November 2021

Embracing the Non-Traditional: Incorporating Non-Traditional Elements into Library Identity

Melissa Fraser-Arnott
San Jose State University

Embracing the Non-Traditional: Incorporating Non-Traditional Elements into Library Identity

by Melissa Fraser-Arnott

Abstract

A shift in library and librarian identities occurs as libraries and library workers evolve and explore new practices. These changes prompt a discussion of what constitutes "traditional" and "non-traditional" practice in libraries. Identity and gatekeeper theories provide a lens through which the process of introducing and incorporating professional practices in libraries can be understood and offer insights into how 'non-traditional' ideas can be incorporated into the concepts of what constitute library collections and services for library workers and other stakeholders. Acceptance of non-traditional practice is aided by three factors. First, library organizational and professional identities must be sufficiently broad to incorporate non-traditional elements. Second, non-traditional elements must be successfully linked to stakeholders' perspectives of libraries' missions and mandates. Finally, institutional barriers to the introduction of non-traditional elements should be identified and addressed.

Keywords

Library identity, non-traditional practices, library marketing, library management, innovation

Author Biography

Melissa Fraser-Arnott is the Chief, Integrated Reference Services at the Library of Parliament in Ottawa Canada and a member of the San José State University School of Information's CIRI International Advisory Board and Leadership and Management Program Advisory Committee. She holds a PhD from Queensland University of Technology, an MLIS from the University of Western Ontario, and an MBA from the Australian Institute of Business (AIB). She has 15 years of special library experience and her research interests include professional identity, competency development, library marketing, and library management.

Introduction

Evolution is essential to the survival of organizations and professions (Crumpton, 2012). This evolution allows libraries to adjust their services, collections, and work practices to meet the needs of their users and the challenges of their operating environments. This need to evolve to better serve clients and communities is forcing a reconsideration of traditional and non-traditional elements of librarianship. The

proliferation of non-traditional elements in librarianship, including non-traditional programs, services, and collections as well as the inclusion of diverse library users and library workers into all aspects of library management and design is necessary to support the library's evolution.

Although it may seem to be a stretch to group the provision of non-traditional or innovative collections and services as well as supporting diversity and inclusion in library workplaces, these concepts are related (Lamber, 2016). Diversity in libraries (supported by inclusive decision-making processes) is related to creativity and an openness to exploring new ways of practicing librarianship and serving diverse communities, or as Juleah Swanson stated in a 2015 roundtable on racial and ethnic diversity:

"I think diversity matters because, right now, it allows us the opportunity to reinvent our organizational and professional culture into something that is not reliant on homogeneity of people and ideas, but rather looks toward what we bring to the future of higher education" (Swanson et al., 2015)

Creating libraries that embrace non-traditional approaches and are inclusive and welcoming to non-traditional or underserved groups is a goal across library types. These non-traditional and underserved groups are identified based on age, race, ethnicity, socio-economic background, or other demographic features that differentiate them from patron groups who have historically been the focus of library services (Tieman & Black, 2017). The ability to see their needs and identities represented in their community libraries is essential their willingness to use libraries:

"If we do not ensure that our libraries have frontline professionals who reflect the nature of the communities with which they work, then we will lose valuable patrons. They will turn instead to their neighbor who looks just like them, regardless of whether or not they receive valid information from that person." (Hastings, 2015, p. 133)

Developing inclusive workplace cultures within libraries and creating programs, services, and collections that meet the needs of diverse populations aligns with the values of librarianship. These values are articulated through the codes of values and ethics of librarianship, including the American Library Association's core values of access, democracy, diversity, and service (American Library Association, 2019).

Non-traditional practices may become part of librarianship's professional repertoire and identity if they are accepted by library stakeholders, including library workers, library users, and library funders. Acceptance of non-traditional practice is aided by three factors. First, library organizational and professional identities must be sufficiently broad to incorporate non-traditional elements. Second, non-traditional

elements must be successfully linked to stakeholders' perspectives of libraries' missions and mandates. Finally, institutional barriers to the introduction of non-traditional elements should be identified and addressed. Taken together these actions allow changes or non-traditional approaches to librarianship to be introduced in libraries, assist stakeholders in understanding how these non-traditional approaches are congruous to libraries' missions and mandates, and allow the libraries and librarianship as a profession to innovate and embrace non-traditional approaches to enable libraries and librarians to continue to evolve and respond to changing environments and stakeholder needs.

The ability to incorporate non-traditional elements into librarianship that break stereotypes about what libraries can and should do is a desirable outcome, so how can it be achieved? While there is no simple answer to this vital question, several theories and bodies of literature that contribute insights into how non-traditional or innovative ideas and practices can be nurtured. The four literature areas examined are library literature on non-traditional librarianship, identity theories, gatekeeper theory, and management literature on the promotion of innovation. The literature on non-traditional librarianship and the broader concepts of traditional versus non-traditional practices is explored. Identity and gatekeeper theories provide a lens through which the process of introducing and incorporating professional practices in libraries can be understood and offer insights into how 'non-traditional' ideas can be incorporated into the concepts of what constitute library collections and services, i.e., future 'traditional' practices, for library workers and other stakeholders. Identity theories offer insights on how identities are developed collectively and evolve over time. Gatekeeper theories offer insights into barriers that may prevent non-traditional approaches from being introduced or accepted in organizations. Finally, management literature on encouraging innovation is presented to offer recommendations for ways in which libraries can create environments that embrace non-traditional ideas and practices.

Understanding Traditional and Non-Traditional Elements of Librarianship

Understanding the concept of the non-traditional is a key starting point in discussing non-traditional versus traditional elements of librarianship. Understanding the traditional is essential in understanding non-traditional. Perceptions of 'traditional' practice are used to define 'non-traditional' ones. What is considered traditional in libraries is determined by internal and external observations of librarianship's norms, values, and practices. The definition of 'traditional' and 'non-traditional' elements shifts over time as new practices and beliefs gain widespread acceptance and become part of the accepted 'traditional' core of the profession. While any new element may be considered 'non-traditional', the extent to which new elements are accepted can impact the ease with which they are integrated into the profession's identity.

New 'non-traditional' approaches can either be presented as a rejection of the traditional or as an evolution from the traditional. In the first approach, the new elements are introduced in response to problems with the status quo. They may be introduced internally, as staff seek to change the way their organizations operate, or externally, as stakeholders either request or require changes from organizations. In the second approach, new practices are introduced as an extension of existing practices. They make use of new opportunities, such as technologies and techniques, in order to execute tasks that are related to the organization or profession's existing mission and activities.

Web of Science was consulted to assess how the non-traditional is addressed in research literature. A simple search on the topic "non-traditional" yielded 9,982 results. Of these results, 140 contained the keyword "librar*". The top categories within these results were:

1. Information Science Library Science (76)

2. Computer Science Information Systems (14)

3. Computer Science Theory Methods (11)

4. Education Educational Research (10)

5. Chemistry Multidisciplinary (5)

6. Computer Science Hardware Architecture (5)

7. Chemistry Organic (4)

8. Multidisciplinary Sciences (4)

9. Biotechnology Applied Microbiology (4)

10. Computer Science Software Engineering (3)

The 76 articles from the "Information Science Library Science" category were further analyzed to determine how non-traditional librarianship has been analyzed in the literature. The articles covered a diverse range of topics.

The subject keywords from the articles reveal subject themes in this article set. The top subjects used in these articles, after generic tagging under the library and information science category, were:

- **Library Services (70)**
  - Including:
    - Collection Management (21)
    - Information / User Training and Instruction (10)
    - Digital Services (8)
    - Information Organization / Cataloguing (7)
    - Culture / Heritage Work (5)
    - Library Spaces (4)
    - Reference / Research Services (4)
    - Grants and Funding (2)
    - Other (9)

- **Contextualization of the Library Environment (49)**
  - Based on:
    - Library Type (22)
    - Geographic Context (9)
    - Library User Group (9)
    - Discipline / Type of Information (7)
    - Librarian Role (2)

- **Library Management and Evaluation (48)**
  - Including:
    - Metrics and Indicators (20)
    - Relationships with Partners and the Community (17)

- ▪ User Benefits, Outcomes and Experiences (9)

  - ▪ Crisis Management (2)

- • **Concepts of Librarianship and Information Sciences (31)**

  - o Including:

    - ▪ Education (Techniques and Design) (13)

    - ▪ Models of Librarianship (10)

    - ▪ Information Behaviours (5)

    - ▪ Information Access (3)

- • **The Library and Information Science Profession (20)**

  - o Including

    - ▪ LIS Career Opportunities (14)

    - ▪ LIS Competencies and Professional Development (6)

- • **Technology (including specific applications) (20)**

This mix of subjects illustrates that non-traditional librarianship is conceptualized in myriad ways by the LIS community, with variations existing across library types. Libraries are heterogeneous organizations offering a broad range of programs and services in response to the needs and interests of diverse stakeholders. What is considered 'traditional' and 'non-traditional' varies by library type. A mode of operating that may be considered traditional within an academic library context might be considered non-traditional when introduced in a public library. Further complicating the concept of 'traditional' and 'non-traditional' librarianship is the possibility that a library may be considered 'traditional' in some aspects of its approach and 'non-traditional' in others. Traditional and non-traditional elements have been identified in the library literature in the areas of collections and services, service delivery methods, staff roles, and users as illustrated through the list of article subjects above. Non-traditional practices may represent small changes in daily procedures or major shifts in the way that librarianship positions itself in relation to society. Key shifts from traditional to non-traditional elements of librarianship are outlined below.

Non-Traditional Collections and Services

CDs and DVDs were once considered non-traditional collections and librarians debated their inclusion in collections. Now, the Public Library Association offers a

resource page on non-traditional circulating materials which divides materials into the categories of technology lending, seed libraries, and miscellaneous items, which included art, tools, small appliances and kitchen equipment (Public Library Association, n.d.). Similarly, the Federation of Ontario Public Libraries created a list of non-traditional circulating items in 2018 which included circulating computers and related equipment, seeds, fishing gear, energy monitors, museum/art gallery passes, pedometers, board games, puzzles, walking poles, GPS, sports equipment, musical instruments, crafting supplies, telescopes, blood pressure monitors, and tools (Federation of Ontario Public Libraries, 2018).

The types of services offered by libraries are also expanding. Non-traditional services also cover a wide range of ongoing and one-time services. Public libraries in particularly are redefining their services to incorporate a range of offerings that have never been included in libraries in the past. The Illinois Library Association identified notarization, passport services, selling stamps, voter registration, and issuing fishing and hunting licenses as non-traditional library services (Edwards, 2018). Libraries of all types are developing partnerships to expand the services available to their users and to reach new populations.

Non-Traditional Service Delivery Methods

Traditional library services are generally considered to be face-to-face services offered within a physical library building. Non-traditional service delivery refers to library services offered anywhere outside of the library building, including virtual library services and physical services offered outside the library. Virtual library services evolve as technology evolves. Virtual services have moved from web publishing and the ability to access the library catalogue and collections online to social media tools and more recently to augmented and virtual reality technologies that allow library users to engage with staff and collections (Sample, 2020).

There is a significant body of literature addressing non-traditional career opportunities for LIS graduates, and this literature seems to be organized along three major themes: (1) expositional pieces that identify possible alternative career opportunities for LIS graduates (see for example Fraser-Arnott, 2015; Fraser-Arnott, 2016; Haycock & Garner, 2009); (2) discussions of the competencies that would be required in order to pursue a career in an emerging information science related profession or a non-traditional library (Bibi, 2016; Crumpton & Porter-Fyke, 2016), and (3) articles outlining the personal experiences of librarians who have pursued non-traditional careers (Drummond, 2016).

Non-Traditional Library Staff Roles

The traditional workplaces of LIS graduates in the twentieth century have been libraries, museums and archives, creating a strong link between LIS graduates and information institutions (Bates, 2012). Numerous LIS graduate employment studies

indicate that public and academic libraries are still the most common employers of LIS graduates (Shongwe & Ocholla, 2011; Curran, 2006). Working within a "traditional" library setting, however, does not mean that either the role or the work being performed is traditional.

Non-Traditional Users

Academic library literature frequently identifies non-traditional students as different from the 'typical' student in terms of age, race, ethnicity, socio-economic background, or other demographic features (Tieman & Black, 2017). Central to the design of services for non-traditional audiences is inclusivity and the removal of barriers that have prevented these user groups from being traditional users of these collections, with the barriers of language, lack of previous exposure to libraries, discomfort with either computers in libraries and online resources, or difficulty physically accessing the library (Peet, 2019).

The library literature reveals what constitutes traditional librarianship and which non-traditional approaches have gained popularity in recent years. The emergence and acceptance of non-traditional practices involves processes at individual, organizational, and professional levels. Individual library workers need to be positioned to propose and accept new professional approaches and practices, organizations need to create environments in which innovations and non-traditional approaches are supported, and the profession to promote openness to change and inclusiveness as professional values and to create opportunities for knowledge sharing in support of non-traditional practices and approaches.

The following section introduces two theories that offer insights into the process by which practices are incorporated or rejected by a group. These are identity theories and gatekeeper theory.

Theoretical Frameworks

Identity Theories

Work-related identities can be defined at the level of the profession, the organization, or the individual. Professions contribute to professional identity by defining the specialized body of knowledge, ethics, code of conduct, behaviours, and symbols of professional practice (Alsbury, 2010; Krejsler, 2005). An organizational identity is "what members perceive as enduring, central, and unique" (Dutton & Penner, 1993, p. 95). This includes aspects of its culture, such as its core values and beliefs, rituals, symbols, and stories (Dutton & Penner, 1993). An individual's professional identity is a particular type of identity that is focused on an individual's sense of self in relation to their occupation, work, or professional life, i.e., it is how one thinks of oneself as a professional (Walter, 2008).

Identities at the professional level, organizational level, and individual level inform each other. Libraries' organizational identities combine the collective identity of the library profession with the unique identity of each individual library. The library field includes a set of shared systems, including norms and beliefs. Irwin (2012) identified the core ideas that have informed libraries' organizational field identity as education, information, democracy, culture, access, and entertainment. Fraser-Arnott (2021) mapped public library mission statements to librarianship values and discovered that they contained the identity components of (1) community building, (2) culture and recreation, (3) equitable access, (4) information, (5) positive impact, and (6) stewardship. These studies show the link between librarianship's professional identity and individual library's organizational identities.

Individual professional identities are formed collectively and in reference to others. In defining our identities, we explore commonalities that exist between ourselves and others (Bucholtz & Hall, 2005). Identity has been described by some scholars as the way in which individuals develop connections with particular groups and with society at large (Timma, 2007). Social identity theory (SIT) argues that "identity can be described along a continuum from personal identity to social identity. Personal identity refers to self-conceptions in terms of unique and individualistic characteristics...Social identity, in contrast, derives from category memberships" (Randsley De Moura et al, 2009, p. 541). People define their identities based on the similarities or commonalities that exist between them as well as the distinctions that can be found not only between groups but also within groups. Not only do individuals use identities to align themselves with groups, they also use identities to define those with whom they do not wish to affiliate or from whom they wish to distinguish themselves (Eliot & Turns, 2011).

Identity is fluid and changes throughout an individual's lifetime as a result of their experiences and interactions with others (Timma, 2007). In other words, identity is not a static component of an individual's self-concept (Smit, Fritz & Mabalance, 2010). Newcomers to a profession undergo socialization processes in which they are introduced to the values, beliefs, and practices that they are expected to demonstrate in order to succeed (Lacy & Copeland, 2013; Sare, Bales & Neville, 2012; Khalid, 2011; Winston & Dunkley, 2002). Library workers develop a sense of their profession and the role of libraries in communities through their education, workplace experiences, and interactions with the library community.

Understanding the parameters of professional identity that are set by the library profession, libraries, and library workers is essential in understanding how approaches and practices become defined as traditional and non-traditional. For something to become part of an organization or profession's practices, it must be accepted by the professional or organizational community, because identities are developed and experienced in communities. Individual library workers and libraries who champion non-traditional approaches can move professional practices from the realm of the 'non-traditional' into that of the 'common' or 'standard'. A practice that

has become accepted as part of professional practice may then inform new traditions. A key question, though, is who is able to steer the direction of a profession or an organization? How many people must advocate for a position for it to be adopted? What are the prospects for success for a grassroots movement for professional changes? How about top-down change efforts? Gatekeeper theory offers one explanation of how change initiatives are accepted or rejected.

Gatekeeper Theory

The concept of gatekeepers and gatekeeping was introduced by Lewin (1947) as a means of understanding social change within communities. Gatekeepers influence whether and what changes are able to occur in communities by using their power to control what decisions, agenda items, or people are considered "in" or "out", "good" or "bad" (Lewin, 1947). Research since the introduction of this theory has examined how gatekeeping works in organizations. Barzilai-Nahon (2008) examined gatekeeping theories in networks by exploring what factors either increased or diminished the relative power of gatekeepers and those seeking to navigate the gating process. The following attributes were identified as most salient: "(a) [the gate system navigator's] political power in relation to the gatekeeper, (b) their information production ability, (c) their relationship with the gatekeeper, and (d) their alternatives in the context of gatekeeping. (Barzilai-Nahon, 2008, p. 1494).

Gatekeepers exist at both the level of the profession and the organization. The division of work into professional, semi-professional, and non-professional roles and the entry barriers used to determine whether a type of work qualifies as a profession (Alsbury, 2010; Krejsler, 2005) reinforce the idea that gatekeeping and professions are linked.

Attempts to gatekeep at the level of the profession have been challenged both philosophically and in practice. From a philosophical perspective, gatekeeping professional knowledge and practices have been challenged based on their potential to impede professionals' ability to adapt to changing circumstances and demands (Susskind & Susskind, 2018). From a practical perspective, gatekeeping is challenged by the numerous communication vehicles available to individual practitioners to express their opinions and build communities of practice with likeminded people. Social media have allowed people to broadcast their own ideas and build their own communities without having to work through a gatekeeper filter.

Incorporating Theory into Library Practice

If gaining internal and external acceptance of non-traditional approaches is a goal for libraries, then theoretical concepts must be applied to library practice. The following sections describe ways in which libraries can incorporate the theoretical concepts from identity and gatekeeper theories as well as recommendations from

management literature into practices that support the exploration and adoption of 'non-traditional' or innovative approaches.

Developing an Inclusive Library Identity

Developing a library identity at the profession, institution, and individual level that is inclusive of non-traditional approaches is essential to allowing non-traditional and innovative approaches and practices to emerge and develop. Librarianships' professional identity and values are supportive of professional change and evolution. The idea that libraries and library workers' roles and competencies must constantly evolve is strongly ingrained in the librarian and library professional identity. Hicks (2016) identified a change repertoire as a fundamental attribute of librarian professional identity and described this repertoire as existing to "…transfer the professional qualities of flexibility and adaptability toward the change that librarians were expected to install at the library as an organization" (Hicks, 2016, p. 236). Whether non-traditional participants or proposals are welcomed and allowed to thrive within an organization or profession will depend in part on gatekeepers.

Gatekeepers may serve as champions of change or defenders of the status quo. Organizational leaders play a key role in either blocking or fostering innovation and creativity in their organizations (Denti & Hemlin, 2012). They influence both the organizational culture and the organizational agenda. Organizational strategic agenda setting illustrates how gatekeeping impacts the work that is contemplated and completed in organizations:

An organization's strategic agenda…or issue portfolio…refers to the set of issues that consumes top decision-makers' collective attention at any one time. Where attention in organizations is a limited and relatively scarce resource…and where attention allocation is an important precursor to decisions and action…knowing how and when strategic issues consume attention is a key lever to understanding how and when organizations change… (Dutton & Penner, 1993, p. 90-91)

While organizational gatekeepers have a legitimate role in ensuring that resources are efficiently and effectively managed and activities are aligned with the organization's mission and strategic objectives, they must be mindful of biases that might influence their decision-making processes. Biases toward activities, work styles, or approaches that have proven successful in the past may lead biases against employees and proposals that do not fit with this mould (Vinkenburg, 2017).

Creating conditions that will support an innovation-friendly environment depends on the support and actions of both external and internal stakeholders. External stakeholders, including library users and library funders, need to develop an image of the library as innovative and embracing of non-traditional approaches.

Communicating an Innovative and Non-Traditional Approach Embracing Library Identity

A library communicates its image and identity to external stakeholders as part of its promotion and branding activities. The library mission statement is a key indicator of library culture for external stakeholders because it expresses the organization's purpose as well as the values that inform its approach (Bolon, 2005). Mission statements serve as sensemaking tools, assisting organizational members in constructing a shared understanding of their organization's purpose, vision, and values – key elements of culture (Driskill, Chatham-Carpenter & McIntyre, 2019; Ayres, 2017). This is essential as brand identities cannot simply be declared, they must be developed in collaboration with the brand community and proven through the delivery of products and services in alignment with the brand's stated values (Thellefsen & Sørensen, 2013).

A body of literature exists offering advice on the drafting of effective mission statements. A seminal and often cited work from this literature is Pearce and David's 1987 article on corporate mission statements which offers a breakdown of the components of mission statements as:

1. The specification of target customers and markets.

2. The identification of principal products/services.

3. The specification of geographic domain.

4. The identification of core technologies.

5. The expression of commitment to survival, growth, and profitability.

6. The specification of key elements in the company philosophy.

7. The identification of the company self-concept.

8. The identification of the firm's desired public image. (Pearce & David, 1987, p. 109)

While this component breakdown encourages managers to craft mission statements that are sufficiently detailed and targeted to inform strategic policy making, strict adherence to a mission statement template may lead to "cookie-cutter mission statements [that] can send the message that…libraries are interchangeable or that the librarians may not be reflexive when considering their roles" (Barniskis, 2016, p. 144). Rather than offering a component list, Barniskis recommended that libraries consider the following questions in creating a library mission statement:

- Does the mission respond to feedback from a variety of stakeholders, including staff, users, and non-users, to ensure that the mission reflects the stated needs of the community, as the literature recommends?

- Does it situate some power in the hands of the user and/or locate some services where the users are? Or is the time, place, and manner of library service constrained by the convenience of the librarians?

- Does it use active language to suggest active impact or outreach instead of passive verbs such as "provide"?

- Does it promise what the library will do, and why it will do it? (Barniskis, 2016, p. 149)

Mission statements are important indicators of what the library does, who it serves, and what it values. A mission statement can either reinforce traditional views of the library or present an openness to non-traditional ones. A library may elect to create a mission statement that explicitly expresses an openness to innovation or an inclusive culture that embraces non-traditional ideas and approaches or to list these elements among their values. The other approach that libraries may take in creating a mission statement that illustrates an openness to non-traditional approaches is to focus on what value the library's work creates for stakeholders rather than on the ways in which that value will be created. In other words, the Library's mission should outline what the library seeks to achieve rather than the activities that they undertake. Activities change regularly, but a mission should be enduring.

A library that wants to develop both an image and a culture that is supportive of non-traditional practices and inclusive of non-traditional staff and patrons must start by examining its mission, values, and strategic plans. Ensuring that mission statements include a commitment to innovation and inclusion is a good start for libraries hoping to change their image with stakeholders and to adjust their culture, but it is not sufficient to achieve this goal. Libraries must also identify and remove barriers to the introduction and adoption of non-traditional approaches.

Removing Barriers to the Introduction of Non-Traditional Approaches

Whether a library fosters an organizational identity that is supportive or resistant to non-traditional approaches depends on its culture and organizational identity. Organizational culture is informed by the organization's history, processes, norms, structures, expressed values, artefacts, and stories and developed by employees and managers through shared experiences and socialization (Kaarst-Brown et al, 2004). Organizational cultures are notoriously difficult to capture due to their mix of tangible and intangible elements. Schein's (2004) model of organizational culture, which divided culture into artifacts, values, and assumptions, has influenced

managerial studies of organizational culture. Testa and Sipe (2011) operationalized this model through an organizational culture audit that examined an organization's vision, mission, values, strategic goals, and other artifacts that indicated the organization's:

1. Physical characteristics and general environment;

2. Customs and norms;

3. Ceremonies and events;

4. Rules and policies;

5. Measurement and accountability;

6. Leader behavior;

7. Rewards and recognition;

8. Training and development;

9. Communication; and

10. Structure and culture development efforts (Testa & Sipe, 2011).

Although organizational culture may be difficult to describe, it is communicated to employees in subtle and overt ways on a daily basis. These tacit and explicit expressions of culture inform employees how welcome new or non-traditional ideas and approaches will be within the organization.

Research on innovation and corporate entrepreneurship have led to the identification of organizational factors that can either support or impede the adaptation of new approaches, products, or services. Barriers to innovation include an unfocused organizational vision, low levels of senior management support for innovation, lack of support for employees to engage in innovative activities and learning, reward systems that focus on efficiencies and compliance over new ideas, highly bureaucratic workflows with routine reporting, and a hierarchical reporting structure in which information and approvals must flow through multiple layers before decisions can be reached (Lukeš, 2012).

Recommendations for the facilitation of innovation in organizations should also be offered. Organizational culture factors that promote innovation include the development of a strong and shared organizational vision, an explicit and motivating organizational mission, a robust learning and development system, an acceptance of risks and mistakes as part of the innovation process, employee recognition programs that support innovation, a management style that supports employee empowerment, and open communication with customers and

organizational stakeholders (Vet, Fandel-Meyer, Zipp & Schneider, 2017; Maher, 2014; Lukeš, 2012; Kenny & Reedy, 2006; Udwadia, 1990).

Conclusion

Library and librarian identities have an impact on what libraries do, how they do it, who does it, and for whom collections and services are created. Library and librarian identity shift as library administrators and workers co-create the library's identity and image. As library's evolve and adapt, they redefine 'traditional' and 'non-traditional' library practice, and by extension library and librarian image. The evolution of library services in response to environmental changes, including emerging technologies and changing user needs, is not only desirable but necessary as the adoption of 'non-traditional' practices can be associated with innovation and adaptability. Without these shifts, libraries risk disconnection from the communities they serve. Being innovating and non-traditional requires that libraries foster organizational cultures that support non-traditional approaches to librarianship. Changing organizational culture and identity is not an easy task, as it addresses the fundamental questions of what an organization is now and what it could or should become in the future. To change these elements, change makers or change supporters need to look at identity theories to understand how identities are developed and evolve, gatekeeper theories to understand some of the mechanisms by which changes are supported or blocked within organizations, and management theories offering insights into what operational elements can support an innovative culture. In other words, making non-traditional, innovative practices and approaches a part of a library's culture requires an understanding of organizational identity as well as the execution of concrete internal and externally focused actions to promote the acceptance of non-traditional library practices and elements. This article provided theoretical concepts to assist in the shift toward a non-traditional library identity and an overview of different elements of non-traditional libraries and librarianship. While diversity and inclusion were mentioned, a full exploration of these issues in librarianship was not offered. Future research may be conducted to provide deeper exploration of the connections between diversity, inclusion and identity and gatekeeper theories.

References

Alajmi, B. (2016). When the nation is in crisis: Libraries respond. *Library Management*, *37*(8–9), 465–481. https://doi.org/10.1108/LM-05-2016-0043

Alsbury, B. (2010). Considering co-constructed identities of profession and professional: Identifying a site for re-envisioning child and youth care. *Relational Child & Youth Care Practice*, *23*(2), 27–38.

American Library Association. (2019, January). *Core values of librarianship*. https://www.ala.org/advocacy/intfreedom/corevalues

Barniskis, S. C. (2016). Deconstructing the mission: A critical content analysis of public library mission statements. *Library Quarterly: Information, Community, Policy*, *86*(2), 135–152. https://doi.org/10.1086/685403

Barzilai-Nahon, K. (2008). Toward a theory of network gatekeeping: A framework for exploring information control. *Journal of the American Society for Information Science & Technology*, *59*(9), 1493–1512. https://doi.org/10.1002/asi.20857

Bates, M. J. (2012, January 17-20). *The information professions: Knowledge, memory, heritage*. [Conference session]. Association for Library and Information Science Education Conference, Dallas, TX, United States. https://pages.gseis.ucla.edu/faculty/bates/articles/pdf/InfoProfessions.pdf

Bolon, D. S. (2005). Comparing mission statement content in for-profit and not-for-profit hospitals: Does mission really matter? *Hospital Topics*, *83*(4): 2–9. https://doi.org/10.3200/HTPS.83.4.2-10

Bucholtz, M., & Hall, K. (2005). Chapter 16: Language and identity. In A. Duranti (Ed.), *A Companion to Linguistic Anthropology*. (pp. 347–368). Blackwell Publishing Inc. https://doi.org/10.1002/9780470996522

Crumpton, B. E., & Porter-Fyke, E. (2016). The special library: Applicability and usefulness of the MLIS in non-traditional library settings. *The Bottom Line*, *29*(3), 151–165. https://doi.org/10.1108/BL-04-2016-0017

Crumpton, M. A. (2012). Innovation and entrepreneurship. *The Bottom Line*, *25*(3), 98–101. https://doi.org/10.1108/08880451211276539

Curran, W. M. (2006). The 8R's & training needs. *ARGUS*, *35*(2), 29–33.

Denti, L., & Hemlin, S. (2012). Leadership and innovation in organizations: A systematic review of factors that mediate or moderate the relationship. *International Journal of Innovation Management*, *16*(3), 1–20. https://doi.org/10.1142/S1363919612300075

Drummond, C. (2016) Embracing diversity: When is a librarian not a librarian? *The Australian Library Journal*, *65*(4), 274–279, https://doi.org/10.1080/00049670.2016.1233600

Dutton, J. E., & Penner, W. J. (1993). The importance of organizational identity for strategic agenda building. In J. Hendry, G. Johnson & J. Newton (Eds.) *Strategic thinking: Leadership and the management of change*, (pp. 89–113). John Wiley & Sons Ltd.

Edwards, E. A. (2018). *"Non-traditional" library services: Expanding the library's offerings while increasing community engagement.* Illinois Library Association. https://www.ila.org/publications/ila-reporter/article/98/non-traditional-library-services-expanding-the-library-s-offerings-while-increa

Eliot, M., & Turns, J. (2011). Constructing professional portfolios: Sense-making and professional identity development for engineering undergraduates. *Journal of Engineering Education*, *100*(4), 630–654. https://doi.org/10.1002/j.2168-9830.2011.tb00030.x

Federation of Ontario Public Libraries / La Fédération des bibliothèques publiques de l'Ontario. (2018, October 4). *Non-traditional circulating library collections.* http://fopl.ca/news/non-traditional-circulating-library-collections/

Fraser-Arnott, M. (2015). Librarians outside of libraries: The experiences of library and information science graduates working outside of libraries. *LIBRI*, *65*(4), 301–307. https://doi.org/10.1515/libri-2015-0099

Fraser-Arnott, M. (2016). The value of the MLS or MLIS degree: Transferable skills identified by LIS graduates in non-library roles. *The Bottom Line*, *29*(3), 129–141. https://doi.org/10.1108/BL-03-2016-0015

Fraser-Arnott, M. (2021). Exploring public library identity through mission statements. *Public Library Quarterly*. https://doi.org/10.1080/01616846.2021.1893568

Hastings, S. K. (2015). If diversity is a natural state, why don't our libraries mirror the populations they serve? *The Library Quarterly*, *85*(2), 133–138. https://doi.org/10.1086/680152

Haycock, K., & Garner, C. (2008). The bunheads are dead: Discovering high tech, high touch opportunities in Library and Information Science. *Career Planning and Adult Development Journal*, 29–35.

Irwin, J. G. (2012). The ore things change, the more they stay the same: Institutional maintenance in the face of social and technological change in American Public Libraries, 1876–2006. [Doctoral Dissertation, University of Oregon]. University of Oregon.

https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12392/Irwin_oregon_0171A_10381.pdf?sequence=1&isAllowed=y

Kaarst-Brown, M. L., Nicholson, S., Von Dran, G. M., & Stanton, J. M. (2004). Organizational cultures of libraries as a strategic resource. *Library Trends*, *53*(1), 33–53. https://www.ideals.illinois.edu/bitstream/handle/2142/1722/Kaarst-Brown3353.pdf

Kenny, B., & Reedy, E. (2006). The impact of organisational culture factors on innovation levels in SMEs: An empirical investigation. *The Irish Journal of Management*, *7*(2), 119–142.

Khalid, H. M. (2011). Socialization: A mechanism for the development of a profession the case of librarianship in Pakistan. *Pakistan Library & Information Science Journal*, *42*(4), 17-23.

Krejsler, J. (2005). Professions and their identities: How to explore professional development among (semi-) profession. *Scandinavian Journal of Educational Research*, *49*(4), 335–357.

Lacy, M., & Copeland, A. J. (2013). The role of mentorship programs in LIS education and in professional development. *Journal of Education for Library and Information Science*, *54*(2), 135–146.

Lambert, J. (2016). Cultural diversity as a mechanism for innovation: Workplace diversity and the absorptive capacity framework. *Journal of Organizational Culture, Communications and Conflict*, *20*(1), 68–77.

Lewin, K. (1947). Frontiers in group dynamics: II. Channels of group life; social planning and action research. *Human Relations*, *1*(2), 143–153. https://doi.org/10.1177/001872674700100201

Lukeš, M. (2012). Supporting entrepreneurial behavior and innovation in organizations. *Central European Business Review*, *1*(2), 29–36. https://cebr.vse.cz/pdfs/cbr/2012/02/05.pdf

Maher, L. (2014). Building a culture for innovation: A leadership challenge. *World Hospitals and Health Services*, *50*(1), 4–6. https://www.ache.org/-/media/ache/learning-center/research/ihf-volumes/ihf501.pdf?la=en&hash=91CCA93C2F7BCA862CFD642D589DC18A6F6AC093#page=6

Pearce, J. A., & David, F. (1987). Corporate mission statements: The bottom line. *Academy of Management EXECUTIVE*, *1*(2), 109–116. http://www.jstor.org/stable/4164734

Peet, L. (2019). Inclusive Higher Ed: Academic libraries serving nontraditional students. *Library Journal, 144*(8), 20–23. https://www.libraryjournal.com/?detailStory=Inclusive-Higher-Ed-Academic-Libraries-Serving-Nontraditional-Students

Public Library Association. (n.d.). *Non-traditional circulating materials*. American Library Association. Retrieved from http://www.ala.org/pla/resources/tools/circulation-technical-services/nontraditional-circulating-materials

Sample, A. (2020). Using augmented and virtual reality in information literacy instruction to reduce library anxiety in non-traditional and international students. *Information Technology and Libraries, 39*(1). https://doi.org/10.6017/ital.v39i1.11723

Sare, L., Bales, S., & Neville, B. (2012). New academic librarians and their perceptions of the profession. *Libraries and the Academy, 12*(2), 179–203.

Schein, E. (2004). *Organizational culture and leadership*. (3rd ed.). San Francisco: Jossey-Bass.

Shepstone, C., & Currie, L. (2008). Transforming the Academic Library: Creating an organizational culture that fosters staff success. *Journal of Academic Librarianship, 34*(4), 358–368. https://doi.org/10.1016/j.acalib.2008.05.008

Shongwe, M., & Ocholla, D. N. (2011). A tracer study of LIS graduates at the University of Zululand, 2000-2009. *Mousaison, 29*(2), 227–248.

Smit, B., Fritz, E., & Mabalance, V. (2010). A conversation of teachers: In search of professional identity. *The Australian Educational Researcher, 37*(2), 93–106.

Susskind, D., & Susskind, R. (2018). The future of the professions. *Proceedings of the American Philosophical Society, 162*(2), 125–138. https://www.amphilsoc.org/sites/default/files/2018-11/attachments/Susskind%20and%20Susskind.pdf

Swanson, J., Damasco, I. Gonzalez-Smith, I., Hodges, D., Honma, T., & Tanaka, A. (2015). Why diversity matters: A roundtable discussion on racial and ethnic diversity in librarianship. *In the Library with the Lead Pipe*. https://www.inthelibrarywiththeleadpipe.org/2015/why-diversity-matters-a-roundtable-discussion-on-racial-and-ethnic-diversity-in-librarianship/

Testa, M. R., & Sipe, L. J. (2011). The organizational culture audit: A model for hospitality executives. *International CHRIE Conference-Referred Track 8*. https://scholarworks.umass.edu/refereed/ICHRIE_2011/Friday/8

Thellefsen, T., Sørensen, B., & M. Danesi. (2013). A note on cognitive branding and the value profile. *Social Semiotics*, *23*(4), 561–69. https://doi.org/10.1080/10350330.2013.799010

Tieman, A. L., & Black, M. E. (2017). Exploration of library outreach to non-traditional students. *Reference & User Services Quarterly*, *56*(3), 198–205.

Timma, H. (2007). Experiencing the workplace: Shaping worker identities through assessment, work and learning. *Studies in Continuing Education*, *29*(2), 163–179.

Udwadia, F. E. (1990). Creativity and innovation in organizations: Two models and managerial implications. *Technological Forecasting and Social Change*, *38*, 65–80.

Vinkenburg, C. J. (2017). Engaging gatekeepers, optimizing decision making, and mitigating bias: Design specifications for systemic diversity interventions. *The Journal of Applied Behavioral Science*, *53*(2), 212–234. https://doi.org/10.1177/0021886317703292

Winston, M. D., & Dunkley, L. (2002). Leadership competencies for academic librarians: The importance of development and fund-raising. *College & Research Libraries*, *63*(2), 171–182. https://doi.org/10.5860/crl.63.2.171