CFP: Performance Management and Organizational Learning in Academic Libraries with ACRL Press

Submissions are welcome for a new publication focused on performance management in academic libraries, with a focus on diversity, equity, and inclusion (DEI) as well as on the impact of organizational learning on performance management for an edited collection titled Performance Management and Organizational Learning in Academic Libraries with ACRL Press.

If you have questions, please feel free to reach out to either editor, Maisha Carey (maisha@udel.edu) or Russell Michalak (michalr@gbc.edu). We will be holding on open house via Zoom on August 2, 2023, at 1 pm Eastern via Zoom. Registration link: https://gbc.zoom.us/meeting/register/tJIpduGhqDotHtRpcNe5iV-wIHom8NlKhTc3.

As libraries and universities continue to face challenges in a rapidly changing landscape, performance management has become an increasingly important tool for ensuring effective and efficient operations. At the same time, there is a growing recognition of the need for libraries and universities to prioritize DEI in order to better serve their communities and advance social justice. Organizational learning is important for performance management in academic libraries because it enables libraries to improve continuously and adapt to changing circumstances.
Chapter topics may focus on, but are not limited to, the following:

Performance Management

- Types of performance management systems, including goal-setting, continuous feedback, performance appraisals, and talent management
- Strategies for implementing performance management programs in libraries
- The use of data and analytics in performance management in academic libraries
- The integration of technology into performance management programs in academic libraries
- The role of leadership and staff development in performance management in academic libraries
- Challenges and opportunities in performance management in different workplace settings, including traditional on-campus environments, hybrid workplaces, and remote or work-from-home scenarios in academic libraries
- Challenges and opportunities in performance management with various roles, such as student workers, librarians, part-time workers, etc., in academic libraries
- Best practices for performance measurement and evaluation in academic libraries across different workplace settings
- The role of performance management in advancing DEI in academic libraries
- Challenges and opportunities in promoting DEI through performance management in different workplace settings

Organizational Learning

- The relationship between organizational learning and performance management
- Strategies for integrating organizational learning into performance management programs in academic libraries

- The role of culture and leadership in fostering organizational learning and performance management
- Best practices for measuring and evaluating the impact of organizational learning on performance in academic libraries
- Case studies and success stories from academic libraries that have effectively implemented organizational learning and performance management programs
- The role of technology and data analytics in promoting organizational learning and performance management
- The role of staff development and training in promoting organizational learning and performance management
- Challenges and opportunities in promoting organizational learning and performance management in a changing academic landscape
- The impact of remote work and other workplace changes on organizational learning and performance management in academic libraries
- Integrating diversity, equity, and inclusion (DEI) into organizational learning and performance management programs in academic libraries.

We are seeking contributions from scholars, researchers, and practitioners in the field of library and information science, as well as from professionals working in academic libraries and universities. Contributions can take the form of research articles, case studies, best practices, and opinion pieces.
Each chapter (5,000 - 8,000 words) should provide lessons learned and/or practical suggestions for readers to provide actionable advice for resolving institutional and organizational concerns related to toxic behaviors in the workplace.

How to Submit Your Proposal

Please submit your proposal by completing the proposal submission form available by visiting Performance Management | Organizational Learning in Academic Libraries CfP (airtable.com)
Please note that a 500-word abstract is required (and must be submitted via a shared Google doc in the submission form) and should include an overall outline of the proposed chapter with clearly labeled relevant headings that address the topic of the edited collection as described in this CfP. Please make sure to also address, even if only at a high level, what lessons learned / practical actionable next steps readers can take away from your chapter to hopefully help address similar concerns they may be facing.

About the Editors

Russell Michalak
Rusty Michalak has been working in academic libraries for 25 years, with 15 years in library administration. His previous edited collections are on toxic cultures in academic libraries (forthcoming with ACRL Press), plagiarism, and library onboarding. To learn more about him, please visit his website https://www.russellsmichalak.com/. He is currently the library director at Goldey-Beacom College.

Maisha Carey
Maisha Carey is an equity-minded librarian, organizational development practitioner, and teacher with experience in school, community college, and university libraries. She is interested in supporting the development of competent leaders who own their responsibility for dismantling systems of oppression and building new, inclusive spaces for learning and growth. Maisha currently serves as the Deputy University Librarian and Director of Organizational Learning at the University of Delaware.

Important Dates and Anticipated Timeline

CFP submission due: August 21, 2023 (extended deadline)
Notification of acceptance: September 11, 2023
First draft due: December 1, 2023
Anticipated publication date: Spring 2025

Questions

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