challenges, and it is tiring for minority persons to keep talking about them without seeing change. The profession seems adamant about sustaining its white supremacist ways and refusing to accommodate other perspectives, knowledges, and experiences. White supremacy is about controlling the political, economic, and cultural systems to support the conscious and unconscious ideas of white superiority (Ansley, 1989, as cited in Chilcott et al., 2021) and I often fear that EDI work is controlled through such white supremacy.

The academic and library cultures are focused on centralization, management, human resources, and the usual standards and practices, and EDI work often feels like a waste of time and energy. It is hard to hear, watch, and work with ignorant yet aggressive colleagues who are either intentionally or unintentionally determined to keep minority persons de-centered through neutrality, by continuing to stay ignorant, and despite updated policies falling back on old

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practices. I do not seek to be uplifted by the white profession in which I live, I uplift myself through my work and efforts. I ask for space, I ask for my voice to be heard, and I seek support in the space when I use my voice. When this becomes difficult in practice, I decide to put my efforts towards authoring a paper or creating a presentation for public consumption which has more influence in the academic sphere. While other minority persons may continue to struggle, I am inspired by my Indigenous colleagues in the profession. With nationwide support through TRC, through their ongoing efforts and participation, many Indigenous librarians are leading work in nationwide initiatives. These coordinated efforts are not without friction. All minority persons are aware of the friction within their minority groups, yet we all strive for the same things – a sense of belonging through equitability and inclusion.

This research has been a five-year-long journey through COVID-19 challenges; however, I have found it rewarding to work on this research. My questions about the state of equity in Canadian academic library leadership helped me persevere towards my goal of learning more about the topic, about conducting research, about theories and frameworks, and about unlearning harmful practices. This in-depth research experience has taught me more about minority persons' journey in librarianship, their ambitions, and their perseverance in striving towards their ambitions. I have learned about using an interpretive frame to understand the experiences of participants. I was raised in a collectivist culture and always believed in constructionist approaches to change.

I was worried about finding enough primary participants and was pleasantly surprised to find enough of them with various diversity dimensions. While I enjoyed the data collection process, I often felt overwhelmed with the coding and thematizing process and learning to work with this amount of personal data was new learning. The layers of problems that need to be addressed before reconceptualizing inclusive leadership and combining multiple theories and frameworks such as the critical race theory and appreciative inquiry lenses were also new learning. Throughout this journey of new learning, I persevered to acknowledge, respect, and handle with care, and reverently share all the information and knowledge entrusted to me. I hope this research will add to the body of knowledge of Canadian library leadership, particularly the leadership of minority persons.

I thank all the participants in the study for engaging with me towards a CALL for equitable and inclusive leadership. You have helped me amplify the importance of

acknowledging the harms, using allies, knowing and reconceptualizing existing structures and systems to move forward and collaborating in a good way to create changes towards a positive future. Equity, diversity, and inclusion conversations will always be uncomfortable, but many individuals and organizations are striving to keep these conversations alive through their work and practice and change the state of equity in Canadian academic librarianship.

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Appendices

Appendix A — Certificate of Approval

PANEL ON
RESEARCH ETHICS
Navigating the ethics of human research

TCPS 2: CORE

Certificate of Completion

This document certifies that

Mahalakshmi Kumaran

has completed the Tri-Council Policy Statement:
Ethical Conduct for Research Involving Humans
Course on Research Ethics (TCPS 2: CORE)

Date of Issue: **15 January, 2019**

Appendix B1 — Interview Guide for Primary Participants

About the Participant
- Tell me your story and how you came to be a librarian.
- What inspired you to become a leader?
- How did you feel when you were offered this position?
- How has your minority status helped or challenged you in your leadership journey?

In the following questions, I am trying to get at what practices led to your success as a minority leader.
- What strategies or practices did you follow towards becoming a leader?
- As you think back over your journey, how did you come to be a leader?
- As you have come into your current role, what have you realized that you've needed to learn? How have you adapted to? Is there an incident or time that you can relate to that illustrates your learning or adapting?
- What strengths do you bring to your leadership work as a minority?
- Again, as you think back, what values about yourself have you brought to your workplace, your leadership?
- Have there been any additional expectations from you because of your minority status?
- What kind of support did you have through this leadership experience?
- What does your everyday leadership practice look like? Or what do you deal with on a given day or week?

Systems and structures
- What can you say about your academic culture and library culture?
- What elements have challenged you in becoming a leader or staying a leader?
- What structural or systemic elements helped you **succeed** in becoming a leader or staying a leader?
- When you think of the current culture of your library, can you think of the ways this culture affects or enables your motivation to stay and lead?
- What structures, systems, practices, or people, in academia or the library have been helpful for you as a minority leader?
- When you think back to the time from the start of your leadership journey, what are some of the high and low points and why?
- Based on what you have experienced as a minority leader, what do you think needs to happen or change in academic and library cultures for more minority leaders to rise?
- Is there anything else you would like to tell me about your leadership journey and current leadership position as a minority?
- Who has supported you and how?
- Can you name one or two people who have helped you and supported you in your leadership journey or helped you stay engaged and effective as a leader?

Appendix B2 — Interview Guide for Secondary Participants

- Please tell me your story in terms of how you came to be a librarian
- During your time in this library, were there minority librarian leaders "in the organization?" Tell me more. What, if any, was your role in their leadership journey?
- Tell me about the library structure when the primary participant was trying to become and became a leader?
- Can you recall how you came to know _____ (primary participant)?
- Tell me what about the _____ (primary participant) inspired you to support them / become their ally in their leadership journey
- What was your role in enabling the primary participant to become a leader?
- Were you surprised that you had had a positive influence?
- What are you learning about the structure or the system?
- What advise do you have for minority librarians aiming for leadership positions?
- What advise do you have for supporters who want to enable and empower minority librarians?
- What, if any, academic structures and supports might need to shift to give more equitable opportunities for emerging or aspiring minority academic librarians?
  What and what might be involved with building support for . . .. and what do you imagine this might look like? Who needs to be involved and how?
- How will such support look in practice?
- What kind of training/learning/education is needed in libraries towards inclusion, especially in leadership?
- Is there anything else you want to tell me about supports and structures to enable and empower minority librarian leaders?

Appendix B3 — Interview Guide for Expert Participants

Leadership Development

1. How can Canadian librarianship make way for minorities to take on leadership roles?
2. As mentioned in my presentation (PPT), participants had expressed many positive feelings associated with leadership (Slide 7) - connecting with colleagues; finding their supporters and allies; creating a people-centred approach in their libraries; and feeling welcomed, engaged, and proud to be a leader. What are your thoughts on how libraries could create more such positive feelings for minorities in or aiming for leadership positions?
3. There were also negative feelings: overburdened, exhausted, and nervous), difficulty in bringing other minorities into the profession, anxiety, not finding a voice, loneliness, etc. What are your thoughts on what libraries could do to alleviate such negative feelings?
4. There are no Canadian leadership programs for BIPOC or other minorities. Can you share your thoughts on this?

Systems and Structures

1. Do you have any stories to share that may have caused positive structural or systemic changes at your library or academic institution?
2. Do you have any stories to share that may have caused negative structural or systemic changes at your library or academic institution? **Education Programs**

Currently, there are no publicly available data on the diverse students in Canadian MLIS programs.
Primary and secondary participants mentioned not knowing about librarianship as a career option until a colleague, friend, neighbour, or a family member mentioned it to them. A couple of them stressed the importance of intentionally hiring minorities into MLIS programs.

1. What are your thoughts on library programs reaching out and intentionally hiring minorities?
2. Can you share anything about leadership courses in current MLIS programs?
3. In your opinion, what else do library employees need to be aware of to sustain EDI?

Recruitment and Retention

Participants mentioned the issues with policies at their institutions or libraries – they exist, but not practiced; they are often forgotten.

1. If I were to focus on hiring and retention policies of minorities, what do you think needs to be done at the institutional and library level for such policies to be effective, so they align with practice? Can you share any examples from your experience?
2. How can libraries accommodate the needs of minorities without compromising their privacy (hearing or visual issues; need to conduct prayers; need to take breaks for medications or breastfeeding).
3. According to my findings, where libraries have or wish to hire minority librarians, there is a sense of lack of tools in hiring, recruiting, reviewing, and retaining minorities, as well as training all employees and administrators in handling sensitive situations. Can you speak to this? (Stereotyping or gaslighting of minorities; not understanding ableism).

Support Programs

1. One of the ways to help minorities, especially BIPOC, gain experience in the profession is through residency programs. What are your thoughts on how more libraries can be equipped to offer such residency programs?
2. Once employed, there are no national-level mentorship or coaching programs for minorities in Canadian librarianship. Are there possibilities for such programs to be offered in Canada?
3. Who needs to be brought to the table for conversations and decision-making to make such programs happen?

Concluding Questions

1. Initially, when I started this project, I had concerns finding minority librarians (as defined in this study), but I found them. This shows there are minorities in leadership positions in libraries. How can academic library leadership continue to promote and sustain minorities in leadership positions? I would love to hear your ideas or any stories you know.
2. Lately, Canadian librarianship has focused more on diversity, inclusion, and equity at the national level (e.g., CARL VPO positions for EDI, COPPUL Indigenous Knowledge Coordinator) towards sustaining EDI in our profession. How else can we re-conceptualize what we do and how we do to increase diversity in the profession? In other words, how else can our profession sustain diversity?
3. Do you see any implications **for** or **not** diversifying intentionally?
4. Do you want to share anything else about the current state of or the future of minorities in Canadian librarianship?

APPENDIX B4 — POWERPOINT SLIDES FOR EXPERT PARTICIPANTS

1 ☐ **Canadian Academic Library Leadership (CALL)**

The State of Equity

2 ☐ **Topic**

Gain insights of the state of equity through first-hand perspectives of minorities and their supporters / allies.

• Primary Participants
• Secondary Participants
• Experts

3 ☐ **Range and Variety of Minorities**

• Ethnic / racial minorities
• Sexual minorities
• Disabilities including addition, chronic conditions, sensory abilities, etc.

4 ☐ **The Big Picture**

5 ☐ **Participants**

• Seventeen participants
• From CARL and U15 libraries; special libraries and digital infrastructures associated with academia
  • Origin stories of entering the profession

6 ☐ **Leadership inspiration**

• Previous work experiences
• Inspiration also from:
  • their niche specialization area
  • being solo librarians
  • being tapped by others to apply for a position
  • previous academic library leadership experience
  • wanting to help others in their communities

7 ☐ **Feelings**

Positive feelings regarding leadership positions
• Ability to connect with colleagues; create a people-centered approach to leadership
• Feeling welcomed and engaged, or proud of being a leader

Negative feelings regarding leadership positions
• Trepidation; exhaustion; nervousness
• Anxiety
• Exacerbation
• Overburdening of EDI work
• Frustration

8 ☐ **Minority Status and Challenges**

• Hidden disabilities and associated challenges
• Invisibility of sexual identity

- Stereotype expectations
- Loneliness
  - Feelings of exclusion
- Silent Voices and Gaslighting
  - Even by other minorities

9 ☐ **Strengths and Sustainability**
- Lived Experience
- Multiple perspectives, active listeners
- Competent, high functioning
- Compassionate, calm, even-tempered, thoughtful, straightforward
- Sensible, reflective
- People centered, collaborative

10 ☐ **Systems and Structures**

11 ☐ **Image credits**
- Muscle Building https://www.rawpixel.com/image/6484050/png-sticker-public-domain
- Rising tide https://www.rawpixel.com/image/2909632/free-illustration-image-sea-boat-sailing
- Hidden disabilities https://www.ctpberk.org/4602/invisible-disabilities-2/
- Loneliness https://www.stockvault.net/photo/187306/the-lonely-walk
- The academic machine https://tinyurl.com/nmazb6pr

12 ☐ **Interview Questions**

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Appendix C1 — Email Invitation to Primary Participants

Dear librarian colleagues,

I am a Ph. D candidate in the Department of Educational Administration, University of Saskatchewan. My thesis research is focused on minority leaders in Canadian academic libraries, and the study is entitled *Canadian Academic Library Leadership: State of Equity.*

For the first phase of this research, I will interview minority library leaders in Canadian academic libraries. Stipulated minorities for this study are librarians of colour, librarians from LGBTIQA2S+ communities, and librarians with disabilities. The leaders I seek to include in this study are librarians, including but not limited to those with titles such as head, supervisor, manager, dean, director, university librarian. I aim to interview librarians who are leaders within their libraries (rather than library associations).

If you qualify as a minority leader as defined above, I invite you to contact me at this email by _____ [Date] to express in participating in the interview. I will then set up a one-on-one WebEx interview at a time mutually convenient and agreed upon by both of us. The interview will take up to 90 minutes. Details of the study may be found in the attached consent form. I am happy to provide additional details or answer any of your questions via email.

Thank you,
Maha Kumaran, M.A., M.L.I.S
Ph.D. Candidate
University of Saskatchewan

Appendix C2 — Email Invitation to Secondary Participants

Dear _____

      I am a Ph. D Candidate at the College of Education, Department of Educational Administration, University of Saskatchewan. My thesis focuses on minority leaders in Canadian academic libraries, and the study is entitled *Canadian Academic Library Leadership: State of Equity.*

      During the first phase of this research, I interviewed a minority leader (primary participant) who provided your name as their supporter or an ally. For the second phase of my research, I would like to interview you about your role as their supporter. I will also have questions about the academic or library structure, any strategies, policies that may have helped you enable the primary participant to become a leader.

      Stipulated minorities for this study are librarians of colour, librarians from LGBTIQA2S+ communities, and librarians with disabilities. The leaders I seek to include in this study are librarians, including but not limited to those with titles such as head, supervisor, manager, dean, director, university librarian. I aim to interview librarians who are leaders within their libraries (rather than library associations).

      I look forward to hearing from you to set up a one-on-one WebEx interview at a time mutually agreed upon by both of us. The interview will take 90 minutes. Details of the study can be found in the attached consent form. I am happy to provide additional details or answer any of your questions via email.

Thank you,

Maha Kumaran
Ph.D. Candidate
University of Saskatchewan

Appendix C3 – Email Invitation to Expert Participants

Dear _____

        I am a Ph. D Candidate at the College of Education, Department of Educational Administration, University of Saskatchewan. My thesis focuses on minority leaders in Canadian academic libraries, and the study is entitled *Canadian academic library leadership: State of Equity.* This study has been approved by the University of Saskatchewan Behavioural Research Ethics Board.

        I am entering the third phase of my research and need your help. For the first two phases of my study, I conducted interviews with minority library leaders (primary participants) and their supporters or allies (secondary participants). I have analyzed the data from these two phases. For the third phase of this research, I would like to present my findings to library leaders, executives, and administrators such as you and pose further questions to get your unique perspectives on minorities as leaders. Your input will help me confirm or refute findings, add additional data, and help me understand the state of minorities as leaders from multiple perspectives and help me triangulate data collected so far.

        This will be a one-on-one interview and it will take place via Zoom from the University of Saskatchewan and last 60 minutes.

        More details of the study can be found in the consent form. I am happy to provide additional details or answer any of your questions via email.

        Once I hear from you, I will send you a Doodle Poll to find the best possible times for the interview. I look forward to hearing from you.

Thank you,

Maha Kumaran
Ph.D. Candidate
University of Saskatchewan

Appendix D1 — Interview Scheduling Emails for all Participants

Greetings _____

I am contacting you as you agreed to participate in an interview for my Ph.D. research entitled *Canadian Academic Library Leadership: State of Equity*

You can find the full details of this research and the interview process in the attached consent form.

I want to proceed to schedule the interview.

The interview will take place over WebEx/Zoom using the University of Saskatchewan account. The interview is expected to last 90 minutes.

Please provide three options for this interview and let me know which ones work for you:

1. [Date, Time, Regina/Central Time]
2. [Date, Time, Regina/Central Time]
3. [Date, Time, Regina/Central Time]

If none of these options work for you, please offer three more convenient options that work for you.

Thank you,

Maha Kumaran
Ph.D. Candidate
University of Saskatchewan

Appendix E1 — Participant Consent Form for Primary Participants

Dear _____,

Thank you for your response to my email invitation to participate in my Ph.D. research entitled *Canadian Academic Library Leadership: State of Equity*. I am now inviting you to participate in the WebEx interview for this study.

Details of the study are below. Please review the details before the interview date. On the day of the interview (DATE), before beginning the interview, I will ask you for your oral consent. Once I have your consent, I will add your name to the form, sign, and date it and send it to my supervisor for safeguarding. I will also send you a copy of the consent form.

<u>Purpose(s) and Objective(s) of the Research:</u>

The importance of diversity is touted in academic libraries and their parent institutions, especially on their websites or strategic plans. However, there is a lack of a definition of diversity or information on progress towards inclusion in all aspects of academic librarianship, particularly in minority librarians as leaders. Minorities, for this study, are Black, Indigenous and librarians of colour; librarians from LGBTIQA2S+ communities; and librarians with disabilities. Past and recent data studies (Delong, Sorensen, & Williamson, 2015; Kumaran & Cai, 2015; on minority librarians show that 1% of Canadian librarians are Aboriginal librarians, around 11% are visible minority librarians or librarians of colour, and 63% of librarians are first-generation librarians. One to six percent of librarians self-identified as persons with disabilities (Delong et al., 2015; CAPAL census, 2018). The most recent census study (CAPAL, 2018) shows that 90% of librarians are White only, and 6% responded to having a disability. There are no statistics on minority librarians as leaders. However, anecdotal evidence shows that a few minorities in Canadian academic libraries are leaders. Leaders for this study are librarians, including but not limited to titles such as head, supervisor, manager, dean, director, university librarian.

The objective of this research is to gain insights to encourage inclusive representation of minorities as library leaders. Understanding the leadership journey undertaken by current minority Canadian academic library leaders (primary participants) and learning from their colleagues or administrators (secondary participants) who supported them in their journey will enhance the inclusion efforts.

This research will be conducted in three phases and will use a combination of the critical race theory (CRT) and appreciative inquiry (AI) frameworks. For the first phase of the study, I am interviewing minority librarians (you) who are leaders in their libraries.

During the second phase, supporters or allies identified by minority librarians (your allies) will be approached and interviewed (secondary participants). Here is my contact information to give to your ally – maha.kumaran@usask.ca

The data from these two phases will be analyzed, and findings will be presented to a panel of library executives from libraries, library associations, and library masters programs. The panel's individual and collaborative input will reify, challenge, or add their data. Such triangulation of data from three phases that Denzin (1970) identifies as investigator triangulation will help remove biases and ensure reliability through corroborations and contradictions. Both positive and negative evidence through CRT and Ai will be abetted through the inquiry's collective nature

through multiple phases. Such triangulation will also help avoid explicit theoretical biases, especially when using two contradictory frameworks such as CRT and Ai.

Researcher(s):
This study is being conducted as part of my Ph.D. research. I can be reached at maha.kumaran@usask.ca
My supervisor is Dr. Keith Walker, and he is the Principal Investigator. Dr. Walker is a professor in the Department of Educational Administration, The College of Education, at the University of Saskatchewan. He can be reached at Keith.walker@usask.ca

Procedures:
I will use WebEx available through the University of Saskatchewan to conduct the interview. Interviews will be password-enabled. I will not use cloud session recording. All recordings will be saved at the PIs password-protected institutional OneDrive until transcriptions are complete and confirmed by you. If you are uncomfortable using the video during our interview, you have the option to switch off the video feature at your end. You can also use the phone/dial-in option to participate in the WebEx meeting. The interview will take 90 minutes. Interviews will be conducted from a private area so no one outside of my research team (me and possibly my supervisor) will have any access to your participation. I encourage you to attend the interview from a private area as well.

After the consent form signing process explained above, I will ask your permission to record the interview. If you do not consent to the interview being recorded (audio or video or both), please indicate this to the researcher. You also have the option of having the video recorder turned off at any time during the interview without giving a reason. If you provide permission, I will use the video/audio recording features provided through the University of Saskatchewan's WebEx software. The recording will be used for transcription purposes only. All recordings will be deleted after five years following the University of Saskatchewan guidelines
I will send you a clean draft of the transcription back to you within two weeks of the interview. If necessary, I would like to ask for an additional 30 minutes of your time to confirm or add data to the first interview. Otherwise, I will provide you one week from receiving the transcript to review and respond to me with your comments or questions. After that, I will specify the deadlines to respond to me with revisions to the transcript. Once you confirm the transcripts, I will de-identify the data to protect confidentiality and upload the de-identified data to Nvivo for storage, coding, and analysis purposes. If you do not respond with revisions or express your wish to withdraw from the study by the deadline provided, the data will be used as is.

Funded by:
I received SSHRC Doctoral Fellowship

Potential Risks:
There are no known or anticipated risks to you by participating in this research.

Potential Benefits:
Participants in this study will have an opportunity to reflect on their career journey and their successful pathways to becoming library leaders. Findings from this study will help propose better suggestions for the inclusive representation of minorities as academic library leaders. During the final phase, library executives from library masters' programs, library associations, and libraries will add their perspectives to provide a holistic view of the state of library leadership and space for minorities within. Findings from all three phases will help identify weaknesses and strengths in the system, structures, strategies, people, and spaces to offer micro,

meso, and macro perspectives and influence future practices. I hope that recommendations from this study will help build leadership programs, design mentorship and network for Canadian minority librarians as leaders; I also hope that there will be recommendations for the Masters' library education leadership courses.

Confidentiality:

All data will be stored in the Usask's OneDrive accessible through password-protected computers by me and my supervisor at the University of Saskatchewan. There will be no unauthorized recordings of data collection sessions. My supervisor and I will maintain the master list of participants and raw data, and these will be stored separately from the cleaned transcripts and de-identified transcripts. Raw data and participants' list will be destroyed after completing the project, following the institutions' protocols.

After transcripts are confirmed, pseudonyms will be used, locations and other identifiable characteristics will be fictionalized for use in the thesis and any forthcoming publications. Each de-identified transcript will be assigned a recorded date and an identification number (e.g., February 28_2020_1001) and saved to Nvivo for storage, coding, and analysis.

Data transmitted during the remote interview will be done using WebEx's Canadian servers so that no data will be stored or transmitted outside of Canada. I will make every effort to maintain the privacy and confidentiality of participants and their data. I am limited by the guarantee of the platform I am using and their privacy and confidentiality compliances. WebEx is the University of Saskatchewan's web and video conferencing tool. Please find WebEx's privacy policy here https://trustportal.cisco.com/c/dam/r/ctp/docs/privacydatasheet/collaboration/cisco-webex-meetings-privacy-data-sheet.pdf

Data Security and Storage:

My supervisor will create a USASK OneDrive folder, and I will upload the data in the shared drive. My supervisor will hold, manage, and share data. Once all data is stripped of all identifiable information and anonymized, this set will be stored in Nvivo for analysis purposes.

When data is no longer required (five years post-publication), all data files will be safely destroyed following institutional protocols.

Right to Withdraw:

Your participation is voluntary.

You have the right to withdraw from the research project for any reason. The last opportunity to withdraw is when I send you a copy of your transcript asking for your confirmation or revision. As mentioned above, after conducting the interview will run the transcript by you within two weeks following the final interview and provide a one-week deadline for your response. I will send you a transcript release form at the time of confirmation of your transcript. If you wish to withdraw from the study, you must let me know at this time. If you do not respond with revisions to the transcript or express your wish to withdraw from the study at this point, the transcript will be used as is, and the data will be combined with other data and withdrawal may not be possible.

Follow up:

This is Ph.D. thesis research and will be published as a thesis by the College of Graduate and Postdoctoral Studies at the University of Saskatchewan. In addition, chapters may be published as articles in peer-reviewed library or leadership journals. Please contact me at maha.kumaran@usask.ca for any copies of publications.

Questions or Concerns:

Contact me or my supervisor, Dr. Walker, with any questions. This research project has been approved on ethical grounds by the University of Saskatchewan's Behavioural Research Ethics Board

University of Saskatchewan's Behavioural Research Ethics Board:
Email: ethics.office@usask.ca; Telephone: 306-966-2975; and,
out of town participants may call toll free 1-888-966-2975.

<u>**Oral Consent:**</u>
 I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it. A copy of this Consent Form will be provided to the participant.

Do I have your consent to participate in this study?

_____   _____   _____
Name of Participant   *Researcher's Signature*   *Date*

Do I have your consent for audio recording of the interview?

_____   _____   _____
Name of Participant   *Researcher's Signature*   *Date*

Do I have your consent for video recording the interview?

_____   _____   _____
Name of Participant   *Researcher's Signature*   *Date*

Appendix E2 — Participant Consent Form for Secondary Participants

Dear _____

Thank you for your response to my email invitation to participate in my Ph.D. research entitled *Canadian Academic Library Leadership: State of Equity*. I am now inviting you to participate in the WebEx interview for this study.

Details of the study are below. Please review the details before the interview date. On the day of the interview (DATE), I will ask you for your oral consent before beginning the interview. Once your consent, I will add your name to the form, sign, and date it and send it to my supervisor for safeguarding.

Purpose(s) and Objective(s) of the Research:

The importance of diversity is touted in academic libraries and their parent institutions, especially on their websites or strategic plans. However, there is a lack of a definition of diversity or information on progress towards inclusion in all aspects of academic librarianship, particularly in minority librarians as leaders. Minorities, for this study, are Black, Indigenous and librarians of colour; librarians from LGBTIQA2S+ communities; and librarians with disabilities. Past and recent data studies (Delong, Sorensen, & Williamson, 2015; Kumaran & Cai, 2015; on minority librarians show that 1% of Canadian librarians are Aboriginal librarians, around 11% are visible minority librarians or librarians of colour, and 63% of librarians are first-generation librarians. One to six percent of librarians self-identified as persons with disabilities (Delong et al., 2015; CAPAL census, 2018). The most recent census study (CAPAL, 2018) shows that 90% of librarians are White only, and 6% responded to having a disability. There are no statistics on minority librarians as leaders. However, anecdotal evidence shows that a few minorities in Canadian academic libraries are leaders. This study's leaders are librarians, including but not limited to titles such as head, supervisor, manager, dean, director, university librarian.

The objective of this research is to gain insights to encourage inclusive representation of minorities as library leaders. Understanding the leadership journey undertaken by current minority Canadian academic library leaders (primary participants) and learning from their colleagues or administrators (secondary participants) who supported them in their journey will enhance the inclusion efforts.

This research will be conducted in three phases and will use a combination of the critical race theory (CRT) and appreciative inquiry (AI) frameworks. For the first phase of the study, I interviewed minority librarians who are leaders in their libraries. During this second phase, supporters or allies identified by minority librarians will be approached and interviewed (secondary participants). You were identified as an ally.

The data from these two phases will be analyzed, and findings will be presented to a panel of library executives from libraries, library associations, and library masters programs. The panel's individual and collaborative input will reify, challenge, or add their data. Such triangulation of data from three phases that Denzin (1970) identifies as investigator triangulation will help remove biases and ensure reliability through corroborations and contradictions. Both positive and negative evidence through CRT and Ai will be abetted through the inquiry's collective nature through multiple phases. Such triangulation will also help avoid explicit theoretical biases, especially when using two contradictory frameworks such as CRT and Ai.

Researcher(s):

This study is being conducted as part of my Ph.D. research. I can be reached at maha.kumaran@usask.ca

My supervisor is Dr. Keith Walker, and he is the Principal Investigator. Dr. Walker is a professor in the Department of Educational Administration, The College of Education, at the University of Saskatchewan. He can be reached at Keith.walker@usask.ca

Procedures:

I will use WebEx available through the University of Saskatchewan to conduct the interview. Interviews will be password-enabled. All recordings will be saved at the PIs password-protected institutional OneDrive until transcriptions are complete and confirmed by you. If you are uncomfortable using the video during our interview, you have the option to switch off the video feature at your end. You can also use the phone/dial-in option to participate in the WebEx meeting. The interview will take 90 minutes. Interviews will be conducted from a private area so no one outside of my research team (me, CHASR personnel who transcribe the interview, and possibly my supervisor) will have any access to your participation. I encourage you to attend the interview from a private area as well.

After the consent form signing process explained above, I will ask your permission to record the interview. If you do not consent to the interview being recorded, please indicate this to the researcher. You also have the option of having the video recorder turned off at any time during the interview without giving a reason. If you provide permission, I will use the video/audio recording features provided through the University of Saskatchewan's WebEx software and the recording will be used for transcription purposes. All recordings will be deleted after five years following the University of Saskatchewan guidelines

I will send you a clean draft of the transcription back to you within two weeks of the interview. If necessary, I would like to ask for an additional 30 minutes of your time to confirm or add data to the first interview. Otherwise, I will provide you one week from receiving the transcript to review and respond to me with your comments or questions. After that, I will specify the deadlines to respond to me with revisions to the transcript. Once you confirm the transcripts, I will de-identify the data to protect confidentiality and upload the de-identified data to Nvivo for storage, coding, and analysis purposes. If you do not respond with revisions or express your wish to withdraw from the study by the deadline provided, the data will be used as is.

Funded by:

I received SSHRC Doctoral Fellowship

Potential Risks:

There are no known or anticipated risks to you by participating in this research.

Potential Benefits:

Participants in this study will have an opportunity to reflect on how they enabled minority librarians to become leaders or how they helped minority leaders pave successful pathways to becoming library leaders. Findings from this study will help propose better suggestions for the inclusive representation of minorities as academic library leaders. During the final phase, library executives from library masters' programs, library associations, and libraries will add their perspectives to provide a holistic view of the state of library leadership and space for minorities within. Findings from all three phases will help identify weaknesses and strengths in the system, structures, strategies, people, and spaces to offer micro, meso, and macro perspectives and influence future practices. I hope that recommendations from this study will help build leadership programs, design mentorship and network for Canadian minority librarians as leaders;

I also hope that there will be recommendations for the Masters' library education leadership courses.

Confidentiality:

All data will be stored in the Usask's OneDrive accessible through password-protected computers by researchers at their institutions. There will be no unauthorized recordings of data collection sessions. My supervisor and I will maintain the master list of participants and raw data, and these will be stored separately from clean and de-identified transcripts. Raw data and participants' list will be destroyed after completing the project, following the institutions' protocols.

After transcripts are confirmed, pseudonyms will be used, locations and other identifiable characteristics will be fictionalized for use in the thesis and all publications. Each de-identified transcript will be assigned a recorded date and an identification number (e.g., February 28_2020_1001) and saved to Nvivo for storage, coding, and analysis.

Data transmitted during the remote interview will be done using WebEx's Canadian servers so that no data will be stored or transmitted outside of Canada. I will make every effort to maintain the privacy and confidentiality of participants and their data. I am limited by the guarantee of the platform I am using and their privacy and confidentiality compliances. WebEx is the University of Saskatchewan's web and video conferencing tool. Please find WebEx's privacy policy here https://trustportal.cisco.com/c/dam/r/ctp/docs/privacydatasheet/collaboration/cisco-webex-meetings-privacy-data-sheet.pdf

Data Security and Storage:

My supervisor will create a USASK OneDrive folder, and I will upload the data in the shared drive. Dr. Walker, my supervisor, will hold, manage, and share data. Once all data is stripped of all identifiable information and anonymized, this set will be stored in Nvivo for analysis purposes.

When data is no longer required (five years post-publication), all data files will be safely destroyed following institutional protocols.

Right to Withdraw:

Your participation is voluntary.

You have the right to withdraw from the research project for any reason. The last opportunity to withdraw is when I send you a copy of your transcript asking for your confirmation or revision. As mentioned above, after conducting the interview will run the transcript by you within two weeks following the final interview and provide a one-week deadline for your response. At this time, if you wish to withdraw from the study, you must let me know. If you do not respond with revisions to the transcript or express your wish to withdraw from the study at this point, the transcript will be used as is, and the data will be combined with other data and withdrawal may not be possible.

Follow up:

This is Ph.D. thesis research and will be published as a thesis by the College of Graduate and Postdoctoral Studies at the University of Saskatchewan. In addition, chapters may be published as articles in peer-reviewed library or leadership journals. Please contact me at maha.kumaran@usask.ca for any copies of publications.

Questions or Concerns:

Contact the principal investigator or me using the information at the top of the page. This research project has been approved on ethical grounds by the University of Saskatchewan's Behavioural Research Ethics Board.

University of Saskatchewan's Behavioural Research Ethics Board:
Email: ethics.office@usask.ca;
Telephone: 306-966-2975; and,
out of town participants may call toll free 1-888-966-2975/

Do I have your consent to participate in this study?

		28, 2021
Name of Participant	*Researcher's Signature*	*Date*

Do I have your consent for audio recording of the interview?

Name of Participant	*Researcher's Signature*	*Date*

Do I have your consent for video recording the interview?

Name of Participant	*Researcher's Signature*	*Date*

Appendix E3 — Participant Consent Form for Expert Participants

Dear _____

You are invited to participate in a research project entitled *Canadian Academic Library Leadership: State of Equity.* You are invited to participate in the third phase of my research called the interpretation panel. You were identified as a leader in the field (at your library, a library association, a library advocacy group, faculty at a library degree granting program, etc) and your participation will provide additional and comprehensive data to my study.

Purpose(s) and Objective(s) of the Research:

The importance of diversity is claimed in academic libraries and their parent institutions, especially on their websites or strategic plans. However, there is a lack of a definition of diversity or information on progress towards inclusion in all aspects of academic librarianship, particularly in minority librarians as leaders. Minorities, for this study, are Black, Indigenous and librarians of colour; librarians from LGBTQIA2S+ communities; and librarians with disabilities. Past and recent data studies (Delong, Sorensen, & Williamson, 2015; Kumaran & Cai, 2015); on minority librarians show that 1% of Canadian librarians are Aboriginal librarians, around 11% are visible minority librarians or librarians of colour, and 63% of librarians are first-generation librarians. One to six percent of librarians self-identified as persons with disabilities (Delong et al., 2015; CAPAL census, 2018). The most recent census study (CAPAL, 2018) shows that 90% of librarians are White only, and 6% responded to having a disability. There are no statistics on minority librarians as leaders. However, anecdotal evidence shows that a few minorities in Canadian academic libraries are leaders. This study's leaders are librarians, including but not limited to titles such as head, supervisor, manager, dean, director, university librarian.

The objective of this research is to gain insights to better understand and encourage inclusive representation of minorities as library leaders. Understanding the leadership journey undertaken by current minority Canadian academic library leaders (primary participants) and learning from their colleagues or administrators (secondary participants) who supported them in their journey will enhance the inclusion efforts.

This research is being conducted in three phases and I am using a combination of the critical race theory (CRT) and appreciative inquiry (AI) as frameworks. For the first phase of the study, I interviewed minority librarians who are leaders in their libraries. I asked them to identify their supporters or allies who were the secondary phase participants of my study.

During this third phase, I will present preliminary findings of my study to what I call "an interpretation panel" of administrators and executives from library association, library graduate programs, and leaders from advocacy groups, and ask for additional input and insights. It is into this third phase that you have been invited. I aim to conduct 4-6 individual interviews.

Researcher(s):

This study is being conducted as part of my Ph.D. research. I can be reached at
Maha Kumaran
Ph.D. Candidate
University of Saskatchewan
maha.kumaran@usask.ca
My supervisor is Dr. Keith Walker, and he is the Principal Investigator. Dr. Walker is a professor in the Department of Educational Administration, at the University of Saskatchewan. He can be reached at Keith.walker@usask.ca

Procedures:
I will use Zoom available through the University of Saskatchewan to conduct the one-on-one interview. Interviews will be password-enabled. I will conduct the interview. If you are uncomfortable using the video during our interview, you have the option to switch off the video feature at your end. You can also use the phone/dial-in option to participate in the Zoom meeting. The interview will take 90 minutes. Interviews will be conducted from a private area. Only my research team (myself, The Canadian Hub for Applied and Social Research (CHASR) personnel who transcribe the interview, and possibly my supervisor) will have any access to your data. I encourage you to attend the interview from a private area as well.

After obtaining your oral consent and adding your name to the form (below) I will ask your permission to record the interview. If you do not consent to the interview being recorded, please indicate this to the researcher. If you provide permission, I will use the video/audio recording features provided through the University of Saskatchewan's Zoom software and the recording will be used for transcription purposes. You can turn off your video at any time or request that the recording be stopped at any time during the interview. A copy of the consent form with your name and my signature will be emailed to you.

I will send you a clean draft of the transcription back to you within two weeks of the interview. If necessary, I would like to ask for an additional 30 minutes of your time to confirm or add data to the first interview. Otherwise, I will provide you one week from receiving the transcript to review and respond to me with your comments or questions. After that, I will specify the timelines for responses with revisions to the transcript.

Funded by:
I received SSHRC Doctoral Fellowship

Potential Risks:
There are no known or anticipated risks to you by participating in this research.

Potential Benefits:
Participants in this study will have an opportunity to reflect on how they enabled minority librarians to become leaders or how they helped minority leaders pave successful pathways to becoming library leaders. Findings from this study will help propose better suggestions for the inclusive representation of minorities as academic library leaders. During the final phase, library executives from library masters' programs, library associations, and libraries will add their perspectives to provide a holistic view of the state of library leadership and space for minorities within. Findings from all three phases will help identify weaknesses and strengths in the system, structures, strategies, people, and spaces to offer micro, meso, and macro perspectives and influence future practices. I hope that recommendations from this study will help build residency and leadership programs, design mentorship and network, and coaching options for Canadian minority librarians as leaders; I also hope that there will be recommendations for the Masters' library education leadership courses.

Confidentiality:
There will be no unauthorized recordings of data collection sessions. My supervisor and I will maintain the master list of participants and raw data, and these will be stored separately from clean and de-identified transcripts. Raw data and participants' list will be destroyed after completing the project, following the institutions' protocols.

After transcripts are confirmed, pseudonyms will be used, locations and other identifiable characteristics will be fictionalized for use in the thesis and all publications. Each de-identified

transcript will be assigned a recorded date and an identification number (e.g., February 28_2020_1001) and saved to NVivo for storage, coding, and analysis.

Data transmitted during the remote interview will be done using Zoom's Canadian servers so that no data will be stored or transmitted outside of Canada. I will make every effort to maintain the privacy and confidentiality of participants and their data. I am limited by the guarantee of the platform I am using and their privacy and confidentiality compliances. Zoom is the University of Saskatchewan's web and video conferencing tool. Please find the Zoom privacy policy here https://explore.zoom.us/en/trust/privacy/

Data Security and Storage:

My supervisor will create a USask OneDrive folder, and I will upload the data in the shared drive.

When data are no longer required (five years post publication), all data files will be safely destroyed following institutional protocols.

Right to Withdraw:

Your participation is voluntary.

You have the right to withdraw from the research project for any reason. The last opportunity to withdraw is when I send you a copy of your transcript asking for your confirmation or revision. As mentioned above, after conducting the interview will run the transcript by you within two weeks following the final interview and provide a one-week deadline for your response. At this time, if you wish to withdraw from the study, you must let me know. If you do not respond with revisions to the transcript or express your wish to withdraw from the study at this point, the transcript will be used as is, and the data will be combined with other data and withdrawal may not be possible.

Follow up:

This is Ph.D. thesis research and will be published as a thesis by the College of Graduate and Postdoctoral Studies at the University of Saskatchewan. In addition, chapters may be published as articles in peer-reviewed library or leadership journals. Please contact me at maha.kumaran@usask.ca for any copies of publications.

Questions or Concerns:

Contact the principal investigator or me using the information at the top of the page. This research project has been approved on ethical grounds by the University of Saskatchewan's Behavioural Research Ethics Board. Any questions regarding your rights as a participant may be addressed to that committee through the Research Ethics Office:
Email: ethics.office@usask.ca.
Telephone: 306-966-2975; and,
out of town participants may call toll free 1-888-966-2975

I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it.

_____   _____   _____

Name of Participant   *Researcher's Signature*   *Date*

Appendix F – Transcript Release Form for All Participants

I, _____, have reviewed the complete transcript of my personal interview in this study, and have been provided with the opportunity to add, alter, and delete information from the transcript as appropriate. I acknowledge that the transcript accurately reflects what I said in my personal interview with Maha Kumaran. I hereby authorize the release of this transcript to Maha Kumaran to be used in the manner described in the Consent Form. I have received a copy of this Data/Transcript Release Form for my own records.

Name of Participant   Date:

Signature of Participant   Signature of researcher

Appendix G – Behavioural Application - Ethics

Behavioural Application

PART 1: KEY INFORMATION

Title*: **Canadian Academic Library Leadership: State of Inequity**

Level of Risk: * Minimal risk

Expected Start Date: * 2021-06-01

Expected End Date: * 2022-06-30

If applicable, explain why this application is time-sensitive:

Project Personnel

Principal Investigator

Name: Dr. Keith Walker	NSID:	Email:	Phone:	Organization (Department):
Dr. Keith Walker	Kdw744	**keith.walker@usask.ca**		**The University of Saskatchewan (Educational Administration)**

Student(s)

Name:	NSID:	Email:	Phone:	Organization (Department):
Maha Kumaran	Mak977	Maha.kumaran@usask.ca	7779	**The University of Saskatchewan (Educational Administration)**

Primary Contact

Name:	NSID:	Email:	Phone:	Organization (Department):

Maha Kumaran	Mak977	Maha.kumaran@usask.ca	306-966-7779	Educational Administration

Secondary Contact

Name:	NSID:	Email:	Phone:	Organization (Department):

Sponsor(s)

Sponsor:	Pending / Awarded
SSHRC	Awarded

Agency(ies)

This project is funded: *	☐ Yes ☒ No
The funding supporting this project will be administrated at the University of Saskatchewan:	☐ Yes, complete Part A ☐ No, complete Part B

Part A: For Grants and Contracts administered by the U of S:

Project Application(s) Directly Associated with the Fund(s) Supporting this Project.

Specify the UnivRS internal ID# (for pending grants or contracts):

Project(s) Directly Associated with the Fund(s) Supporting this Project.

Specify the UnivRS internal ID# (for awarded grants or contracts):

Part B: For Grants or Contracts not administered by the U of S:

Agency:	Pending / Awarded

Location(s) Where Research Activities Are Conducted

Enter every location where this research will be conducted under this Research Ethics Approval: *

Country(ies):* List all countries where you will be conducting your research under this Research Ethics Approval: **Canada**

If this project will be conducted within schools, health regions, or other organizations, specify how you will obtain permission to access the site. Submit a copy of the certificate or letter of approval when obtained. **This project will not be conducted in any of these spaces. Participants may be at their institutions during the interview. For primary and secondary participant interviews, we need individual participant consent and permission for WebEx interviews. Based on the results from these two phases and the COVID situation, Kumaran and PI will determine whether to use WebEx or in-person interviews for the panel presentations and discussions.**

If you do not plan to seek approval, provide a justification:

Other Ethics Approval

This project has applied for/received approval from another Research Ethics Board(s) *	☐ Yes ☒ No
If 'yes', identify the other Research Ethics Board(s):	

Conflict of Interest

Confirm whether any member of the research team or their immediate family members will:	
Receive personal benefits over and above the direct costs of conducting the project, such as remuneration or employment: *	☐ Yes ☒ No
Receive significant payments from the Sponsor such as compensation in the form of equipment, supplies or retainers for ongoing consultation and honoraria: *	☐ Yes ☒ No
Have a non-financial relationship with the Sponsor such as unpaid consultant, board membership, advisor, or other non-financial interest: *	☐ Yes ☒ No
Have any direct involvement with the Sponsor such as stock ownership, stock options or board membership: *	☐ Yes ☒ No
Hold patents, trademarks, copyrights, licensing agreements or intellectual property rights linked in any way to this project or the Sponsor: *	☐ Yes ☒ No
Have any other relationship, financial or non-financial, that if not disclosed, could be construed as a conflict of interest: *	☐ Yes ☒ No
If yes was answered to any question(s), explain the personal benefit(s) and how the conflict will be managed:	

Part 2: PROJECT OVERVIEW

Project Overview

Summarize this project, its objectives and potential significance: * The importance of diversity is touted in academic libraries and their parent institutions, especially on their websites or strategic plans. However, there is a lack of a definition of diversity or information on progress towards inclusion in all aspects of academic librarianship, particularly in minority librarians as leaders. Minorities, for the purposes of this study, are Black, Indigenous and librarians of colour; librarians from LGBTIQA2S+ communities; and librarians with disabilities. Past and recent data studies (Delong, Sorensen, & Williamson, 2015; Kumaran & Cai, 2015; on minority librarians show that 1% of Canadian librarians are Aboriginal librarians, around 11% are visible minority librarians or librarians of colour, and 63% of librarians are first-generation librarians. One to six percent of librarians self-identified as persons with disabilities (Delong et al., 2015; CAPAL census, 2018). The most recent census study (CAPAL, 2018) shows that 90% of librarians are White only, and 6% responded to having a disability. There are no statistics on minority librarians as leaders. However, anecdotal evidence shows that a few minorities in Canadian academic libraries are leaders. Leaders for this study are librarians, including but not limited to titles such as head, supervisor, manager, dean, director, university librarian.

This study is about gaining insights to encourage inclusive representation of minorities as library leaders. Understanding the leadership journey undertaken by current minority Canadian academic library leaders (primary participants) and learning from their colleagues or administrators (secondary participants) who supported them in their journey will enhance the inclusion efforts.

Leadership is a vast, complex, and intensely examined concept in many fields. The definitions available for this concept are ubiquitous, subjective, socially constructed, and environment and culture-dependent. Librarianship also has many studies that focus on various aspects of leadership such as attributes, styles, competencies, and education (Crawley-Low, 2013; Currie, 2012; DeLong, 2009; Hicks & Given, 2013; Maciel, 2018; Meier, 2016; Martin, 2018 & 2019; Muellenbach, 2017; Neigel, 2015; Stewart, 2017). However, there is an acute lack of literature on the experiences of minority librarians as leaders. Notably, the literature on understanding how minorities become leaders despite challenges, their efforts towards capacity building, self-efficacy, the supports they received to become leaders, the cultural and structural shifts that happened to accommodate them as leaders, are missing. First-hand research is required to learn about many of these aspects of minorities as leaders.

Efforts to support inclusive leadership is critical to sustaining leadership in Canadian academic libraries. Despite an agreement to be inclusive and some attempts by library associations and libraries, there are few successful pathways for minorities in academic leadership positions.

Findings from this study will propose suggestions for the better and inclusive representation of minorities as academic library leaders by getting a holistic view of the leadership journey undertaken by the few minority Canadian academic library leaders and their colleagues or administrators who supported them in their journey. Additionally, the findings from these two

phases will be presented to an interpretation panel made of library executives from library associations, library graduate programs or library advocacy groups who will provide additional data or confirm data from the first two phases.

Provide a description of the research design and methods to be used: *
This study will undertake a comprehensive approach to the presence and absence of minorities in leadership positions in Canadian academic libraries by using a combination of the critical race theory and appreciative inquiry.

This study will be conducted in three phases. First, this study will interview the few existing minority librarians who are leaders in their libraries. They are the primary participants (5 – 7 participants) and Kumaran will interview them via WebEx to understand what they needed to learn and do to become successful in setting and attaining leadership pathways for themselves. Secondly, administrators or colleagues identified by these primary participants as their supporters (secondary participants; 5 - 7) who helped them in their leadership journey will be interviewed to understand what changes may have happened (structurally, systemically, or socially) for minorities to become leaders. Finally, an interpretation panel composed of library executives from library associations, library graduate programs or library advocacy groups will form the panel presentation. The panel will provide additional data or confirm data from the interview findings. Kumaran will present the findings from primary and secondary participants to the panel and get their unique perspectives from their experiences in teaching leadership courses, practicing leadership, or recruiting minorities for executive positions.

A semi-structured interview guide will be created for the primary and secondary participant interviews. A consent form will also be prepared. To find primary participants, Kumaran will first send an email to the Canadian Association of Research Libraries' (CARL) library leaders using the electronic mailing list asking them to forward the request to participate in Kumaran and Walker's study. Due to the low number of minority leaders, if there aren't enough participants through CARL, Kumaran will also send the email asking for participants from spaces such as the Visible Minority Librarians of Canada (ViMLoC), The Canadian Association of Professional Academic Librarians (CAPAL) and its Equity and Diversity Committee, and through Kumaran's work on CARL's equity diversity and inclusion working group. For secondary participants, Kumaran will use snowball sampling (through primary participants) to identify secondary participants who may or may not be minorities. Library association leaders, education programmers, and library executives for the panel phase will be identified from relevant websites. Kumaran will send a Doodle poll to find a time for panel participation.

Due to COVID-19 pandemic restrictions, we anticipate conducting all the interviews virtually using WebEx, available through the University of Saskatchewan. Kumaran may be able to conduct in-person presentations and conversations during the final phase with panel participants.

All resources related to this research will be saved by Dr. Walker in his OneDrive. The master list of participants from all groups will be kept separately from the interview data. Dr. Walker and Kumaran have access to OneDrive through password-protected work computers from

home or through virtual private network connections. Raw data and de-identified data will be saved in separate folders within OneDrive.

After establishing contacts and upon receiving confirmation from participants, Kumaran will send them the consent form and then schedule an interview time. Once the date and time are confirmed, Kumaran will send each participant a password enabled WebEx invitation. On the day of the interview, before beginning the interview, Kumaran will ask participants for their consent. Once they consent, their name will be added to the form and signed and dated by the researchers. All forms will be sent to Dr. Walker for secure storage.

Participants who are not comfortable with video recordings can switch off their video and use the phone/dial option in WebEx to participate in the interview. We will not use cloud-based WebEx for recording interviews but store all interviews in Usask's OneDrive. Interviews need to be recorded for transcription purposes alone.

After the interviews with each of the primary and secondary participants are complete, Kumaran will transcribe the interviews using the WebEx recording. A cleaned-up version of the transcript will be sent to the interviewee via email within two weeks of the interview. The interviewee will be given one week from receiving transcripts to review the transcript and respond to Kumaran with any questions or comments.

The deadline to respond with comments or questions will be mentioned in the email. Once the interview confirms the transcript and signs the consent form to release their transcript and sends it back to me, Kumaran will apply pseudonyms to the transcripts to protect participants' confidentiality. The transcribed and depersonalized data will be saved in the relevant OneDrive folder and uploaded to Nvivo to code, categorize, and analyze data.

For panel participants, depending on COVID situations and participants' availability, Kumaran may conduct panel presentations via WebEx or travel to a location where these panelists will be available to gather (CARL Annual Meeting, CAPAL conference, etc). Questions for this phase of the project cannot be determined until primary and secondary data are analyzed.

Pilot interviews will be conducted for primary and secondary participants. Consent will be obtained for the pilot interviews as we do with the rest of the research. For primary and secondary participants, Kumaran will go back to them for a second interview for clarifications or additional information during or after transcribing the first round of transcripts.

Only one percent of Canadian librarians have self-identified as Indigenous librarians. There may or may not be leaders among them in academic libraries. Therefore, this study is not focused on Indigenous populations, as stated by TCPS2. If there are one or two Indigenous library leaders, the data collected will not be Indigenous-specific.

Duration and Location of Data Collection Events

Outline the duration and location of data collection for the following, if applicable: Interviews with primary participants 90 minutes; second round after data cleaning to confirmation conversations or seek additional information may take up to 30 minutes; Interviews with secondary participants 90 minutes; panel participants (format and questions yet to be decided) may take 60 – 75 minutes.

Audio/Video Recording(s): WebEx from the University of Saskatchewan will be used to conduct and record interviews.

Ethnography:

Focus Group(s):

Group Interview(s):

Home Visit(s):

Individual Interview(s): I anticipate each interview to take 45-60 minutes via WebEx.

Non-Invasive Physical Measurement(s):

Participant Observation:

Questionnaire(s): A semi-structured, open-ended interview questionnaire will be used for both primary and secondary participant groups' interviews on WebEx.

Secondary Use of Data or Analysis of Existing Data: A secondary analysis of data from this study may be conducted if we find themes that do not fit into the current study of minority leadership. We may use those themes to conduct secondary analysis and publish our findings in an open-access Canadian or American library journal. At this time, we do not anticipate a need to share data with researchers outside this team for secondary use.

Other:

Internet-Based Interaction

Confirm whether this project will involve internet-based interactions with participants, including emails: *	☐ Yes ☒ No

If a third-party research or transaction log tool, screen capturing or website survey software or masked survey site is used, describe how the security of data gathered at those sites will be ensured: **WebEx from the University of Saskatchewan is an institutionally approved tool that will be used for interviews. Nvivo and OneDrive are also institutionally approved tools.**

Describe how permission to use any third party owned site(s) will be obtained:

If participants may be identified by their email address, IP address or other identifying information, explain how this information will remain private and confidential:

Anonymity and Confidentiality

Confirm whether participants will be anonymous in the data gathering phase of the project: *	☐ Yes ☒ No

If 'No' was answered to the previous question, explain how the confidentiality of participants and their data will be protected, and include whether the research procedures or collected information may reasonably be expected to identify an individual: Secondary participants will be identified through primary participants. Panel participants will be identified from relevant library association, library, or library master's education program websites. The final list of participants will be saved as a master list in Dr. Walker's OneDrive, separately from the rest of the raw data, the deidentified data and data analysis. All interview recordings will be stored in Usask's OneDrive accessed through Kumaran and her supervisor's password-protected computers. Kumaran will have access to the

master list of participants as long as needed while transcribing. After transcriptions are confirmed, the master list will be maintained only by the PI during the project's duration. Data will be deidentified and uploaded to Nvivo before coding, categorization, analysis, and interpretation. Pseudonyms will be used, locations and other identifiable characteristics will be changed or fictionalized in publications or presentations in public venues such as conferences or peer-reviewed journals. No identifiable information will be shared.

Identify any factors that may limit the researchers' ability to guarantee confidentiality: Primary participants' identification of secondary participants. However, Kumaran will ask primary participants to name multiple possibilities for secondary participants and choose one of them for her interviews.

Limits due to the nature of group activities, such as a focus group where the project team cannot guarantee confidentiality:	☒ Yes ☐ No
Limits due to context: individual participants could be identified because of the nature or size of the sample:	☒ Yes ☐ No
Limits due to context: individual participants could be identified because of their relationship with the project team:	☒ Yes ☐ No
Limits due to selection: procedures for recruiting or selecting participants may compromise the confidentiality of participants, such as those referred to the project by a person outside the project team:	☐ Yes ☒ No

Other confidentiality limits:

Risks and Benefits

Explain the psychological, emotional, physical, social, or legal harms that participants may experience during or after their participation: To minimize any emotional or psychological risks, all information regarding the design (password-protection, codes, using pseudonyms), the motives for this study, and participation and withdrawal processes are provided and will be explained to participants through consent forms and prior to interview and transcript release.

Describe how the above risks will be managed. If appropriate, identify any resources to which they can be referred: **NA.**

Describe the likely benefits of the research that may justify the above risk(s): **NA**

Part 3: Community Engagement

Aboriginal Peoples and Community Engagement

Aboriginal communities, peoples, language, culture, or history is the primary focus of this project: *	☐ Yes ☒ No
Aboriginal people will comprise a sizable proportion of the larger community that is the subject of research even if no Aboriginal-specific conclusions will be made: *	☐ Yes ☒ No ☐ Not Applicable
There is an intention to draw Aboriginal-specific conclusions from this project: *	☐ Yes ☒ No

This project will involve community-based participatory research: *	☐ Yes ☒ No
There will be a research agreement between the researcher and community:	☐ Yes ☒ No

Aboriginal Engagement and Community-Based Participatory Research

If 'yes' was answered to any of the above questions, complete the following:

Outline the process to be followed for consulting with the appropriate community:
Describe the organizational structure and community processes required to obtain approval within the specific community(ies):

Describe any customs and codes of research practice that apply to the particular community(ies) affected by the project:

Describe how the research plan will consider mutual benefit to the participating community(ies), support capacity building through enhancement of the skills of community personnel and the recognition of the role of elders and other knowledge holders:

Describe how the community representatives will have the opportunity to participate in the interpretation of the data and the review of research findings before the completion of any reports or publications:

Describe how the final project results will be shared with the participating community(ies):

PART 4: RECRUITMENT AND CONSENT

Participant Recruitment

Indicate the expected number of participants and provide a brief rationale for the number: *
10-14 primary and secondary participants.

Describe the criteria for including participants: * **minority librarians based on ethnic or racial backgrounds, abilities, and sexual orientation. It should be noted that the library is a female-dominated field where the majority of library leaders are women.**

Describe the criteria for excluding participants: * **non-minorities that do not fit the above criteria.**

Provide a detailed description of the method of recruitment, such as how and who will identify and contact prospective participants: * **An invitation email will be sent to CARL electronic mailing list asking for participants that may fit the study criteria to contact Kumaran to participate in this study. If there are not enough participants or need additional participants, Kumaran will send an email to CAPAL and ViMLoC associations calling for participants who fit the criteria to participate in this study. If there are still not enough participants, Kumaran will use purposive sampling to find primary participants.**

Kumaran will use snowball sampling to identify secondary participants. Primary participants will be asked to identify supporters or allies who guided, mentored, or assisted them in their leadership journey. If there are not enough

secondary participants, Kumaran will approach leaders from both CARL and other academic libraries to act as secondary participants to provide data on the library and leadership culture and practices, particularly their thoughts on moving towards minorities in leadership positions (Appendix C 2).

Kumaran will send emails to library executives and administrators who will be identified through relevant websites (libraries, library associations, and library Masters' program) to participate in a panel for the third phase of this study.

If the project involves vulnerable, distinct, or cultural groups, or if the project is above minimal risk, describe the research team's experience or training in working with the population: **N/A**

Explain any relationship between the researchers and the participants, including any safeguards to prevent possible undue influence, coercion, or inducement: * **Due to the low number of minorities in the profession and due to Kumaran's engagement with CARL as the lead for the equity, diversity, and inclusion working group, many participants may know her. A full disclosure explaining the project and the consent form will be shared with participants before interviews. Participants may withhold participation or withdraw before data analysis.**

Provide the details of any compensation or reimbursements offered to the participants: **None will be offered.**

Consent Process

Describe the consent process: **Once participants are identified, Kumaran will send them an email with dates and times options for interviews. In this email, Kumaran will also send a copy of the consent form.**

Specify who will explain the consent form and consent participants: * **The consent form will be explained by Kumaran, the student.**

Explain where and under what circumstances consent will be obtained from participants: * **The consent form will be explained on the interview day before beginning the interview. Kumaran will ask the participant for their oral consent, add the participant's name on the form, sign, and date the form and send it to Dr. Walker for storage. A copy of the consent form will be sent to the interview participant.**

Describe any situation where the renewal of consent might be appropriate and how it may be obtained: * **N/A**

If deception of any kind will be used, justify its use, describe the protocol for debriefing and re-consenting participants upon completion: * **N/A**

If any of the participants are not competent to consent, describe the process by which their capacity or competency will be assessed, identify who will consent on his/her behalf (including any permission or information letter to be provided to the person or persons providing alternate consent), as well as the assent process for participants: **N/A**

Describe how and when participants will be informed about their right to withdraw, including the procedures to be followed for participants who wish to withdraw at any point during the project: * **The consent form will explain the right to the withdrawal process. A cleaned-up version of the transcript will be sent to the interviewee via email within two weeks of the interview. The interviewee will be given one week from receiving transcripts to review the transcript and respond to me with any questions or comments. During this process and before confirming the transcripts, participants can contact Kumaran to indicate their wish to withdraw. If participants do not express an interest in withdrawing before confirming the transcripts, data may become anonymous, and withdrawal may not be possible. This detail will be made clear in the consent forms.**

PART 5: SECURITY AND STORAGE

Data Security and Storage

Identify the research personnel responsible for data collection: * **Dr. Walker**

Specify who will have access to raw data, which may include information that would identify participants: * **Dr. Walker and Kumaran**

Describe the data storage plans, including the arrangements for preventing the loss of data: * **Dr. Walker will hold all raw data in the USASK OneDrive. The de-identified data will be held in Nvivo for analysis purposes.**

Confirm whether the Principal Investigator will be responsible for data storage: *	☒ Yes ☐ No

If no, specify the reasons and indicate who will be responsible for data storage:

Specify how long data will be retained: * 5 years minimum as per University of Saskatchewan Guidelines

If other, specify duration and provide justification:

Explain how the collected data is intended to be published, presented, or reported: * **Doctorate Thesis. Chapters may also be published in open access peer-reviewed outlets. Preliminary findings may be shared through the Congress conference (2022) or other library and leadership-based conferences.**

Describe the final disposition of research materials: * **Doctorate Thesis**

State whether data will be transferred to a third party: *	☐ Yes ☒ No

Organization(s) where data will be transferred:

Indicate how data will be transferred to the third party: Choose an item.

If other, please specify:

PART 6: DECLARATION OF PRINCIPAL INVESTIGATOR

By submitting this application form, the Principal Investigator (PI) attests to the following:
- the information provided in this application is complete and correct.

- the PI accepts responsibility for the ethical conduct of this project and for the protection of the rights and welfare of the human participants who are directly or indirectly involved in this project.
- the PI will comply with all policies and guidelines of the University and affiliated institutions where this project will be conducted, as well as with all applicable federal and provincial laws regarding the protection of human participants in research.
- the PI will ensure that project personnel are qualified, appropriately trained and will adhere to the provisions of the Research Ethics Board-approved application.
- that adequate resources to protect participants (i.e., personnel, funding, time, equipment, and space) are in place before implementing the research project, and that the research will stop if adequate resources become unavailable.
- any changes to the project, including the proposed method, consent process or recruitment procedures, will be reported to the Research Ethics Board for consideration in advance of implementation.
- will ensure that a status report will be submitted to the Research Ethics Board for consideration within one month of the current expiry date each year the project remains open, and upon project completion.
- if personal health information is requested, the PI assures that it is the minimum necessary to meet the research objective and will not be reused or disclosed to any parties other than those described in the Research Ethics Board-approved application, except as required by law.
- if a contract or grant related to this project is being reviewed by the University or Health Region, the PI understands a copy of the application, may be forwarded to the person responsible for the review of the contract or grant.
- if the project involves Health Authority resources or facilities, a copy of the ethics application may be forwarded to the Health Authority research coordinator to facilitate operational approval.

DOCUMENT(S)