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Recruitment, Development, and Retention of Information Professionals

Trends in Human Resources and Knowledge Management

ELISABETH PANKL, DANIELLE THEISS-WHITE, & MARY C. BUSHING

Recruitment, Development, and Retention of Information Professionals:
Trends in Human Resources and Knowledge Management

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Wu, Cabrera, and Paul address current diversity recruitment and retention initiatives in library schools and offer a case study of San José State University's (SJSU) School of Library and Information Science. The authors describe the process of applying for federal funding from the Laura Bush 21st Century Library Program and the Institute of Museum and Library Services (IMLS) to support the recruitment of students of color to the San José State University's School of Library and Information Science program.

Kellsey et al describe the fellowship program at University of Colorado at Boulder (CU) Libraries that grew from the Committee on Recruitment to the Profession of Academic Librarianship. This fellowship is for current graduate students at CU who are interested in using their subject expertise within the field of academic librarianship.

Paganelis raises awareness about the difficulty of recruiting suitable candidates to area studies academic librarianship. Paganelis identifies several barriers including poor public perceptions of librarianship, the library and information science curriculum, and lack of full-time professional positions.

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Martens and Hawamdeh explore the evolving and often misunderstood profession of knowledge management. Martens and Hawamdeh contend that the need for knowledge management professions will continue to grow in both public-sector and the private-sector.

Munde examines the role of human resource management within the work practices and environments of information professionals with an emphasis on global issues. Munde addresses, specifically, the challenging issues of skill shortages, talent management, shifting demographics, work/life balance, and managing intergenerational and intercultural work groups.

Loya and Sunday discuss the vital necessity of developing and implementing an orientation program that is comprehensive as well as addresses the unique organizational cultures of each library. Loya and Sunday's justification for an increased emphasis on orientation in libraries focuses on the key concepts of integration and retention.

Hensley tackles the problematic instructional situation in academic libraries. Since many librarians are not trained teachers upon entering the academy, Hensley asserts that there needs to be a training program for them once they arrive. Specifically, she discusses a peer learning training program that not only facilitates team building but also takes advantage of the expertise of seasoned instructional librarians.

Thornton addresses the often overlooked career development planning of Information Professionals (IPs). To ensure employability and career mobility, Thornton encourages IPs to begin planning their career objectives and goals as early as graduate school.

Section 3
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Rossman explores organizational culture and group dynamics from the framework of Distributed Leadership, Job Embeddedness, the Bad Apple Concept, and Positive Relationships at Work. She shares case studies and examples of each of these concepts and how they can be applied in an information setting.

Groves and Black identify strategies for the effective retention of employees through the careful selection, training, and commitment of these individuals by library management. They address hiring tips and employee orientation strategies which can lead to greater employee motivation and retention, but also address hiring and retention pitfalls, generational differences, and external challenges.

Golden addresses formal and informal mentoring programs currently available to information professionals, highlighting specific mentoring case studies from the Professional Education for Librarians in Small Communities (PELSC), American Library Association's (ALA) Library Leadership and Management Administration (LLAMA), and the Florida Department of State's Sunshine State Library Leadership Institute (SSLLI).

Foreword

I've often commented that if you had asked me what academic librarians would be doing in the 21st century when I was in library school in the early 1980s, I would not have come close to predicting our future. Those of you who are of a certain age can recall what kind of work you were doing professionally twenty-five years ago or so. As a reference librarian, I was serving on a desk about 20 hours per week, working from a print reference collection and a first generation automated circulation system. I taught bibliographic instruction sessions using an overhead projector. I showed students sample pages from the *Readers Guide to Periodical Literature* and the library's green-bar serials holdings list. My exposure to computers and automation in library school was an assignment using an OCLC "beehive" terminal and another using punch cards and a knitting needle. The Walkman had just been introduced in 1980 and the first IBM PC in 1981. Change, indeed!

As I pondered my first job move in this profession on the cusp of great change, I decided to apply for a position that involved supervision. I took that step and haven't looked back or been disappointed about my decision, although one of my favorite Woody Allen quotes humorously reminds me that, on some days, the administrative career path can be rocky: "More than any other time in history, mankind faces a crossroads. One path leads to despair and utter hopelessness. The other, to total extinction. Let us pray we have the wisdom to choose correctly." While it always gets a laugh, Allen's quote also provides a wonderful launching point to talk about the themes of this wonderful collection: our human resources.

The library workforce plays a key role in our effort to remain relevant on our campuses. The importance of building and sustaining a strong and talented workforce has taken on a sense of urgency in the early years of the 21st century. It may not be too hyperbolic to say that human resource management and development is more critical than ever in our profession, and our success depends, in large part, on taking advantage of and responsibility for effective and creative recruitment, retention, and professional development for all library staff. As we look at the demographics of our profession, the current economic environment, changing forms of scholarly communications and applications of technology, new modes of teaching and learning, and other factors that impact our staff and the work they do, we look to strategies and best practices as important tools to help us think creatively and resourcefully about the professional workforce. This volume provides a timely contribution to that toolkit by focusing on current trends in recruitment, retention, and professional development.

Many common themes are threaded through the articles in this collection with succession planning, mentoring, and recruitment and retention being the strongest. The chapters that focus on these topics contribute to our profession's national dialog around critical questions: How do we mentor and develop the next generation of library staff, particularly leaders? How can we to attract a diverse pool of potential workers to our profession, especially to hard-to-fill jobs in academic libraries? How do we mentor effectively? The guidance offered by the authors is often practical and based on tested strategies at their institutions, but the articles also promote a research agenda for further exploration of library human resource management and development. In addition to these key themes, the collection branches into other important areas including the role of the library human resource professional, the impact of organizational culture, and the emergence of ancillary professions such as knowledge management.

As higher education responds to a changing economic, political and social environment, we must be resilient and responsive ourselves and be willing to explore and experiment as we develop the 21st century library workforce. The editors of *Recruitment, Development, and Retention of Information Professionals: Trends in Human Resources and Knowledge Management* are to be commended for building this robust collection of articles. I encourage the readers of this collection to take the research, ideas and strategies presented, adapt them to their own environment, and share the results.

Lori A. Goetsch
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Lori A. Goetsch *was appointed Dean of Libraries and Professor at Kansas State University in July, 2004. Previously she held positions at the University of Maryland; University of Tennessee; Michigan State University; and the University of Illinois at Chicago. She has master's and bachelor's degrees, both in English, from Illinois State University, Normal, and a master's in library and information science from Dominican University in River Forest, IL. Goetsch is President of the Association of College and Research Libraries, the 13,000 member academic library division of the American Library Association. She also chairs the State Library of Kansas Board and is a member of the Advisory Board for the School of Library and Information Management at Emporia State University. Goetsch serves on the editorial board of the journal portal: Libraries and the Academy. Her publications include articles in portal, College and Research Libraries, and Journal of Library Administration. In her spare time, she likes to golf and sing (not necessarily at the same time!).*

Preface

KNOWLEDGE MANAGEMENT, INFORMATIONAL TECHNOLOGIES, AND THE ACADEMY

The explosive and dynamic environment of informational technology, both in the areas of accessibility and tools, has created a growth market for individuals trained in the techniques of knowledge management. Increasingly, such individuals are referred to as Information Professionals (IPs) although many continue to be trained in traditional Master of Library Science (MLS) programs. These "library" programs are generating highly competent individuals who are well-equipped to work in a variety of information environments. Two of the most highly desired environments for IPs are the public sector and academic settings. Although at first glance these two work environments might appear to be polar opposites, a closer examination reveals that more and more commonalities are present in the information needs, uses, and tools associated with them. As well, these seemingly opposite work environments present similar challenges for the IP that extend beyond mere skill sets. These challenges include seeking diversity in recruitment and retention, finding developmental opportunities, establishing mentoring relationships, and negotiating hierarchical structures. Even though the skill sets and work place issues are similar for IPs in both the public sector and the academy, the academy poses significant challenges in navigating the structure of traditional institutions of higher education. Thus, this book highlights the particular issues that are specific to IPs working in an academic environment.

HOW THIS BOOK IS ORGANIZED

The text is organized around three topics that relate specifically to the IP and institutions of higher education: Recruitment, Development, and Retention.

The first section highlights recruitment. The articles in this section present a variety of topics related to the often difficult task of recruiting IPs to the academic environment. These topics include the duties and responsibilities of human resource professionals; time-limited appointments and succession planning; diversity; and the vibrant opportunities of area studies librarianship. In chapter 1, Costello and Daugherty describe the results of an exploratory survey given to human resource professionals employed by libraries that belong to the Association of Research Libraries (ARL). Costello and Daugherty examine how each of the 123 institutional members of ARL define the role of human resource professionals within the library environment. The exploratory study, which consisted of 35 open and closed questions delivered via an electronic survey instrument, had a response rate of 30%. The survey data offers insight into the experience and educational level of human resource professional in an academic library setting, the roles these individuals have in their organization, and the ways in which they interact with the university human resource departments. In Chapter 2 Stinehelfer and Crumpton argue that information science professionals need additional management training, beyond what is given in library schools, to be fully prepared to take positions in middle and upper management. The authors offer strategies for using time limited appointments such as internships, residencies, and fellowships to fast track an individual's managerial training. Stinehelfer and Crumpton offer excellent tips for ensuring that these programs succeed and thereby better prepare new librarians to take on leadership roles in their libraries. Stinehelfer and Crumpton also raise awareness of the need for succession planning in today's current library environment. In Chapter 3, Anaya et al. address both the difficulties of and possible strategies for recruiting diverse library faculty to typically non-diverse populations and subsequently retaining them. Specifically, they detail the diversity recruitment and retention efforts at their home institution—The University of Nebraska-Lincoln Libraries. Anaya et al. provide concrete and proven strategies other libraries can modify to fit their own efforts in expanding diversity. In Chapter 4, Wu, Cabrera, and Paul address current diversity recruitment and retention initiatives in library schools and offer a case study of San José State University's (SJSU) School of Library and Information Science. The authors describe the process of applying for federal funding from the Laura Bush 21st Century Library Program and the Institute of Museum and Library Services (IMLS) to support the recruitment of students of color to the San José State University's School of Library and Information Science program. The authors also outline strategies for other library school mentoring programs, drawing from their own experience with the management, successes, and challenges of their mentoring program, Librarians of Tomorrow. In Chapter 5, Kellsey et al. describe the fellowship program at The University of Colorado at Boulder (CU) Libraries that grew from the Committee on Recruitment to the Profession of Academic Librarianship. The fellowship about which they write is for current graduate students at CU who are interested in using their subject expertise within the field of academic librarianship. Based on the results of a survey they administered, Kellsey et al. found the fellowship program to be successful. A key finding was that the majority of the participants were either working in the field or attending library science graduate programs. In Chapter 6, Paganelis raises awareness about the difficulty of recruiting suitable candidates to area studies academic librarianship. Paganelis identifies several barriers, including poor public perceptions of librarianship, inadequacies of the library and information science curriculum, and lack of full-time professional positions. In addition to discussing general recruitment practices that might ease the problem, Paganelis details the recruitment efforts and activities of the Recruitment to the Profession Committee of ACRL's Western European Studies Section (WESS).

The second section of the book addresses the development of IP skill sets. Without continuing education and professional development opportunities, IPs will stagnate in their profession. This highlights current approaches and models to building and sustaining competencies. In Chapter 7, Martens and Hawamdeh explore the evolving and often misunderstood profession of knowledge management. Martens and Hawamdeh contend that the need for knowledge management professions will continue to grow in both the public-sector and the private-sector. Their analysis of job postings for knowledge management professionals examines the elements of locale and qualifications as well as roles and responsibilities. This collection of empirical data provides insight into the potential skill sets that will be required of professionals in the field. In Chapter 8, Munde examines the role of human resource management within the work practices and environments of information professionals, with an emphasis on global issues. Munde addresses, specifically, the challenging issues of skills shortages, talent management, shifting demographics, work/life balance, and managing intergenerational and intercultural work groups. Within the discussion of these specific issues, Munde offers concrete suggestions for human resource management professionals who work in the information environment. In Chapter 9, Loya and Sunday discuss the vital necessity of developing and implementing a comprehensive orientation program that addresses the unique organizational cultures of each library. Loya and Sunday's justification for an increased emphasis on orientation in libraries centers on the key concepts of integration and retention. They address such issues as: turnover, organizational loyalty, team culture, and inclusiveness. Loya and Sunday contend that integration-based orientation programs are key to organizational health and success. In Chapter 10, Hensley tackles the problematic instructional situation in academic libraries. Since many librarians are not trained teachers upon entering the academy, Hensley asserts that libraries need to provide training programs for them once they arrive. Specifically, she discusses a peer learning training program that not only facilitates team building but also takes advantage of the expertise of seasoned instructional librarians. Hensley offers practical suggestions for developing teaching skills and provides a list of further readings in pedagogy. In Chapter 11, Thornton addresses the often overlooked career development planning of Information Professionals (IPs). To ensure employability and career mobility, Thornton encourages IPs to begin planning their career objectives and goals as early as graduate school. Thornton identifies several key reasons why it is essential for IPs to do such advanced planning; most prevalent among these is the proliferation of free information on the Web. Thornton's chapter provides specific suggestions for IPs to develop diversified capabilities in order to remain competitive in a rapidly changing information environment. In Chapter 12, Rossmann explores organizational culture and group dynamics from the framework of Distributed Leadership, Job Embeddedness, the Bad Apple Concept, and Positive Relationships at Work, sharing case studies and examples of each of these concepts and how they can be applied in an information setting. Rossman nicely details a comparison between organizational culture as a function of management and organizational culture from the perspective of the individual in library and information science curriculum. The authors conclude the chapter with tips on how to use group dynamics and knowledge of organizational culture to recruit, develop, and retain information science professionals.

The final section of the text discusses multiple strategies for retention of IPs. One of the most significant factors in retention is both formal and informal mentoring. This section delves into many of the challenges new IPs face and must overcome while practicing their occupation. Chapter 13 identifies strategies for the effective retention of employees through the careful selection, training, and support of these individuals by library management. Groves and Black address hiring tips and employee orientation strategies that can lead to greater employee motivation and retention. They also address hiring and retention pitfalls, generational differences, and external challenges. Groves and Black conclude their chapter with potential directions for future research. In Chapter 14, Golden addresses formal and informal mentoring programs currently available to information professionals, highlighting specific mentoring case studies from three organizations: the Professional Education for Librarians in Small Communities (PELSC); the American Library Association's (ALA) Library Leadership and Management Administration (LLAMA); and the Florida Department of State's Sunshine State Library Leadership Institute (SSLLI) . Drawing from personal experience with these three programs, Golden addresses successes and failures of mentoring programs, career development strategies, mentor matching, and also mentor/mentee training strategies. Golden's own mentoring model, the Evolutionary Conscious Model, is outlined with tips on the partnering (pairing) process, program coordination and program sustainability. In Chapter 15, Hicks, Buckingham, and Law explore the tension between the roles of mentor and supervisor with a mentee/supervisee. What happens when these lines are blurred? The authors describe some of these challenges and benefits and also offer tips on how to make these relationships successful to both parties involved. Boundaries and the focus and nature of the relationship are addressed as well as role ambiguity. The authors also mention future research directions, specifically highlighting the lack of current literature regarding the impact of mentoring relationships on the supervisee and other coworkers, not just the mentee. Chapter 16 concludes the book with a discussion centered upon how mentoring differs when librarians have or are working toward faculty status in a university setting. Drawing from several formal university library mentoring programs, Brown, Novara, and Williams highlight the challenges and benefits of mentoring librarians who have faculty status and also provide best practices relevant to other mentoring programs with faculty status librarians and to mentoring programs for all librarians seeking a formal or informal mentoring relationship.

These three sections delve into some of the most prevalent and pervasive concerns facing IPs in the 21st century. As technology continues to develop and as public, corporate, and academic work places increasingly adopt similar practices in their management of recruiting, developing, and retaining employees, IPs must raise awareness of their unique skills and circumstances in order to be successful and competitive.

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Danielle Theiss-White
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Editors

Section 1
Recruitment

Chapter 1

Analysis of Job Responsibilities of Association of Research Libraries (ARL) Human Resource Professionals

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ABSTRACT

The purpose of this chapter was to convey the results of an exploratory survey given to human resource professionals working within the 123 institutional members of the Association of Research Libraries (ARL). The objective was to further define the role of human resource professionals in ARL libraries and reveal the nature and extent of human resource support for faculty and staff at ARL libraries. Respondents were recruited through email and asked to characterize their human resource functions by answering 35 open-ended and closed survey questions via an online proprietary survey tool. The response rate was 30% and provided data for the researchers to examine the experience level and education of human resource professionals, the role these individuals play in the day-to-day library operations, and the extent of interaction with the university human resource department.

INTRODUCTION

The role of human resource management within higher education reflects a vital yet complex function of leadership and management that affects organizational development. An integral area of human resource management within academic organizations is a separate human resources department located within an academic library. Human resource personnel in academic libraries provide counsel and information to library administrators for decision making purposes, aid faculty and staff with human resource issues, and provide training and instruction to all library employees. In addi-

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tion, library human resource personnel maintain contact with and follow regulations set forth by the institutional or university human resource department. The human resource personnel within large research libraries face the challenge "to establish a function that is affirming and highly relevant to the core of the library and to its strategic direction" (Simmons-Wellburn, 2004, p. xii) as well as support development between the library and university.

This paper reflects the results of an exploratory study of human resource professionals working within the 123 institutional members of the Association of Research Libraries (ARL). The researchers sought to gain an understanding of the role of human resource professionals in ARL libraries, gage the level of interaction between library faculty, library staff and human resource professionals, and examine the day-to-day activities of ARL human resource professionals. The objective was to illustrate the breadth of responsibilities of human resource personnel within ARL libraries and more specifically their impact on library faculty.

The researchers employed a variety of closed and open-ended questions via survey to discover more about the human resource challenges in libraries relative to the level of involvement in hiring and recruiting faculty, the number of individuals hired or processed per year, and the extent of their participation in library outreach and in-house training activities. Specific areas in which the researchers delved deeper included, what education or specialized training do the human resource professionals possess; what tasks or practices are performed within a human resource professional's daily job and duties; how the human resource department fits into the library organization as a whole; and the relationship between a libraries' human resource personnel and the institution's or university's overall human resources system.

BACKGROUND

The tasks of academic library human resource personnel are similar to human resource departments at the university level; human resource personnel at many levels are familiar with employment laws, engage in hiring practices, participate in evaluations and performance appraisals, deal with conflict resolutions, offer training and professional development, recruit and train new hires and work with diversity initiatives, among other tasks. Even with the depth of responsibilities held by academic library human resource personnel there is a lack of literature supporting their function and duties.

Library human resource professionals are effective and strategic elements in change management. Library employees in the new millennium are seeking change from hierarchical styles of administration, casual styles of training, unspoken policies, the overuse of stagnant committees, and other attributes that lead to an organization's character. Generally, employees want a clear focus of leadership goals and guidelines. The human resource representative is in a good position to mediate ideas and goals between all levels of administration and staff through assessment and accountability whereby identifying needed process changes and reinforcing behavioral changes (Kreitz, 2008, p. 104).

In his 2008 article, "Human Resource Administration in the Academic Library," Dennis R. Defa emphasizes the sometimes complex human resource challenges found in a university library and recommends that a trained *in-house* (emphasis added) human resources professional would be better suited to handle such responsibilities in the academic library because of their familiarity with university policies. Large research libraries have unique staffing needs that differ from other areas of the university. Not only are there a large mix of positions working together (faculty, staff, students, etc.) and several library departments collaborating on projects (reference, collection development, technical services, etc.) but the operations and services of academic libraries stay open extended hours including weekends, holidays, and summers. The diverse staffing needs found in libraries coupled with the changing rules associated with federal and state laws, and the interaction between the library and the campus human resources department can present distinct challenges to library human resource professionals.

The human resource professional working in a library plays an active role in the entire process of hiring new employees, assisting with the logistical side of the hiring process as well as guiding the administration to successfully navigate through the sometimes murky legal waters. Oftentimes many individuals are involved in faculty hiring, and each need to be briefed on equal employment opportunity laws and the legal restrictions that govern the types of questions that can be asked of a candidate. The successful library human resource department works closely with both the administration and the faculty to ensure that all guidelines are followed during the hiring process.

Academic libraries are often challenged with attracting and retaining a diverse work force, especially in faculty and administrative ranks. The library human resource professional should play an active role in fostering an environment of diversity and participating in the recruitment of a more diverse work force. Cultural diversity among library employees brings new skills and ideas into a department, which is an essential component of today's academic research library. Diversity initiatives and programs help to establish mutual respect and mutual learning among different individuals working together. "Successful diversity is built from the often small, everyday actions taken by people at all levels of the organization… Changing how people act must [however] be reinforced by changing the organizational policies and procedures that define how people operate" (Kreitz, 2008, p. 103).

Giesecke and McNeil (2005) suggest building an inclusive workplace environment by building trust, treating everyone with respect, and promoting good communication (p. 34). The definition of an inclusive environment is one where differences among staff are recognized as strengths that can be built upon in order to further the goals of the organization (Giesecke and McNeil, 2005, p. 34). Leadership positions set the tone of the environment. Therefore, leaders need to communicate effectively and not leave members of the team out of the communication cycle, leaders need to give credit for other's work and ideas, and leaders need to listen to their staff.

Librarians in leadership often end up in these positions with little supervisory training, therefore they may need support from the administration and human resource professionals. Library faculty in tenure-track positions face unique challenges when they have management responsibilities in addition to research, service, and teaching expectations. Human resource personnel should consider motivational factors that directly tie into librarians' performance and job satisfaction. "Positive motivation not only leads to better performance, but also increases the employee morale, commitment, and emotional identification with the organization" (Mallaiah, 2008, p. 40). Cross-training or job rotation in order to develop employees' skills and potential in new areas may increase employee interaction and develop positive morale among the library employees. Human resources would play a part through motivational planning by developing new avenues where employees would feel valued.

Human resource management can help library supervisors and administrators develop their management styles as well as assist in creating a motivating work climate. Human resource personnel can clearly define what is expected of the employee and if these expectations are included in the job description and performance evaluation. Similarly, basic supplies and resources need to be provided in order for employees to achieve a higher standard of success (Giesecke and McNeil, 2005, p. 40).

The human resources department in research libraries should be structured to lead and develop to the changing employment needs of the individual workers and the tertiary learning institute. The role of human resources in the academic library should be as an initiator and transformational towards change, no longer holding to the traditional role of human resources as a responder to change with fragmented and reactive initiatives. Butterfield summarizes, "HR should plan with local leadership how to address and resolve issues of accountability, engagement, competency development, growth and reward" (p. 34).

The research presented focuses on the general responsibilities of ARL human resource professionals and includes university demographics, information about the libraries' human resource personnel, and job description detail. The specific functions of human resource professionals and their relationship to the library staff and faculty as well as to the university will be discussed.

METHODOLOGY

Survey Instrument

Academic library human resource professionals play an important role in the recruitment, hiring and retention of library faculty. Through the 35 question survey instrument "Analysis of Job Responsibilities of Association of Research Libraries (ARL) Human Resource Professionals" (Appendix A) the researchers sought to better illustrate the current role and responsibilities of these human resource professionals. The researchers chose an online survey to obtain information from a variety of respondents efficiently. The survey questions were organized into three sections, "About the University", "About Libraries' HR Department or HR Personnel", and "Questions for Libraries HR Personnel/Manager". The third section also included two subsections of questions, "What is your job?" and "Professional Development."

The first section, "About the University" asked participants to complete the questions using ARL statistics. The questions related to the number of full and part time students enrolled, the salaries and wage expenditures for the libraries and the number of full time Libraries professional staff, faculty, and support staff. The researchers hoped to gain an understanding of the size of the institution based on the numbers provided.

The second section, "About Libraries' HR Department or HR Personnel" contained one required question, "Does the Library employ either part or full time human resources (HR) professionals?" Questions in this section related to the way human resource matters are handled in the library, including the human resource professionals job classification, to whom the individuals report, the level of interaction between the university human resources department and the libraries human resource contacts, and how library human resource policies are adopted. The researchers hoped to find out more about the level of interaction between the parent or university human resources and the libraries human resources contacts.

Section three, "Questions for Libraries HR Personnel/Manager" and the two subsequent sections were designed to be completed by the Libraries primary human resource professional on staff. Questions in section three related to the number of hours the human resource contact devotes to human resource duties, the number and type of individuals he/she supervises, the salary range for human resource management and staff at the institution, the professional's educational background and other qualifications, and his/her years of service to the human resource profession and to the library. The questions provided a more complete picture of the general responsibilities and qualifications of the main human resource contact.

The two subsections, "What is your job?" and "Professional Development" further investigated the role of the library human resources professional in human resource responsibilities at the institution. The researchers asked the main human resources contact to describe the role of the libraries' human resource professional(s) and the role of the institutional human resource department, and how many and what type of individuals are hired in the library each year. The researchers asked several questions about the library human resource contact's role in the recruitment and hiring of library faculty. To gage the level of involvement, questions about the human resource professional's role in promoting diversity in the workplace and participating in outreach activities were also included.

The final portion of the survey included questions about the library human resource contact's professional development activities. The questions related to the number and type of conferences and workshops attended, whether the human resource professional has given presentations or published in human resource or library journals, and what professional societies he or she is a member. From the questions in the two subsections, the researchers hoped to gain a better understanding of the library human resource contact's job as it relates to hiring faculty specifically and how active he or she is in the profession.

Participants

The survey subjects were identified by the researchers as human resource contacts working in ARL institutions. To compile the list of contacts the researchers created a list of ARL institutions and visited the libraries' websites to identify the responsible parties. Whenever possible, titles and department names were noted on the list.

The researchers attempted to identify the main human resources contact (i.e., the manager or department head), but when this was not possible, any individual associated with human resource issues was included on the list. When a library website did not include a specific page for human resources, the researchers attempted to find the contact by viewing any job postings and noting the contact names on them. If the website included multiple human resource contacts, all names were noted, but only one e-mail to all contacts was sent to this institution.

The researchers sent 123 personalized e-mails to the ARL contacts. Institutions with multiple human resources contacts only received one e-mail, however, it was addressed to all identified contacts. This was done to make all the human resource contacts at the institution aware of the survey, but to hopefully avoid receiving multiple survey responses from the same institution. The researchers asked respondents to forward the e-mail to the appropriate contact person and/or to inform them of the contact person's name if the recipient was not the right person to complete the survey.

Many of the institutional contacts were not identified by title on the websites, however when title information was available the researchers made note. The individual titles varied, and the following chart shows some of the most commonly used titles for human resource contacts (see Table 1).

Other job titles included: Library Personnel Office Manager, Staff Human Resources Manager, Human Resources Generalist, Director of Personnel and Staff Development, and Assistant Dean for Personnel and Planning.

Data Collection

The survey instrument was input into Zoomerang, a proprietary online survey tool. Using a format such as Zoomerang to display the survey questions and collect the results enabled the researchers to choose different types of question formats and gather data for collation and analysis more easily. The software does have some limitations, though. One respondent indicated that the question formatting in the software was confusing when it contained multiple parts.

Table 1. Titles for human resource contacts at ARL institutions

Title	Number
Administrative Officer	3
Associate or Assistant University Librarian or Dean	4
Director or Head of (Library) Human Resources	11
Human Resources Consultant or Advisor	3
Human Resources Librarian	3
Human Resources Manager or Officer	12
Human Resources or Personnel Coordinator	12
Human Resources Specialist or Assistant	9
University Librarian or Dean	5

The researchers provided the survey link (URL) to the human resource contacts via e-mail. All respondents received the same e-mail text asking for their participation and informing them of the survey close date, March 13, 2009. Respondents were given approximately two weeks to complete the survey.

The survey greeting, which respondents viewed after clicking on the Zoomerang link, but before beginning the survey included the statement "This survey has been approved by the Louisiana State University's Institutional Review Board, and any questions regarding subjects' rights or concerns can be directed to Robert C. Mathews, Institutional Review Board, (225) 578-8692, irb@lsu.edu, www.lsu.edu/irb. By submitting the survey, you are providing and documenting your consent." Other permission was not required or sought from the respondents.

When respondents completed the survey the information was recorded in the Zoomerang account. The software also recorded how many views the survey received (187) and the number of partial surveys (12).

Survey Results

A total of 40 individuals completed the survey instrument. The survey questions included closed, open-ended, and a combination of the two types of questions in which respondents were encouraged to provide further information after indicating their response (Appendix B). The researchers collated the data and have provided a breakdown of the question responses according to the order they appear in the survey instrument in this section of the paper.

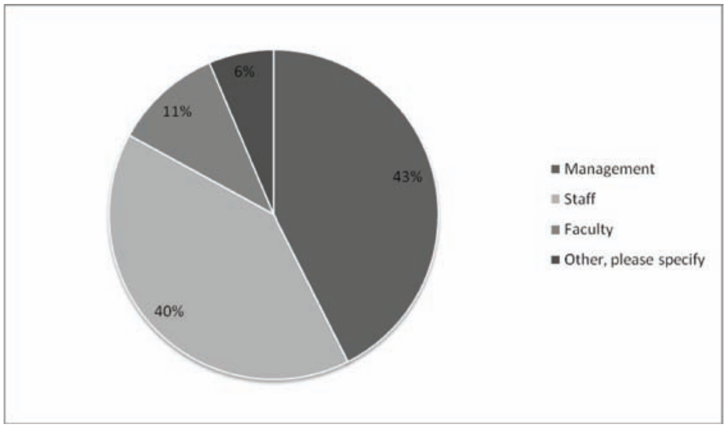
About the University

The majority of the 40 survey respondents work at institutions with undergraduate and graduate student populations between 10,000 and 25,000. Twenty-six percent of the respondents are employed at universities in which the number of full-time undergraduate and graduate students enrolled ranges between 10,000 and 15,000. Twenty-three percent of the respondents are employed with universities with enrollments of 20,000-25,000 students.

Forty percent of the respondents stated the total salaries and wage expenditures for their library varied between five million and ten million dollars. An additional 24% indicated their expenditures fell between ten million and fifteen million dollars. While 12% reported expenditures of 15 to 20 million.

The number of full time professional staff or faculty working in the respondents' libraries ranged from 30 to 450. The median value of

Figure 1. Question 8 What is the university job classification for Libraries' HR professionals?



professional staff or faculty working within ARL libraries was 75. The number of support staff employed ranged from 18 at one library to 431 at another. The median value of full time library support staff at all institutions was 107.

About Libraries' HR Department or HR Personnel

Ninety-five percent of the respondents indicated that their library employs either full-time or part-time human resource professional(s). The respondents listed a total of 42 management positions, 23 professional staff positions, and 48 clerical or administrative assistant positions. At a single institution, the largest number of positions reported were four in management, three in professional staff, and four in clerical or administrative assistant positions. The majority of the human resource positions were classified within the institutions as either management or staff positions with only a few listed as faculty positions. Figure 1 illustrates the breakdown of job classifications of human resource professionals at the responding ARL institutions.

None of the respondents indicated that Libraries human resource professional(s) report solely to a *university* human resources department. Eighty-two percent of the respondents stated that the Libraries human resource personnel report directly to a Dean, Director, or University Librarian. Only five percent of the human resource professionals responding stated that they reported to a combination of the university human resources department and a local administrator within the library. The remaining 15% of respondents who provided further comment to the question indicated that they reported to administrators such as the Associate Dean for Finance and Facilities, Associate Director for Administrative Services, Area Finance/Administrative Officer, Associate University Librarian for Administrative Services, Associate Dean for Finance and Facilities, and the President.

In response to survey question nine about the level of interaction between the University HR Department and the Libraries HR professionals, 80% of respondents indicated moderate to maximum contact. Additional comments indicated that the libraries human resource professionals are communicating regularly and some are maintaining close working relationships with the university or institutional human resources department.

The majority of respondents indicated that their library adopts human resource policies from the university or institutional human resource policies. Twenty-three percent of the respondents indicated that their libraries model policies after university policies, but do adopt some of their own. Finally, 18% stated that the libraries administration created their own human resource policies. Three respondents provided the following comments to the question “Libraries human resource policies are”: “Collective bargaining agreements”, “Some are adopted and some are modeled”, and “Departments have some leeway in interpreting campus [policies].”

Question twelve, “Please provide any additional information about the relationship between the Libraries HR Professionals and the University HR Department”, allowed the respondents to provide additional information about the relationship between the Libraries human resource professional(s) and the university human resource department. Nine individuals provided comments, including the following, “The Libraries have an assigned representative in the University’s HR department. We work closely with her” and “HR Professional serves on HR campus-wide committees – Grievance Committee and Sexual Harassment Committee.” One respondent stated that they have a decentralized structure in which the libraries has delegated authority to hire academic positions (Librarians), but staff hire approvals must go through the university human resources department.

Questions for Libraries HR Personnel/Manager

More than half, 63%, of the respondents perform human resource duties full time, forty hours per week. Twenty-four percent of the respondents may work full time at the library, but they devote less than 40 hours but more than twenty to human resource responsibilities. This statistic is supported by the number of people surveyed with titles that indicate they have responsibilities other than human resource matters. Only 5% of the respondents devote less than 20 hours a week to human resource duties.

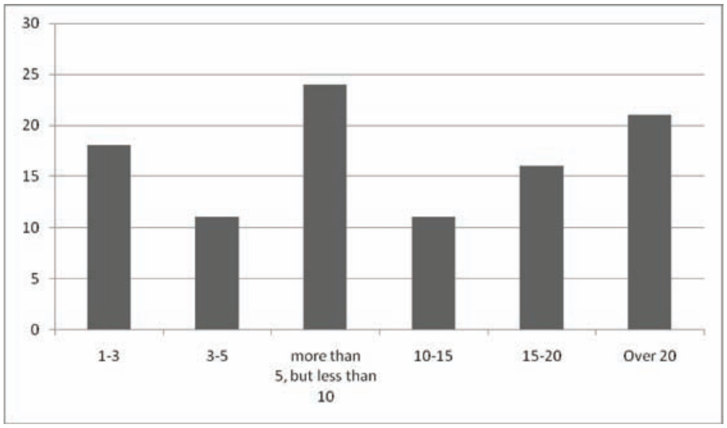
Ninety-five percent of the respondents have some supervisory responsibilities of full time employees, part time employees, or student workers. No respondents indicated that they supervise graduate student workers. Fifty percent of the respondents supervise one or more student workers. Twelve respondents supervise more than three full time employees.

Human resource managers at 85% of the respondents’ institutions earn a salary greater than $50,000, while staff handling human resource duties earn between $35,000 and $40,000 at 29% of the institutions represented.

The respondents’ educational backgrounds and qualifications range from a Masters in Library and Information Science, Masters in Human Resource Management, undergraduate degree in Human Resource Management, a human resources certification, and a combination of two or more of the aforementioned. Four individuals commented that they have a masters in business administration (MBA). Nearly half of the respondents indicated having education beyond a bachelors degree.

Thirty-two percent of the respondents indicated that they have worked as human resource professionals between 15 and 20 years. Some (30%) of the respondents have more than 20 years of experience in the field. They smallest percentage, three percent, of the respondents indicated that they have been a human resource professional for 1-3 years, and 19% had been in the field for more than five years but less than ten. The respondents indicated working a variety of different time frames at their current ARL libraries. The largest representation (24%) fell in the category of working more than five years, but less than ten years at their present institution. If longevity in a position is a sign of satisfaction, this group does seem to be relatively happy. Over twenty percent of the respondents have been in their current positions for 20 years or more, as illustrated in Figure 2.

Figure 2. Question 18: I have worked at this ARL Library as an HR professional for _ years.



What Is Your Job?

This section of the survey consisted mostly of open-ended questions. The authors have analyzed the results and grouped the different responses into categories, which will be discussed in further detail in this section.

Only five respondents indicated that the hiring for the entire libraries is *not* done through their office. Some of the "no" responses included comments that they hire all faculty but not staff or students. One "no" response indicated that their office only handles student hires, and not faculty or staff. The majority of the respondents, though, handle all hiring in their offices.

When asked about the number of individuals in the categories "Librarians", "Library Associates / Paraprofessionals", "Administration", and "Graduate Students" the library hires, respondents indicated that on average their library hired two librarians per year, ten library associates or paraprofessionals per year, one administrative position per year, and ten graduate students per year.

The respondents were asked to describe their role versus the university human resources department's role in the hiring process. The majority of the respondents included detailed information about the various duties of each. The respondents indicated that their library human resource department handles the majority of the duties associated with hiring faculty or professional librarians. Several respondents stated that the candidate selection, interview process, reference requests, and job offers originated in the library. A few respondents also listed recruitment efforts as a part of their responsibilities. For those that listed job postings and general paperwork, the majority stated that this was handled through the university or institutional human resource department. Several respondents stated that non-librarian (e.g., staff, paraprofessionals, and classified) employees are hired through the institutional or university human resources department.

The following individual responses provide further detail about the different roles of the library human resource professional(s) and the institutional or university human resource department:

I coordinate all academic hiring or recruitments. Design positions, advertise, post, create web sites, set up phone interviews, set up campus interviews, orient search committees, document search process, Affirmative Action Compliance, contracts and everything else related to hiring faculty.

Library HR does all interviewing and contact. University HR maintains online job posting system and does background checks. University HR does *preliminary [sic] screening for applicants who meet/do not meet the minimum requirements.*

I place all ads for professional positions nationally. University HR posts all jobs on the university job web site. All applicants must apply through the online university web site for each position. The university [sic] HR recruiter will forward me applicants who meet the minimum requirements for the position. I continue the rest of the recruitment and hiring process.

HR Department posts position, advertise positions, do background checks, if needed contact references, makes job offer to candidate. Library HR selects candidates to interview and makes decision on who to hire.

Question 22, "Please describe your role in the hiring of professional librarians (faculty). For instance, do you serve on search committees; oversee ingest of all applications, etc.?" asked the survey respondents to describe their role specifically in the hiring of professional librarians. In over 70% of the responses it is clear that the library human resource department is solely responsible for the hiring of librarians. Only two respondents indicated clearly that they have no involvement. One respondent stated that the hiring was done through the Dean's Office, however it was not clear whether this office is a part of the library. Sixteen respondents indicated that they serve on the search committees for faculty hires. The majority indicated that they play an active role in the entire hiring process.

The following responses provide further detail about the library human resource professional's role in librarian hiring:

I meet with each search committee when the Dean charges the committee in order to review the search process and answer any questions the members may have. I receive all of the applications. After the search committee makes its recommendation to the Dean and the Dean makes the decision to offer a position to a candidate, I ensure that all necessary paperwork is completed.

I prepare all of the forms, NOV, and place job ads. I meet with committees to provide them with procedural and EEO information. I receive all applications and make them available to the committees. I correspond with applicants. I schedule interviews and meet with candidates.

One of the professional HR librarians serves on the search committee as Affirmative Action Officer, manages all candidate contact and correspondence, provides guidance to committee on policies and procedures.

We meet with all applicants during their interview process. Negotiate offers and extend offers.

Respondents were asked to describe their role in the *recruitment* of librarians or faculty. Most of the responses included information about where job announcements are posted and by whom. Several respondents stated that they met with candidates during the interview process. None of the respondents included information about their library's active efforts to recruit new faculty. It is unclear why the respondents did not provide concrete examples such as recruitment fairs or other recruitment initiatives, although later responses to question 25 about outreach activities indicated that most libraries do not need to recruit because their applicant pools are already quite full. Example responses to question 23, "Please describe your role in professional librarian (faculty) recruitment:" are:

I manage the recruitment processes for all library faculty positions. This involves analysis of job descriptions, coordination of interviews, and placement of job postings. For faculty searches, I assist search committees, place job advertisements [sic], coordinate scheduling and interviewing logistics, *and complete paperwork for various University offices and units including Affirmative Action and Academic Affairs. I ensure compliance with federal and University regulations and policies, including Affirmative Action guidelines.*

I work with the Dean and the Associate University Librarians on all Job Specifications and review. These specs are reviewed by University HR for classification. All searches are done through me and I support the search committees as they interview. I prepare a hiring proposal and submit [sic] this to University HR for their approval [sic] of the hiring plan. I work with the Budget Manager to apply the appropriate rates to positions within the pay bands of the University.

Approximately 40% of the respondents indicated that they do not participate in *university-wide* faculty recruitment strategies or strategies for promoting diversity in the workplace. The respondents who do participate in diversity efforts cited examples such as serving on a diversity task force or serving as an Equal Employment Opportunity representative for the libraries. A few respondents indicated that they participated in campus wide initiatives to promote diversity among faculty and one respondent stated that his/her library would foster two ARL fellows this summer.

The majority of the respondents do not participate in outreach activities to prospective employees. Several of the "no" respondents indicated that their libraries did not need to recruit because the applicant pools were adequate with minimal job advertisement. Respondents who do outreach work cited examples such as the American Libraries Association (ALA) conferences, both annual and midwinter, the Association for College and Research Libraries conference, and job fairs.

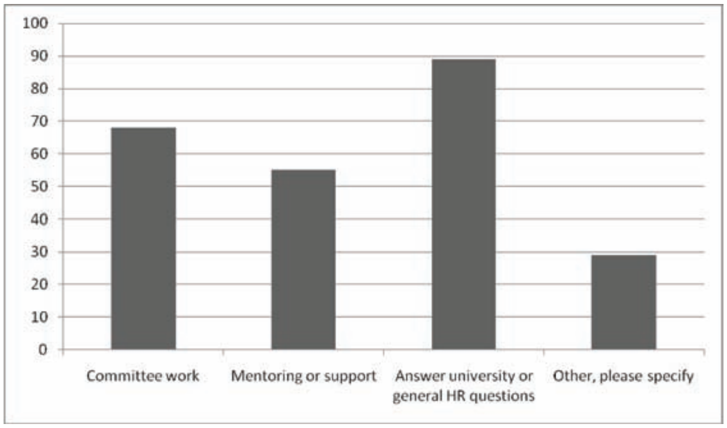
Question 26 asked the library human resource professional to indicate how often he or she conducts human resource related sessions and presents materials to the Libraries faculty and staff. Thirty percent indicated conducting sessions once a month or more, while twenty-four percent indicated conducting HR sessions about every six months. Respondents were then queried on what topics they had either given or sponsored in Question 27. Over 30% listed conducting performance evaluations as a topic covered. Other common threads in the responses included sessions on diversity awareness, university policies about leave and attendance, conducting effective meetings, interviewing, sexual harassment prevention, and goal setting.

The final question in this section asked respondents to indicate their interactions with professional librarians (faculty) beyond the hiring process (see Figure 3). Most human resource professionals (89%) interact with professional librarians by answering university or general HR questions, as well as committee work, and mentoring or support. The respondents commented that they also served as a "general sounding board" for faculty, facilitated reviews, acted as a consultant to the library administration and others, assisted with goal setting and monitoring, and resolved employee relations or conflicts.

Professional Development

Forty-six percent of the survey respondents indicated that they attend three to four human resource related conferences or workshops per year, and thirteen percent do not attend any. The majority of respondents who do attend conferences or workshops do so at their institution or at a state or regional level. More than half, 57% of the respondents stated they do not give professional presentations outside of their perspective libraries regarding human resource related issues. Similarly 92% of Libraries HR professionals have not published in human resource or library journals concerning human resource related issues.

Figure 3. Question 28: Beyond the hiring process, what interaction do you have with professional librarians (faculty)? Check all that apply.



DISCUSSION

Results of the survey present a general view of library human resource professionals' relationships to the institutional or university human resource department, their relationships with library faculty from interview to daily interaction after hire, their supervisory responsibilities and reporting structure, and their level of involvement in professional development activities. Each of the survey sections has the potential to provide more research opportunities, and could be developed beyond the questions found in this instrument.

The survey results indicate that ARL libraries employ their own human resource personnel, usually an individual classified as management working 40 hours a week primarily on human resources duties. Many of the individuals responsible for human resource duties possess a degree higher than a bachelor's degree, and are compensated with salaries greater than $50,000 when in management positions. Overall, this group of respondents have been human resource professionals and have worked at their current ARL institution for a more than 15 years. The researchers sought responses from as many individuals responsible for human resource duties at ARL institutions as possible without delineating between a library dean who handles human resources duties among his or her many responsibilities and an individual classified as clerical or paraprofessional who handles only human resource duties. This lack of differentiation is a limitation to this survey instrument and results could be further honed if more were known about the individuals. In addition, respondents were not required to leave their contact information, so there is a possibility that some institutions may have submitted more than one time.

Respondents indicated that overall they handle all responsibilities associated with the hiring process, especially of faculty or professional librarians. The library human resource professionals are integral to the hiring of faculty including some level of involvement in the recruitment process, involvement during the interview process, orientation, and some training. By and large the respondents indicated that they do not participate in organized recruitment of faculty. Many indicated that their library does not actively recruit because of adequate interview pools, however the researchers did not ask the respondents to specifically indicate why recruitment was not a part of their duties. It is possible that some institutions do not recruit because it is expensive and time consuming.

The human resource professionals provide a great deal of training and support to the library faculty and staff overall. Many respondents cited conducting sessions on performance evaluations. It was not clear from the responses if these sessions were designed for supervisors administering evaluations, employees completing evaluations, or both. Performance evaluation of library faculty specifically is a topic that deserves further research.

The survey responses indicate that overall the library human resource professionals are not very involved in diversity initiatives within their library or at the institutional level. This information may not imply a lack of diversity initiatives at the institution, but could be an indication that there are other offices in addition to the human resources department at a university that handle diversity work. The level of involvement within the library can also vary depending on the size of the library staff.

Overall the respondents did not seem to participate in professional development activities. This may not indicate a lack of interest on the part of these professionals, but could be explained by a lack of institutional support to attend conferences. Very few professionals had published in their field, but this is not surprising since the respondents vary from primarily clerical workers to library deans.

The survey instrument focused on ARL libraries at universities and most of the questions were tailored to this group, which is a limitation to the research findings. In addition, the overall return rate of the survey was around 30% of the total individuals surveyed. Even with the above limitations, the survey data provided information that can be further developed into future research about the role of library human resource professionals.

FURTHER RESEARCH

The research presented in this manuscript should be considered an initial step in future assessment of the effectiveness of human resource functions within the academic library. Further research could be done to evaluate library staff and faculty relationships with the library human resource personnel. Additionally, research about the library human resource professional or department as it relates to employee satisfaction, motivation, and the organizational climate within the library culture would be welcome. Further research could be done in the relationship between library human resource professionals and the university or institutional human resource department also.

Human resource professionals are in a position to effect change within the library's organizational climate. A possible strategy to assess the library's overall climate and how employees interact may be to administer the Myers-Briggs (personality) Type Indicator or another similar test to categorize personalities and temperaments. Voluntary testing of library employees could lead to more effective team building strategies or motivational plans. Library administration and library human resource personnel should engage their faculty and staff in discussions about workplace attitudes and atmosphere.

Since each job within a library is important, human resources should work with administrators to create a positive social environment. However, research into the intricacies of library administration, faculty, staff, and library human resources needs to be developed further. Specifically, researchers should delve into the academic libraries' environmental climate, motivational tactics, employee satisfaction, and performance evaluation.

CONCLUSION

Human resource professionals at ARL institutions share the responsibility with library administration to improve efficiency and productivity of all staff and faculty. In ARL libraries, human resource personnel assist with hiring, training, and evaluation of employees. They maintain paperwork, ensure that legal objectives are met, and follow institutional guidelines. In addition they are often tasked with improving organizational climate in the library and monitoring the general welfare of the employees. A majority of ARL human resource personnel are integrally involved in the hiring process of professional librarians, beyond the level of paperwork processing. They also facilitate performance appraisals and mediate workplace situations.

Human resource personnel in ARL libraries provide multi-faceted service to the library and parent institution for which they operate. They maintain institutional and library policies and regulations as well as keep current with all state and federal laws. The function of ARL human resource professionals, according to this research, is to serve in more traditional roles of human resource management. However, even with more traditional functions, human resource professionals within large research libraries provide necessary organizational operations fundamental to the mission of the library.

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APPENDIX A: SURVEY INSTRUMENT

About the University (Answers Should Be Based on ARL Statistics)

1. Number of undergraduate and graduate students enrolled:
   Total Full time
   Total Part time
2. Total Salaries and Wages Expenditures for Libraries:
3. Number of full time Libraries Professional Staff and Faculty:
4. Number of full time Libraries Support Staff:

About Libraries' HR Department or HR Personnel

5. Does the Library employ either part time or full time human resources (HR) professional(s)?
   Additional Comment
6. If you answered "Yes" to question 5, please list the number of individuals in each HR related position and indicate their work status (part or full time):
   Management
   Professional staff
   Clerical or administrative assistant(s)
   Other, please specify
7. If you answered "No" to question 5, please indicate how HR matters are handled in the library:
8. What is the university job classification for Libraries' HR professionals?
   Management
   Staff
   Faculty
   Other, please specify
9. The Libraries HR Professional(s) report to:
   Dean, Director, or University Librarian
   University Human Resources Department
   A combination of the two
   Other, please specify
10. What is the level of interaction between the University HR Department and the Libraries HR Professionals?
    Minimal – only for information
    Moderate – regular contact with HR personnel
    Maximum – very close working relationship between departments and/or HR personnel is employed by university HR Department.
    Other, please specify
11. Libraries human resource policies are
    Adopted from University HR Department policies
    Different, but modeled after University HR Department policies
    Created by the libraries administration
    Other, please specify

12. Please provide any additional information about the relationship between the Libraries HR Professionals and the University HR Department

Questions for Libraries HR Personnel/Manager

The Following Sections Should Be Completed By the Libraries Primary HR Professional on Staff.

13. Approximately ___ hours of my job are devoted to human resource tasks:
    40 hours (full time)
    Less than 40 hours, but more than 20
    20 hours
    Less than 20 hours
    Other, please specify
14. Are you the primary supervisor for employees, student workers, and/or graduate assistants?
    Yes, number of full time employees:
    Yes, number of part time employees:
    Yes, number of student workers:
    Yes, number of graduate assistants:
    No, I do not supervise.
15. The salary range for _________ at my Library is:
    HR Management:
        Less than $30,000
        $30,000 – $35,000
        $35,000 – $40,000
        $40,000 – $45,000
        $45,000 – $50,000
        Greater than $50,000
        N/A
    HR Staff:
        Less than $30,000
        $30,000 – $35,000
        $35,000 – $40,000
        $40,000 – $45,000
        $45,000 – $50,000
        Greater than $50,000
        N/A
16. Indicate your educational background and other qualifications (please mark all that apply)
    Masters in Library and Information Sciences
    Masters in Human Resource Management
    Undergraduate degree in Human Resource Management
    HR certification or training.
    Other, please specify

17. I have worked as an HR professional for __ years.
    1-3
    3-5
    More than 5, but less than 10
    10-15
    15-20
    Over 20
18. I have worked at this ARL Library as an HR professional for __ years.
    1-3
    3-5
    More than 5, but less than 10
    10-15
    15-20
    Over 20

What Is Your Job?

19. Is the hiring for the entire Libraries conducted through your office? (Space is available for further comments.)
    Yes
    No
20. Please describe your role as the Libraries HR professional and the role of the university HR Department in the hiring process:
21. On average how many people in each category below are hired per year:
    Librarians 1 2 3 4 5 6 7 8 9 10
    Library Associates/Paraprofessionals 1 2 3 4 5 6 7 8 9 10
    Administration 1 2 3 4 5 6 7 8 9 10
    Graduate Students 1 2 3 4 5 6 7 8 9 10
22. Please describe your role in the hiring of professional librarians (faculty). For instance, do you serve on search committees; oversee ingest of all applications, etc.?
23. Please describe your role in professional librarian (faculty) recruitment:
24. As a Libraries HR Professional, do you participate in university-wide Faculty recruitment strategies or strategies for promoting diversity in the workplace? Please specify these activities.
25. Do you participate in outreach activities to prospective employees (attend fairs, conferences)? Please include examples of these activities:
26. How often do you conduct HR related sessions and present materials to the Libraries faculty and staff?
    Frequently: 1 time a month or more
    Often: About every three months
    Less often: About every six months
    Infrequently: Once a year
    Never
27. If you answered a.-d. in Question 26, please list some topics covered in HR sessions you have given or sponsored:

28. Beyond the hiring process, what interaction do you have with professional librarians (faculty)? Check all that apply.
    Committee work
    Mentoring or support
    Answer university or general HR questions
    Other, please specify

Professional Development

29. I attend approximately __ number of HR related conferences and workshops per year
    1-2
    3-4
    None
    Other, please specify
30. If you answered a or b to the above, please specify how many conferences and workshops are
    National or international 1 2 3 4 5 6 N/A
    State or regional 1 2 3 4 5 6 N/A
    At my institution 1 2 3 4 5 6 N/A
    Other, please specify
31. I have given professional presentations outside of my Library about HR related issues. If yes, number of times:
32. I have published in HR or Library journals about HR related issues.
    If yes, number of times:
33. I am a member of the following professional societies:
    American Libraries Association. Name roundtables or sections of which you are a member:
    HR professional organizations. Please list
    Other, please specify:
34. Please provide any additional comments related to this survey.
35. Optional information
    Name:
    ARL Institution:
    Address 1:
    Address 2:
    City/Town:
    State/Province:
    Zip/Postal Code:
    Country:
    Email Address:

Thank you for your participation in this survey!

APPENDIX B: SURVEY RESULTS

About the University (answers should be based on ARL statistics)

1. Number of undergraduate and graduate students enrolled:
   10,000-15,000: 26%
   15,001-20,000: 12%
   20,001-25,000: 23%
   25,001-30,000: 16%
   30,001- 35,000: 07%
   35,001- 40,000: 07%
   40,001 – 45,000: 02%
   45,001 – higher: 02%
   N/A: 05%
2. Total Salaries and Wages Expenditures for Libraries:
   0 - $5 million: 12%
   $5 - $10 million: 40%
   $10 - $15 million: 24%
   $15 - $20 million: 12%
   $20 - $25 million: 07%
   + $25 million: 05%
3. Number of full time Libraries Professional Staff and Faculty:
   Lowest response: 30
   Greatest response: 450
   Median value: 75
4. Number of full time Libraries Support Staff:
   Lowest response: 18
   Greatest response: 431
   Median value: 107

About Libraries' HR Department or HR Personnel

5. Does the Library employ either part time or full time human resources (HR) professional(s)?
   Yes: 96%
   No: 4%
6. If you answered "Yes" to question 5, please list the number of individuals in each HR related position and indicate their work status (part or full time): ***
   In general respondents indicated full time employment.
7. If you answered "No" to question 5, please indicate how HR matters are handled in the library:***
   "Human resource matters are handled by the Associate Dean for Administration"
   "Library Payroll and Personnel Services has a manger [sic] and 2.0 FTE classified staff who deal with payroll and routine personnel recordkeeping."

8. What is the university job classification for Libraries' HR professionals?
   Management: 50%
   Staff: 48%
   Faculty: 12%
   Other, please specify: 10%
   Other comments included: Administrative Professional and Professional Non-Faculty
9. The Libraries HR Professional(s) report to:
   Dean, Director, or University Librarian: 83%
   University Human Resources Department: 0%
   A combination of the two: 05%
   Other, please specify: 14%
   Other comments included: Associate Dean for Finance and Facilities, Associate Director for Administrative Services, Area Finance/Administrative Officer, Associate University Librarian, Administrative Services, Associate Dean for Finance and Facilities, President
10. What is the level of interaction between the University HR Department and the Libraries HR Professionals?
    Minimal – only for information: 17%
    Moderate – regular contact with HR personnel: 52%
    Maximum – very close working relationship between departments and/or HR personnel is employed by university HR Department: 29%
    Other, please specify: 02%
    Other comments included: Not applicable – not a university or college
11. Libraries human resource policies are
    Adopted from University HR Department policies: 71%
    Different, but modeled after University HR Department policies: 21%
    Created by the libraries administration: 19%
    Other, please specify: 07%
12. Please provide any additional information about the relationship between the Libraries HR Professionals and the University HR Department ***
    "the Library is represented on a campus wide HR Liasian [sic] Committee"
    "The Libraries have an assigned representative in the University's HR department. We work closely with her"
    "The relationship varies depending on the nature of the exchange. Benefits information is more or less managed centrally, but Libraries HR supports our faculty and staff. We are very independent on our own recruitment and collaborate closely with our Compensation Dept."

Questions for Libraries HR Personnel/Manager

The Following Sections Should Be Completed By The Libraries Primary HR Professional On Staff.

13. Approximately ___ hours of my job are devoted to human resource tasks:
    40 hours (full time): 59%
    Less than 40 hours, but more than 20: 29%

20 hours: 0%
Less than 20 hours: 05%
Other, please specify: 07%

14. Are you the primary supervisor for employees, student workers, and/or graduate assistants?

	1	2	3	4	5	6	7	8	9
Yes, number of full time employees	36%	21%	21%	4%	7%	0%	0%	0%	0%
Yes, number of part time employees	78%	22%	0%	0%	0%	0%	0%	0%	0%
Yes, number of student workers	50%	33%	17%	0%	0%	0%	0%	0%	0%
Yes, number of graduate assistants	0%	0%	0%	0%	0%	0%	0%	0%	0%
No, I do not supervise	0%	0%	0%	0%	0%	0%	0%	0%	0%

15. The salary range for _________ at my Library is:

	Less than $30,000	$30,000 – $35,000	$35,000 – $40,000	$40,000 – $45,000	$45,000 – $50,000	Greater than $50, 000	N/A
HR Management	0%	0%	0%	6%	6%	85%	3%
HR Staff	11%	20%	29%	20%	11%	6%	3%

16. Indicate your educational background and other qualifications (please mark all that apply)
Masters in Library and Information Sciences: 23%
Masters in Human Resource Management: 10%
Undergraduate degree in Human Resource Management: 21%
HR certification or training: 33%
Other, please specify: 54%
Other comments included: MBA, Experience, MA in Economics, BS in History, BS in Education, PhD in Library and Information Science

17. I have worked as an HR professional for __ years.
1 – 3: 03%
3 – 5: 0%
More than 5, but less than 10: 18%
10 – 15: 15%
15 – 20: 33%
Over 20: 31%

18. I have worked at this ARL Library as an HR professional for __ years.
    1 – 3: 18%
    3 – 5: 10%
    More than 5, but less than 10 22%
    10 – 15: 15%
    15 – 20: 15%
    Over 20: 20%

What Is Your Job?

19. Is the hiring for the entire Libraries conducted through your office? (Space is available for further comments.) ***
    "Yes, Hiring for all faculty, staff, & over 200 students"
    "No, Classified & Student Staff handled by other"
    "Yes, Also hire for all grant funded projects"
20. Please describe your role as the Libraries HR professional and the role of the university HR Department in the hiring process: ***
    "The University HR Department processes paperwork"
    "Selection, Interviewing, References, paperwork, job offers are handles by Libraries HR. The application process is coordinated through the university HR department"
    "The university department refers applications to us. We work closely with supervisors through the rest of the process"
21. On average how many people in each category below are hired per year:

	1	2	3	4	5	6	7	8	9	10
Librarians	3%	27%	24%	8%	19%	3%	3%	5%	0%	8%
Library Associates/ Paraprofessionals	5%	8%	11%	14%	5%	11%	5%	0%	0%	41%
Administration	52%	17%	0%	9%	9%	9%	0%	4%	0%	0%
Graduate Students	8%	8%	0%	19%	19%	4%	4%	0%	0%	38%

22. Please describe your role in the hiring of professional librarians (faculty). For instance, do you serve on search committees; oversee ingest of all applications, etc.? ***
    "Oversee the entire hiring process, however I do not sit on all the search committees"
    "Oversee process, interview logistics, salary negotiations, relocation logistics"
    "I serve ex-officio on all search committees. All applications are directed to me and then shared with the search committee. All interview schedules, travel arrangements are handled in our office"
23. Please describe your role in professional librarian (faculty) recruitment: ***
    "I manage the recruitment processes for all library faculty positions. This involves analysis of job descriptions, coordination of interviews, and placement of job postings. For faculty searches, I assist search committees, place job advertisements, coordinate scheduling and interviewing logistics, and complete paperwork for various University offices and units including

Affirmative Action and Academic Affairs. I ensure compliance with federal and University regulations and policies, including Affirmative Action guidelines"

"Place advertisements in appropriate journals, online listservs"

"All postings are done through our office and all contact with candidates is by our office"

24. As a Libraries HR Professional, do you participate in university-wide Faculty recruitment strategies or strategies for promoting diversity in the workplace? Please specify these activities. ***

"No"

"We work closely with university HR, EEO, and our diversity advisory council in promoting these strategies"

"I serve on University committees that participate in forming diversity initiatives"

25. Do you participate in outreach activities to prospective employees (attend fairs, conferences)? Please include examples of these activities: ***

"No – our applicant pool is usually very large just by advertising through our University website"

"Actively participate in ARL Diversity Initiative conference. We have sponsored and staffed booths at ACRL conference"

"Yes, I have traveled to other campuses to recruit new faculty"

26. How often do you conduct HR related sessions and present materials to the Libraries faculty and staff?

Frequently: 1 time a month or more - 29%

Often: About every three months - 21%

Less often: About every six months - 24%

Infrequently: Once a year - 21%

Never - 05%

27. If you answered a.-d. in Question 26, please list some topics covered in HR sessions you have given or sponsored: ***

A general summation of the responses include: diversity training, Fair Labor Standards Act, university personnel policies, behavioral styles in the workplace, safety training, FMLA, sexual harassment, new employee orientation, and performance appraisals

28. Beyond the hiring process, what interaction do you have with professional librarians (faculty)? Check all that apply.

Committee work: 69%

Mentoring or support: 56%

Answer university or general HR questions: 90%

Other, please specify: 28%

Other comments included: "Facilitate reviews", "Employee relations, FMLA, mediation", "Consultant to Library Administration & all others"

Professional Development

29. I attend approximately __ number of HR related conferences and workshops per year

1 – 2: 29%

3 – 4: 47%

None: 11%
Other, please specify: 13%
Other comments included: “I attend monthly HR-related luncheon (SHRM chapter)”, “10+”, “Monthly meetings of University HR”

30. If you answered a or b to the above, please specify how many conferences and workshops are

	1	2	3	4	5	6	N/A
National or international	33%	14%	5%	0%	0%	0%	48%
State or regional	62%	17%	0%	0%	0%	0%	21%
At my institution	14%	29%	14%	18%	7%	14%	4%
Other, please specify	0%	33%	0%	0%	0%	0%	67%

31. I have given professional presentations outside of my Library about HR related issues
    Yes: 43%
    No: 57%
32. I have published in HR or Library journals about HR related issues.
    Yes: 08%
    No: 92%
33. I am a member of the following professional societies: ***
    “SHRM – Society for Human Resource Management”
    “LLAMA – Library Leadership & Management” (a division of the American Library Association)
    “ACRL – Association of College and Research Libraries”
34. Please provide any additional comments related to this survey.***
    “The demographic numbers I reported on the first screen also include our law, medical and dental libraries that are treated as a separate entity at my university”
    “Survey question responses pertain only to Main Library”
    “The Center is a not for profit academic library consortium and not part of a university or college. Hence, I had to respond not applicable to several of the questions”
35. Optional information

Thank you for your participation in this survey!
*** For complete responses to qualitative questions please contact the authors.

Chapter 2
Internships, Residencies, and Fellowships:
Putting Time-Limited Appointments in Succession Planning

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ABSTRACT

Libraries need creative ways to grow a new generation of librarians, specifically middle managers. The authors' profession is not known for training librarians to become managers, either in graduate school or on the job. Because of this deficiency they find themselves without a succession plan to fill the forthcoming retirements in upper management that will leave a gap in middle management. This chapter addresses time-limited appointments such as internships, residencies and fellowships and how they can prepare recent graduates for more advanced, non-entry level positions. Different skills and responsibilities can be built into the programs to better prepare new librarians to take on greater, more dynamic roles in an organization. These types of positions can serve as incubators for library leaders and enrich the entire profession.

INTRODUCTION

There is no doubt about it – we need a succession plan in libraries. Statistical and anecdotal evidence shows that the profession is aging and there are not enough new graduates to fill positions of leadership and responsibility. In order to become more agile and flexible, we must be creative in recruiting talent to our organizations and profession. With the forthcoming demographic shift in the workplace, libraries are going to be competing with IT corporations (and with each other) for the most promising and brightest recent graduates. We need to start planning now for ways to infuse the profession with competent, talented librarians whose path of skill development will hopefully lead to library management.

Succession planning is important in any organization that intends to sustain itself for the long

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term, but the special circumstances within libraries require additional attention. Within libraries there is an insufficient bench of professionals who can fill middle management or senior level positions. Couple this with a marked decline of new incoming talent, and the rising need for succession planning is clear. For this reason, libraries should begin to establish a growth mentality to foster the development of skill sets, knowledge and experience associated with the long term goals and objectives of the organization.

Much has been made of the new workplace phenomenon of having four generations in the workplace. Looking at the demographics there are: Traditionalists (born 1900 – 1945), Baby Boomers (born 1946 – 1964), Generation Xers (1965 – 1980), and Millenials (born 1981 – 1999) (Lancaster and Stillman, 2002). Each of these generations has developed characteristics defined by their experiences and the world around them. Libraries are dealing with a unique problem as many new professionals have chosen librarianship as a second career. Our new library school graduates are often fifteen to twenty years older than those in other professions. Baby Boomers make up a significant portion of the national workforce and an even more significant portion of librarians. The same challenge exists in academia since the ivory tower is aging right along with us. Within the University of North Carolina system approximately 60% of faculty are Baby Boomers, 16% are over 61 with only 19% under 40 (Johnson, 2007). Recent surveys of ALA members show that 55.7% of librarians are Baby Boomers (ALA, 2008).

How can we address these demographic concerns in planning for succession? There is a need for more librarians, yes, but the greater need is for middle managers. The future retirement of Baby Boomers is going to hit us from the top down, and the younger librarians have not gained the experience needed to step up. We need to have managers "trickle up" into the organization. Libraries that are willing to train and empower newer librarians can benefit from their fresh perspective and cultural competencies in the workplace. The influence of new librarians, new managers and new ideas can lead to a new paradigm and the breaking of traditional structures.

Many library systems are based on rank which corresponds to years of experience coupled with credentials. This is also true for tenure-based systems which may be the reason that the professoriate is in crisis mode as well. Librarian ranks were built on the premise that someone's worth can be measured by their years of experience rather than the quality of experience or performance. A person's competency and effectiveness do not always correlate with years of experience, and new professionals may reinvigorate the library. It is time to reconsider the rigid idea of rank and provide more flexibility within library organizations if we are going to attract and retain solid performers.

Generation Xers and the Millenials are frequently described as "not in it for the long haul". These generations are interested in advancement on a shorter schedule and think highly of their individual contributions. A time-limited opportunity that would provide a shorter, but more intense path to advancement would be especially appealing to newer generations in the workplace (Lancaster and Stillman, 2002).

A major obstacle of succession planning is the lack of management experience in most new librarians. Many library schools teach one management course, but there is no substitute for actual hands-on experience. At the same time, librarians who choose librarianship as a second career will often have some management experience. We will soon see the effect of the Traditionalists and Baby Boomers retiring from the management roles they have held for so long. Placing new or newer librarians in these roles is a real challenge and one that can be addressed in creative ways.

Internships, residencies and fellowships present excellent opportunities to develop a talent pool as well as help the profession plan for succession.

What do time-limited appointments provide? If constructed correctly, and with succession planning in mind, they can serve as incubators for middle managers. With exposure to upper level administration, project management and professional development responsibilities, successful participants can gain the equivalent of five years of experience in two. When developing goals or designing a time-limited program, set goals that are tailored to providing a broad range of skills similar to those needed in middle managers within your organization. Look at the desired skills: project management, budget concepts, staffing issues, management and leadership. Build this type of on-the-job training into the time-limited positions to enhance the skills and experience of the participants. Then help the time-limited employee achieve those goals through mentoring and supporting them.

BACKGROUND

Various types of time-limited opportunities that can be created include internships, residencies, and fellowships, all of which offer different components of professional growth and development (Association of Research Libraries, 1992).

Internships mostly develop library students and educate them on the duties and responsibilities of the professional librarian. These are typically part-time positions and may also resemble graduate assistantships. Introducing these students to areas of the library, such as technical services, that they may not know much about may influence what area of librarianship they pursue. Often there is more intensive training for these positions versus the average student employee. Many are trained on upper level tasks building upon what they are learning in their library and information science curriculum.

Residencies are similar to internships but are full-time professional positions designed for the post-MLS librarian. These positions are designed for recent graduates to gain on-the-job skills in a professional setting as a professional librarian, and frequently there is an expectation for a presentation or publication. More often the resident goes through a series of rotations through various library departments in order to gain a fuller understanding of the role of the librarian and of the organization as a whole. The resident also usually has a professional practice element to build résumé, letter writing and interviewing skills. As full professional positions, residents also travel and attend professional conferences during their term.

Fellowships tend to be academic in nature and require either a presentation or publication at the end of the assignment. There are also examples where there is a higher level of professional training and networking built into the program such as the ARL (Association of Research Libraries) Research Library Leadership Fellows and the CLIR (Council on Libraries and Information Resources) Fellows. These may require an MLS or an advanced degree in a subject specialty. Participants can be recent graduates or mid-career librarians seeking to broaden their area of experience.

Throughout this article the term time-limited employee is used to represent the three aforementioned categories.

Why are there time-limited positions? The core reasons to support and develop a time-limited position or program in your library are changing business needs, areas of growth that cannot be met by current staffing, and special projects. Too often, special projects land on the plate of a professional with too many additional responsibilities and not enough time to focus. By hiring a project-specific librarian, the organization can gain the momentum to bring the project to completion. The time-limited librarian can bring subject expertise and a new perspective to the project. Often times, grants require dedicated staff, and it may be better to assign these responsibilities to a time-limited librarian. These types of defined projects make excellent poster sessions or conference presentations giving both the librarian and the library additional exposure for their work. The librarian also learns valuable project management skills.

Another way to view the development of a time-limited program is simply as a means to support and foster the profession. By training an intern, providing a residency, or offering a fellowship, the institution helps build the future of librarianship. This is the karmic reason for expending salary funds on positions that are not long term nor crucial, but definitely add value to an organization and bring in new ideas. Libraries have a vested interest in supporting these programs as well: perhaps the employees will be exactly the type of librarians needed within the host organization. Temporary assignments can lead to permanent positions.

Issues, Problems, Controversies

Establishing a Program

Libraries often write unreasonable requirements for entry-level positions, and unless the library school student has actual work experience or practica it is very difficult for recent graduates to meet those qualifications. Expectations for middle management positions are even higher, of course. Frequently, applicants for entry level positions do not have supervisory experience, and many entry level positions do not provide the opportunity to gain the experience. Supervision is a major component of middle management and the more experience librarians have, the better prepared they will be to take on more managerial and administrative challenges. Bridging the divide from enthusiastic, early-career librarian to experienced, confident middle manager can radically improve the individual's career path as well as strengthen the profession. When developing a time-limited appointment, it is important to keep these factors in mind. If you can determine the outcomes you want for the employee, then build the experience based on those elements. There are many simple ways to increase experiences in supervision and management in our libraries. As libraries, we can provide on-the-job training or hire those who have clear potential and interest in becoming leaders. Either way, we have to make a commitment to train and develop the next generation of librarians into library leaders.

Kawanna Bright is currently the Instructional Services Librarian at North Carolina State University in Raleigh, North Carolina. She is a former Diversity Resident at the University of Tennessee at Knoxville. Bright has been named as a 2009-10 Association of Research Libraries Fellow in its Leadership and Career Development Program. "The residency program at the University of Tennessee, Knoxville, was the ideal experience for me as a new librarian in the field. The program not only offered me the opportunity to gain experience in an academic library setting, but it also allowed me to get a better understanding of what roles were available for me in the academic library field. The skills and experiences I gained from my time as a resident were instrumental to not only my career selection but also the success I've experienced beyond the program."

Supporting succession planning activities for time-limited positions requires a purposeful and direct approach to changing the organizational culture to meet these needs. This includes support from senior administration both internally and externally.

It is important to know where you are going as an organization and to project how trends and changes to operations, resources or service will affect the knowledge, skills and competencies of your future staff. Ensuring that the organization will enable the activities needed to create a successful program is also critical for successful execution of a succession plan. This is especially true in the case of time-limited appointments.

In order to establish a time-limited program in your library there are many things to consider. At the very beginning of the process, construct the time-limited appointment to provide an emphasis on management and broad organizational issues. There is great potential to "fast track" these employees. There are abundant opportunities to enrich the time-limited employee's experience. Some cost money and others are free.

Providing leadership and project management experience during the limited time can highlight skills or potential. Project work is frequently time-limited (or should be) and can develop skills of communication, goal setting, meeting management, etc. Having a time-limited employee work with a project in all phases is an incredible experience and will allow a lot of professional growth. The skills one learns in project and team work can carry through an entire career.

Grant opportunities for time-limited projects can draw an interesting new skill set and pool of applicants to your organization. This is especially true for digital projects. Often this is work that has been added to a permanent employee's plate in addition to their current responsibilities. Having a project-specific position written into the grant allows the permanent employee to learn from a new time-limited employee with subject expertise or special skills. If planned and executed effectively this is a win-win situation.

Time-limited appointments can allow you to "grow your own," as you shepherd a new librarian on a path to leadership. Through a time-limited appointment, you can hire someone who is not yet completely ready for a management job but who, after mentoring and targeted training, will be a highly competent professional.

Recruitment and Selection

There are many publications about residency or fellowship programs, mostly written by current or former participants and sometimes giving mixed reviews of the experience especially those that are diversity based. With all time-limited appointments the pace is fast and the expectations can be quite high. Whether you are establishing a new program or already have one in place, the advice from residents is clear --- please say what you mean and mean what you say throughout the entire recruiting process. A major complaint from former residents and fellows is that once the participants arrive, the position is not what they expected (Hankins, Saunders, and Situ, 2003). It is imperative that the wording in the vacancy announcement be accurate and that during the interview process applicants are given a true picture of your institution and the program.

An example of a mid-career program is the ARL Research Library Leadership Fellows (RLLF) Program that describes itself as being "designed for middle managers and above who have track records of leadership contribution and are ready to explore and prepare for senior-level leadership roles in research libraries." The program lists specific areas that will be developed (Association of Research Libraries, 2009).

Within the multidimensional RLLF program structure, fellows will:

- extend their professional skill- and experience-base, enabling more effective leadership in a major research library;
- engage the major challenges and pressures currently facing research libraries in concert with some of the top library leaders who are shaping contemporary responses to these challenges;
- better understand the dynamics and politics of campus life in several of the leading research libraries of North America;
- create a network of colleagues to discuss and debate the critical issues and current trends facing research libraries;
- explore innovative and entrepreneurial techniques needed to support the future direction of research libraries; and
- develop a clearer understanding of what it takes to be a successful research library director.

The recruiting process for all library positions has changed a lot in the past few years with most job ads appearing electronically through websites and listservs. Sending out a job ad on various listservs and websites casts a broad net, but you should also target subject specific listservs depending on the position. Online recruiting is well suited for the time-critical nature of recruiting for positions that have a set beginning and end. These searches cannot drag on, there simply isn't the time. If diversity is part of the focus, there are also additional ways to reach a more diverse audience. Utilizing the professional associations such as Chinese American Librarians Association, REFORMA, Black Caucus of the American Library Association, Spectrum Scholars, and others, you can broadcast your position and demonstrate your commitment for seeking out a diverse pool of applicants.

Using your network of trusted colleagues is an excellent way to find and meet potential candidates. This can also be true for time-limited positions. It is always a good idea to communicate with library school professors and librarians who monitor practica, as they have their fingers on the pulse of the next generation of librarians. Also, be sure to talk to library school students whenever you are able.

The interview process itself should also be on a shortened schedule while still being thorough and providing the information for successful selection. Building a recruitment schedule and sticking to it will streamline and possibly abbreviate the process (Raschke, 2003). If the searches go on too long and are not well planned, the recruitment time can eat into the appointment term.

Some programs such as the CLIR Fellowships have essentially external recruiting since they have sought the candidates and the hosting institutions. Your organization's role is simply quick selection; and with these arrangements, funding requirements may also come into play. It is important to communicate regularly with any external body in relation to staffing to make sure the process is not being held up on either end.

Frequently, universities post generic faculty vacancies to facilitate flexible hiring even when there is no current opening. Libraries can do the same thing and thereby reserve the opportunity to hire if the right candidate comes along. This is especially helpful in the context of grants that will not provide funds for labor. If you can match a position against the generic ad, you can hire more efficiently without requiring additional recruiting.

Communication to current staff is also crucial in the development of a time-limited program. Organizational transparency and staff buy-in are key. Make sure that the benefits of having the time-limited employee at your institution have been explained to staff so that everyone is on board with the goals and objectives of having an intern, resident or fellow. It will take some extra work on everyone's part at first, but the effort should pay off if the time-limited employee is engaged in the experience. Some decisions must be made quickly at an administrative level and then explained later due to deadlines and budgets; but whenever possible, make the plans to bring an employee in as transparent as possible. It is very difficult for an employee to come into an organization under a cloud of suspicion from the other employees.

It is also important to acknowledge the differences between a permanent librarian and a time-limited employee. Time-limited employees have concerns about what they will do when they finish the appointment at your library. They must build relationships quickly and learn as much as they can in a short amount of time.

Looking broadly at time-limited positions as a way to recruit talent into your organization can be a new way of thinking. In planning a time-limited program, figure out what types of skills and personalities you need in your organization and actively seek them. There may be opportunity to retain these employees in your organization and you will be poised to hire them if you have developed their skills to meet your needs. Recognize that mentoring can help grow a professional but it cannot make one. The person must possess personal attributes ripe for mentoring.

Development

In order to gain full advantage of having time-limited appointments and utilize this within your succession planning activities, their work environment must be supportive. Make a conscious effort to identify their needs, their added value and their long term potential. Creating this atmosphere starts with awareness by the total library organization of their purpose, primary responsibilities and the role in which they will perform. The entire staff should recognize the benefit of having the position within the organization and not view time-limited activities as a burden or inconvenience. Time-limited employees should be given the same considerations as regular staff, such as proper space provided and other tools and support mechanisms to do their job, opportunities to participate in group activities, recognition for their concerns or ideas and orientation into the organizational culture.

Prior to her move to Syracuse University, Anna Dahlstein was the Director of External Relations at North Carolina State University Libraries in Raleigh, North Carolina and is a former NCSU Libraries Fellow. Dahlstein holds an M.A. in Library and Information Studies from the University of Wisconsin-Madison and a B.A. in Government from Harvard University. "The Fellows program offered a level of variety and a "big picture" perspective of academic libraries that would be difficult to gain from other entry-level positions. Serving on library-wide committees and projects and attending conferences allowed me to explore a range of issues instead of focusing exclusively on my own specialization in graduate school."

Time-limited appointments, be they internships, residencies or fellowships can be a great source for succession planning opportunities. But consideration must be given to their role and circumstance in order to maximize their ability to infuse new skills and direction into the organization. Time-limited librarians will have a different perspective of the workplace. They potentially could be unsure of their long-term value and might feel anxiety over the limitations of their current positions. Time-limited employees should be treated with the same respect as permanent employees and not be given half-hearted efforts or mediocre responsibilities.

Some concerns may arise because they are at the beginning of their careers or have just changed focus. In some cases they are time-limited employees in a tenure-track environment. The structure of these positions is non-traditional and includes an unconventional reporting structure, rotating between departments, and keeping learning, support and goals on track. Their goals and objectives more self fulfilling and are based around gaining the experience and knowledge they will need in order to continue to develop their careers. The organizational benefit can take many forms, but must be managed and pro-actively directed in order to make the union between "special assignment" and library fruitful and productive.

Their success is your success. As an institution you must embrace the time-limited employee as one of your own and dedicate some extra time and coaching to this process. Provide direction and set goals and objectives for both employee and the institution. Do not simply have the time-limited person working on odds and ends, but rather build in milestones so that there can be a sense of accomplishment. If the experience is set up with rotations, then establish goals for each rotation and assess the performance after each rotation or assignment as well as setting overarching goals for the entire length of the program. Take the time to sit down and talk about long and short term career goals. Then help the employee build those into the goals for the internship, residency or fellowship. Both the librarian and the supervisor should think of attainable goals for the appraisal period, then sit down and discuss the two lists combining them into an agreed upon list of goals. Meshing the supervisor's goals that are specific to the department's needs with the interests of the employee will benefit both parties. Remember, part of the challenge is the short duration of the librarian's term in your department. Make the goals specific, valuable and attainable.

Providing goals and feedback is always important for employees, but it is especially important for time-limited employees. It is crucial to provide coaching and feedback for these employees as they do not have five years to prepare for moving up to the next librarian rank. They need immediate feedback so they can get the most out of the short time at your organization. Often these time-limited appointments do not fit into the traditional calendar of performance reviews and achievements. Therefore a mechanism needs to be in place for the employee to receive formal and informal feedback as well as professional advice. Having continuing support and feedback contributes to the experience and reinforces the concept of planning for the next generation of leaders. Build assessment into the whole program in order to aid in the growth of the employee and the organization.

The University of North Carolina at Chapel Hill's library has a Carolina Academic Library Associates (CALA) program for library school students who are working twenty hours a week on specific projects with supervision from a professional librarian (UNC University Libraries, 2009). UNC-CH developed forms to monitor the progress and the effectiveness of the program. An example of evaluation forms for time-limited employees at The University of North Carolina at Greensboro's University Libraries are these CALA evaluation forms which you can use as a model. The UNCG time-limited forms provide a goal setting worksheet, a form for goals and feedback forms for both the employee and the supervisor. **See Appendix A.**

Library managers and administrators play an important role in moving a time-limited appointment into consideration for other responsibilities that support succession planning. These activities include mentoring, coaching, advising and being a role model for behaviors needed to successfully transition into permanent or extended positions. Productive interaction with colleagues is critical, as this is where time-limited employees spend most of their time, and the influence of colleagues and peers can be vital.

Time is of the essence in building a strong professional or middle manager from the time-limited appointment. Expose the employee to broader professional issues. Make sure he/she attends conferences, workshops and meetings - even if this means tagging along with a supervisor or administrator to see what types of meetings they attend. There may also be timelines for a grant that have to be met, so early training for these particular time-limited employees is even more crucial.

Be sure to introduce the time-limited employee to librarians and administrators in other organizations and help them make connections within the profession. An easy and informative experience for both participant and administration is to arrange a "Shadowing Day" where the employee follows a library administrator to see what a day in the life of library administration is really like. Have an open exchange of ideas and experience. Involve the employee in all aspects of a department including meetings, search committees, deliberations on policy, etc. Activities as basic as learning committee management can be one way to see leadership potential as chair or fully engaged committee member. Other sources of formal training specific to libraries that can be explored include the Minnesota Institute, HBCU Leadership Program, TRLN Management Academy, and the ACRL/Harvard Leadership Institute for Academic Librarians. The extended network forged at these training programs is incredibly helpful in advancing to the next level.

Frequently, in the first few years of librarianship, the professors and students we meet in library school serve as our contacts. Assigning the level of mentor to a department head or higher allows the time-limited employee to learn more from a seasoned professional and be exposed to higher levels of management. Most often employees form relationships with peer librarians on their own, so introducing them to administrators and managers can really provide a greater perspective and broader network. Studies have shown that mentoring relationships are even more important for minority librarians (Bonnette, 2004).

The University Libraries at The University of North Carolina at Greensboro has a Mentoring Program for tenure-track librarians that pairs a tenured library faculty member with a newer tenure-track librarian. The mentees attend monthly luncheons where topics such as getting published, time management, and copyright are presented to help the newer librarians develop the skills they will need to submit a successful reappointment or tenure package. The role of the mentor is to guide the newer librarian through the process of reappointment and tenure. The mentor can also impart a sense of the organization and provide a broader perspective.

Rachel Kuhn Stinehelfer was a NCSU Libraries Fellow in 1999-2001. Since completing her Fellows experience, Stinehelfer served as Visual Resources Librarian and Academic Personnel Librarian at North Carolina State University. She is currently the Human Resources Librarian at The University of North Carolina at Greensboro. “I worked for five years as a paraprofessional in a special collection and in Interlibrary Loan in an academic library. During these years I managed student workers, was involved with library-wide committees and completed my MLIS. I felt that I had an idea of how libraries were run. In 1999, I was a member of the inaugural class of NCSU Libraries Fellows. My experience at NCSU strengthened my management skills. I was given a significant role in a digital project, complete with budget, collection development, staffing, and collaboration. It was not an easy job, but I learned invaluable lessons during my time as a Fellow. I worked side-by-side with department heads and had genuine influence over decisions. It was a big step from being a paraprofessional to being a professional librarian. It truly broadened my experience and also provided me with a lot of professional confidence. During the course of the project development, I worked with many different library departments and learned how to communicate effectively with each group. It was through this experience that I was able to develop skills in project management, budgeting, human resources, and communication.

Shortly after I arrived at NCSU Libraries there was a meeting of the five Fellows. We were asked to talk about the work we were doing and what we hoped to get out of the program. All of us described our projects and home department responsibilities, and then one of the Fellows said that he saw the fellowship as a fast-track to administration. I remember thinking how ridiculous that sounded and that we were all just new librarians getting an incredible opportunity to go beyond the entry level work offered by other jobs. Looking back now, he was right. I was naïve at that time and did not even understand the benefits of what I was learning and how those experiences were grooming me for management. I have heard new librarians say they are interested in management; but to be a good library manager, one has to understand librarianship. So libraries must build opportunities for developing managers and administrators in-house.”

NCSU Libraries has approximately a sixty percent retention rate for the Fellows. These time-limited appointments have proven to be an incredible human resource. Of the sixty percent most were hired during or at the conclusion of the fellowship, although some have left and then returned in permanent positions usually at an administrative level. Essentially the program develops professionals ready for more than an entry level position and has also served as a talent pool for the library.

Recognizing the value of the contribution once the time-limited appointment is completed is also a part of the cycle. If these time-limited positions are to have a long-term effect on the profession and meet the goals for succession planning then search committees, library directors and the profession itself must recognize the value of the responsibility held by the interns, residents, and fellows. When reviewing applications for middle managers, subject specialists, or any leadership position it is important to acknowledge the experience of a time-limited position. The compressed time frame is significant. The time-limited employee took a risk by accepting and fulfilling a non-traditional position with only a one to two-year position. Their experience may not be impressive as far as longevity at an institution; but by closely examining the varied experiences and responsibilities, the depth of the experience should come through.

Solutions and Recommendations

The burden of proactively directing the potential benefits and creating the environment that will foster a productive relationship falls to the library and the personnel administering the time-limited program. The larger organization has the resources, attributes and experience needed to grow and support the time-limited employee in their endeavors. The library also has an organizational culture that drives communication that can become barriers to a successful partnership with a time-limited employee. These employees will not have the luxury of learning this culture over the course of many years, but need to know now, in order to move to the tasks at hand.

Prior to a time-limited employee coming on board, several steps should be taken to ensure a good first impression and setting the tone for the work ahead. This includes activities such as keeping the incumbent staff informed, not only of the details of the new hire, but also the reasons the hire was made and the benefits to be gained on both sides.

In preparing for this new appointee, look for ways to involve various levels of staff in the process-- planning activities, serving on committees and advisory groups, guest lecturing, or volunteering to give tours and act as a buddy. Give staff, who might otherwise be resistant, a role in introducing the new librarian to the organization. Staff buy-in is critical for a new time-limited person to feel welcomed and released from the anxieties that will possibly make or break their success in the assignment.

Getting to work on the core objectives and tasks also should be directed and guided to ensure successful interaction. By providing staff with the training and direction, both the trainer and the time-limited employee will develop a sense of accomplishment and be efficient in the process. Carefully select a "trainer" or person who will be the supervisor and main contact for the employee. The "trainer" must have the competencies to work with others who need quick, focused guidance. Do your trainers have the interpersonal skills and emotional intelligence to be adaptable and problem solve as needed? This table provides examples of the skill sets needed by successful trainers. **See Appendix B.**

Since time is especially important in bringing time-limited appointments up to the level of knowledge needed, using trainers to provide a good set of skills is an important ingredient to success. Develop a Train the Trainer program for teaching good training skills to staff that will be responsible for the success of your program.

Good trainers must also let go of biases and preconceived notions about time-limited situations, such as feeling that this person will have an advantage or that they aren't worth the effort if they are not going to be around long term.

The flip side of building programs and having successful participation is making sure the librarians that go through the time-limited appointments actually get jobs. This is a non-traditional career path and the experiences gained may not stand out to other institutions unless they are promoted by the sponsoring organization. Networking is an especially key element in this process for the employee as well as the supervisors and organization. When you have a person worthy of promoting, then promote them and, of course, also promote the strengths and unique qualities of the program you have developed.

FUTURE RESEARCH DIRECTIONS

There are many opportunities where time-limited appointments can be used to enhance an organization to the mutual benefit of the employee and employer. However, there are also greater opportunities throughout the profession where collaborative efforts can be made to support and develop the next generation of librarians. Internships, residencies and fellowships are the ways described in this article, but the simple acknowledgment of the need for more training and development of middle managers is the overall goal. There needs to be more succession plans set forward as well as ongoing review and assessment of existing programs. . Cultivating a new generation of middle managers is a gift of service to the whole profession. The question is: will we train the next generation or will we have to accept that we hire librarians into management roles without sufficient management experience or training?

Following up with participants of time-limited appointments is one way to see how this model is working. The time-limited experience provides new professionals with an invaluable set of experiences and perspectives that would take twice as long for an entry-level librarian to attain. As for fellowships, which tend to be for later career librarians or those switching careers, the experience helps focus research interests, gain a more robust professional network and provide a more administrative perspective to library work.

CONCLUSION

As a profession we have the reputation of being change and risk averse. In many ways we embrace change every day, but often not in organizational design and planning. The field of librarianship needs to examine new models to recruit and develop dynamic librarians into the roles we need for a successful succession plan. We need to evaluate the way managers are groomed – not 10 years of progressive experience required but intensive management experience in an environment infused with opportunities to network and be mentored. Much can be gained at your institution and within the profession by giving new librarians the opportunity and the tools to advance more quickly as middle managers. Mentoring is a major component of such an effort. The librarians who are graduating now are looking for guidance and role models (Beggs, 2005).

Management skills and a solid understanding of administrative issues can be gained in the experiences of interns, residents and fellows. Plan your program or appointment carefully so that the organization and the employee are getting the most out of the experience from start to finish. The entire process of recruiting, hiring, “on-boarding”, developing and possibly retaining is one that needs ownership and attention to detail. Either a single individual needs to be the coordinator of the effort or work by committee, but the times that these initiatives fail, it seems it is because no one has asked the employee for feedback - positive or negative. It is time to grow and retain the managers your organization and the profession will need in the coming years. Taking the reins on this opportunity will develop diverse and experienced staff that are able to step into middle management roles and eventually become library leaders.

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APPENDIX A: GOALS FOR TIME-LIMITED APPOINTMENTS

The **Evaluating Supervisor and the Librarian** will complete this goals worksheet together.

Librarian's Name and Title ____

Supervisor's Name and Title ____

Department ____

Dates of departmental assignment ____________________ **to** ______________________________

Overall goal of assignment:

Specific goals:

Librarian's Signature ____ **Date:** _____________

Supervisor's Signature ______________________________________ **Date:** _____________

Department Head's Signature _________________________________ **Date:** _____________

Site Appraisal: For time-limited appointments

The **Librarian** will complete this portion of the appraisal.

Librarian's Name and Title ____

Supervisor's Name and Title ____

Department ____

Dates of Appraisal Period _________________________ **to** ________________________________

Please **CIRCLE** the statement that best describes your answer and provide comments for each question.

1) What kind of impact has this program had on you?
   a) Provided me with a better understanding of my career goals.
   b) Increased my skills and knowledge in performing a particular activity.
   c) Changed my attitudes or feelings about other people and myself.
   d) Provided me with the opportunity to apply theoretical concepts to the actual work environment.

   Comments:

2) How would you rate the educational value of your experience?
   a) Exceptional opportunity.
   b) Worthwhile experience.
   c) Generally not too useful, but might help some.
   d) Probably of no value (please comment).

   Comments:

3) How was the experience related to your career goals?
   a) Very closely related.
   b) Related through occasional assignments.
   c) No relationship exists.
   d) Not applicable (please comment).

   Comments:

4) To what degree do you feel other employees in your department support the *Residency/Fellowship* program?
   a) Atmosphere was openly supportive.
   b) Accepted, but not openly supportive.
   c) Generally not accepted or understood.

   Comments:

5) Were the actual duties of the position commensurate with the job description?
   a) Experience closely matches that offered.
   b) Experience mostly matches that offered.
   c) Little relationship exists.
   d) Extremely unsatisfactory (please comment).

   Comments:

6) How did your technical skills apply to the position?
   a) Were more than required.
   b) Were adequate.

c) Were less than they should have been.

Comments:

7) Did you receive a proper job orientation from departmental staff?
   a) Complete, accurate.
   b) Somewhat related.
   c) Had no meaning.
   d) Does not apply.

Comments:

8) Evaluate your supervisor's willingness and capability of answering questions.
   a) Exceeded expectations.
   b) Met expectations.
   c) Less than expected.

Comments:

9) Evaluate your supervisor's availability when needed for questions, etc.
   a) Exceeded expectations.
   b) Met expectations.
   c) Less than expected.

Comments:

10) Evaluate your supervisor's receptiveness to new ideas you might have had.
   a) Exceeded expectations.
   b) Met expectations.
   c) Less than expected.

Comments:

11) How would you rate your relationship with your supervisor?
   a) Exceeded expectations.
   b) Met expectations.
   c) Less than expected.

Comments:

What changes, if any, would you recommend? (Attach a separate sheet if necessary.)

Librarian's Signature ____ **Date:** ________________

Supervisor's Signature ____ **Date:** _________________

Department Head's Signature __________________________________ **Date:** _________________

Supervisor's Performance Appraisal: For time-limited appointments

The **Evaluating Supervisor** will complete this portion of the performance appraisal.

Librarian's Name and Title ____

Supervisor's Name and Title _ ____

Department ____

Dates of Appraisal Period _________________________ **to** __________________________________

Goals:

How were goals met:

Please indicate your appraisal using the following scale: 1 = Excellent; 2 = Good.

____ Understands job responsibilities

Comments:

____ Accepts direction

Comments:

____ Learns quickly

Comments:

____ Motivated

Comments:

____ Works well independently

Comments:

____ Produces good quality of work

Comments:

____ Communicates well

Comments:

____ Uses time effectively

Comments:

____ Demonstrates leadership

Comments:

____ Works collegially with co-workers

Comments:

____ Completes work on time

Comments:

____ Presents a professional appearance and demeanor

Comments:

____ Seeks increased responsibility

Comments:

____ Other:

General comments regarding general performance:

Areas of development:

Librarian's Signature ______________________________________ **Date:** _____________

Supervisor's Signature ______________________________________ **Date:** _____________

Department Head's Signature ________________________________ **Date:** _____________

APPENDIX B: TABLE OF TRAINING SKILLS

Relationship Skills	Open channels of communication Listening skills Correcting errors of others Challenge to self evaluate Troubleshoot problems
Observation Skills	Always ensure you've understood the context in which observation occurred Watch for application of skills Allow for practice of learning Notice use of tools Interactions with others
Assertiveness Skills	Knowing when to use discretion Taking action when situation warrants Not satisfied with status quo Look beyond, "That's the way is always is"
Coaching Skills	Demonstration of skills Allow practice and discussion Observe use of skills Positively reinforce actions Provide feedback for improvement
Feedback Skills	Informal Needs to be two way Should occur immediately Keep it positive Keep it relative Keep it simple Don't overwhelm
Assessment Skills	Program goals Personal objectives Adjust from feedback Constructive Relevant to need Encouraging next steps
Motivation Skills	Achieving success within program Feeling accomplished Ownership of actions Comfortable setting Fulfillment of assignment/purpose

Chapter 3
Strategies for Diversity Initiatives:
A Case Study at University of Nebraska–Lincoln Libraries

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ABSTRACT

In the state of Nebraska, where the population is 90% white, recruiting people of color to the University of Nebraska-Lincoln is challenging. Needless to say, intentional efforts are made to recruit and retain librarians and other information professionals. University of Nebraska-Lincoln Libraries has brought together a team of librarians to focus on one of the university's core values--diversity. This team of librarians from public services, technical services and library administration share responsibility in planning and implementing the Libraries' diversity initiatives. This chapter will discuss the recruitment and retention efforts of the Libraries and the evolution of the team that has increased the number of librarians from underrepresented populations at University of Nebraska-Lincoln from 2.6% in 1999 to 12.2% in 2009.

INTRODUCTION

The Cornhusker State is traditionally known for football and agriculture and many would not associate ethnic minorities with the state. Because Nebraska's population is 90% white, according to the American Community Survey 2005-2007, many do not know that Nebraska is a designate site for refugee settlement with agencies helping immigrants and refugees establish their new lives in a new country. As a result, Nebraska's foreign-born population increased from 28,198 in 1990 to 74,638 in 2000, a change of 164.7% between 1990 and 2000 (www.newamericanstaskforce.

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Table 1. UNL Libraries Faculty Statistics 1999-2009.

Year	Libraries Total Faculty	Libraries Minority Faculty	% of Total Faculty
1999-00	**38**	**1**	**2.6%**
2000-01	**39**	**2**	**5.1%**
2001-02	**42**	**2**	**4.8%**
2002-03	**40**	**2**	**5.0%**
2003-04	**39**	**2**	**5.1%**
2004-05	**44**	**2**	**4.5%**
2005-06	**49**	**3**	**6.1%**
2006-07	**49**	**3**	**6.1%**
2007-08	**49**	**4**	**8.2%**
2008-09	**49**	**6**	**12.2%**

org/demographic.php). In Lincoln alone, where the University of Nebraska-Lincoln (UNL) is located, these new community members come from 57 different countries and speak 48 different languages (Lincoln (Neb). Board of Education, 2008). With this influx of new residents and their wide ranging information literacy needs, UNL Libraries is making a concerted effort to create a diverse and culturally rich staff to help meet the current and future needs of the community and the university.

In response to the demographic trends, UNL added a diversity component to its core values and looks for ways to increase minority student enrollment, especially those who are first generation college attendees. UNL's recruitment efforts have increased minority student enrollment from 5.75% in 1996-1997 to 9.42% in 2006-2007. The fall 2008 class was the most diverse class in university history (University of Nebraska-Lincoln, 2008). Efforts to increase the number of minority faculty are also encouraged. Accordingly, the Libraries have developed mission and vision statements to incorporate the UNL 2010 Vision statement on diversifying its faculty and staff: "UNL Libraries values diversity and empowers our staff to take active responsibility in developing a supportive diverse environment. We will use our talents, expertise, collections and services to coordinate with UNL's effort to embrace diversity" (University of Nebraska-Lincoln University Libraries, 2008). The UNL Libraries has been at the forefront of promoting diversity from within the organization as well as actively recruiting diverse applicants to apply for open positions. The Libraries established Diversity Initiatives consisting of a Diversity Committee and the Multicultural Services Team which had a positive effect. The UNL Libraries have increased the number of minority librarians from 2.6% of the faculty in 1999 to 12.2% in 2009 (Table 1). The increase follows the national trend among Association of Research Libraries (ARL) institutions; from 1985-1986 and 2005-2006, the percentage of librarians in US ARL university libraries who are minorities increased from 10% to 13% (Hipps, 2006, p.1).

The driving force for creating a multicultural workforce is developing an environment that reflects an increasingly diverse society. Diversity brings together different ideas, philosophies, and values that are advantageous to the overall health of the organization. A diverse faculty benefits the library and the campus in a number of ways. Librarians are engaged in a number of activities that benefit campus, including the recruitment and retention of minority students, faculty and staff as well as improving access to multicultural collections, services and interdisciplinary research.

Furthermore, with increased visibility of minority faculty, students can be influenced to consider a career in the library profession.

Beyond diversifying faculty and staff, the Libraries' mission and vision statements also include the focus on diversity and multicultural values developed into five goals as follows:

1. Develop an infrastructure that supports diversity, including a diversity librarian, the Diversity Committee, and a plan of action.
2. Increase the recruitment and retention of individuals from underrepresented groups.
3. Develop library outreach programs and services to underrepresented groups among faculty, staff and students on campus.
4. Support the diversity goals of general education and research through the acquisition of printed and electronic collections and other library services.
5. Create a positive working environment within the Libraries through continuing education and staff development (University of Nebraska-Lincoln Libraries, 2008, 2).

In a time of budget cuts, the UNL Libraries has remained committed to its diversity goals and is currently looking at ways to maintain and expand programs. This chapter will give an overview of the diversity initiatives in U.S. academic libraries and the development of the diversity infrastructure at UNL Libraries. We will review the literature on strategies used to recruit and retain minority librarians in U.S. academic libraries in general. Then we will discuss the evolution of diversity infrastructure at the UNL Libraries, from its recruitment and retention practices to the challenges that come with the practice. In the conclusion, we will put forth recommendations on the future research directions with additional resources for further readings on this topic.

Literature Review

The Association of Research Libraries (ARL) SPEC Kit titled "Minority Recruitment and Retention in ARL Libraries" authored by Burrows, Jennings, and Welch (1990) surveyed ARL libraries about whether the libraries offer a program(s) that support ethnic/cultural sensitivity; of the 45 libraries that responded, only 9 libraries answered "yes" to the question (p.1). Although this question has not been reexamined in nearly two decades, there appears to be an increase of diversity committees in academic libraries. Therefore, if this question were asked today, the answers would reveal that an overwhelming majority of libraries are involved in creating a diversity plan and programming. Although there have been many initiatives, reports, and proposals over the years, there was a substantial increase in literature about diversity in libraries in general and in academic libraries specifically in the 80s and 90s. The issue of diversity continues to come to the forefront due to the predicted national demographic changes, the "graying" of the library profession, and libraries' desire to reflect the diverse communities they serve.

Numerous articles and book chapters highlight the key ALA task forces, reports, and programs that exist today and provide a venue for underrepresented voices in the profession. All of these initiatives could not have come together without the persistence and support of the ethnic caucuses, as well as the financial support of the ARL and the Institute for Museum and Library Services (IMLS). In the 1980s, key reports and task forces were created and included resolutions to prohibit library associations from discriminating against minority membership in state organizations, such as the Committee on Minority Concerns, the National Commission on Libraries and Information Sciences, and the "ALA Equity at Issue: Library Services to the Nations for our Major Minority Groups". The outgrowth of these efforts has led to:

- Increased funding for education,
- Changes in standards of accreditation,
- The creation of diversity conferences,
- Post-master's residency programs, and,
- Targeted programs for minority library students.

As national diversity initiatives have developed, the issues such as recruitment and retention of minority librarians has become crucial to sustain such programs. Recruitment of professionals from underrepresented groups initially included mentoring, building relationships with minority librarians, and diversity education. In the late 1990s, a number of programs were created to recruit and retain minority librarians. Programs such as Knowledge River at the University of Arizona, the ARL Initiative to Recruit a Diverse Workforce, OCLC Diversity Fellows, and the ALA Spectrum Scholar Program provided minority students the opportunity to attend library school, therefore increased the diverse applicant pools from which institutions could recruit. Along with these programs came a number of LISTSERVS and online lists, such as the Diversity Librarians Network, created to reach this new cohort of minority librarians.

Recruitment Overview

Examining the image of librarians, funding resources, and marketing continues to be at the core of recruitment efforts. An ACRL Ad-Hoc Task Force on Recruitment and Retention Issues commissioned a study in 2002, *Recruitment, Retention, and Restructuring: Human Resources in Academic Libraries: A White Paper*, cited these same issues. Recruitment was found to be vital to the organization as the number of MLIS students is decreasing, retirements are expected to increase, and the image of the profession is not attractive to younger generations. This White Paper included several recommendations for the ALA and other invested associations.

The most recent ACRL White Paper that focuses specifically on recruiting and retaining librarians from underrepresented groups is *People of Color, The Recruitment, Retention, and Advancement of Librarians of Color: A White Paper*, by Neely and Peterson (2007). Along with its recommendations comes a challenge to collect data to support baseline assessment of progress made by the association and by individual libraries. The ability to collect the data to assess impact and develop "best practices" is currently lacking for the profession.

Patricia Kreitz (2008), Director of Technical Information Services at Stanford, recently reviewed and summarized the best practices for diversity management in academic libraries. She examined models based on results for business, organizations, and academic libraries. These models are supported by a positive work environment, administrative leadership, and administrative commitment. If the staff is diverse, the ultimate goal in diversity management should be the direct systematic change in the organization so that all "diverse" voices are valued in order to create a productive environment for all employees. However, if the organization does not value diversity and is unwelcoming, the recruitment of minority librarians becomes more difficult and challenging for that organization.

According to Black and Leysen (2002), the organization's reputation, faculty status, and geographic location are important factors entry level librarians weigh when making a decision to apply for jobs. Their research surveyed ARL Libraries Directors and entry-level librarians in 1999 about factors that correlated with the successful socialization of new librarians into the profession and/or library. Both minority and non-minority librarians answered the survey about the important factors that attracted them to their positions and the reasons they stayed. Key factors in the decision making for minority librarians, which differ from the non-minority librarians, were personal contact from the recruiting library or advice from another librarian, the ethnic diversity of the library, and location.

Outside of the library profession an article by Smith, *et al.* (2004) provided a list of successful strategies for hiring diverse faculty at universities and colleges. Their study used data from 700 searches and investigated the success rate of predominately white institutions. If at least one of the following conditions are met during the search, there is a high success rate in the recruitment and hiring of candidates of color: 1) job description used to recruit faculty members explicitly engages diversity at the department or sub-field level; 2) an institutional "special hire" strategy is used; and 3) the search is conducted by an ethnically/racially diverse search committee (p. 134).

UNL Libraries has incorporated such recommendations in the recruiting process. The Libraries have created entry-level positions, advertised jobs electronically using active language, used active and targeted recruiting from underrepresented groups in specific LIS programs, took advantage of special "opportunity" hires. The search committees also used statements from the administration about the type of candidates sought. Adopting these methods, and implementing the recommendations of ACRL, has strengthened the pool of potential candidates and has increased UNL Libraries' ability to recruit and hire librarians from underrepresented groups.

Retention and Professional Development Overview

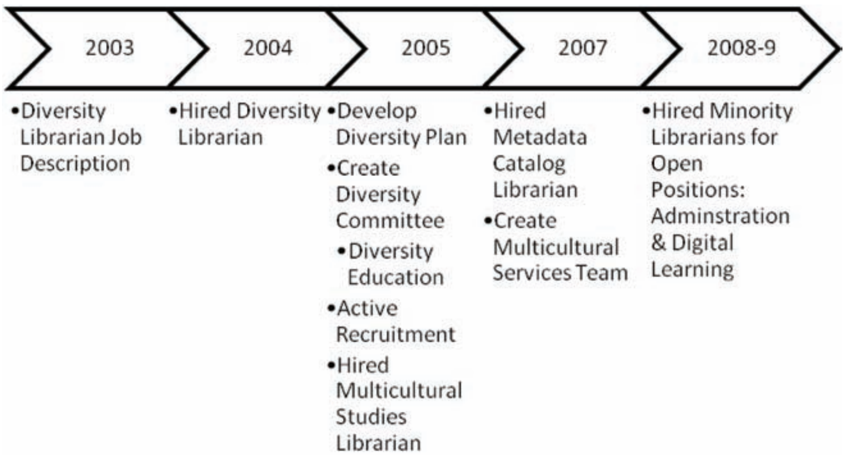
The recruitment of minority librarians is only one part of the goal; the other is retaining the librarians and nurturing and advancing them towards promotion and their next position. Although several resources refer to recruitment and retention strategies, there are far fewer strategies that have been proven to support the retention and career advancement of librarians of color. According to the 2007 ACRL's white paper, "retention strategies exist in the literature but there is little longitudinal research to confirm the success of such strategies" (p. 25). Joan S. Howland (1999), Roger F. Noreen Professor of Law and Associate Dean for Information and Technology at the University of Minnesota Law School, also wrote about encouraging library directors to "move on to developing strategies to retain and support this newly recruited pool of talent" (p. 3). The retention problems identified by Howland are as follows: job satisfaction, continuing status and promotion for tenure track librarians, unwelcoming work climate and allowing the individual to be "different" in the workplace.

The acknowledged retention problem has been addressed by very few initiatives; however, ARL provides funding for its Leadership and Career Development Program (LCDP) which began in 1998. The LCDP prepares mid-career librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries and "address the needs of research libraries for a more diverse professional workforce that can contribute to library success in serving increasingly diverse scholarly and learning communities" (Association of Research Libraries, 2009).

As discussed in the 2001 article by Acree, *et al.*, professional development is a crucial component for the retention of faculty, especially for underrepresented faculty. This article highlights several successful efforts to recruit a diverse workforce but focuses mainly on the Training Institute for Early Career Librarians, also known as the University of Minnesota training program. This collaborative endeavor provided for partnerships between ARL and the University of Minnesota.

When librarians are recruited they asking questions such as-- will I fit in this organization? Is there advancement for me at this library? In light of all this information, it should be apparent that recruitment and retention go hand-in-hand. Our objective at UNL was to create a plan that would incorporate diversity initiatives into the organization to address staffing, collections, and services.

Figure 1 Timeline of UNL Libraries Diversity Initiatives



Infrastructure: Building a Foundation for Diversity Initiatives at UNL Libraries

Since the late 1990s, there has been a resurgence of diversity efforts within the library profession. These efforts led to the first ARL Diversity in Libraries conference in 2000 and the first Joint Conference for Librarians of Color (JCLC) held in 2006 and organized by the five ALA Ethnic Caucuses. These conferences highlighted the numerous diversity programs, services, and positions in public and academic libraries. The conferences also provided models for UNL Libraries to conceptualize a diversity focus through positions and initiatives. Based on the conferences and library literature, libraries have chosen to manage diversity initiatives with a variety of diversity focused positions and groups. Since 2003, UNL Libraries established its own diversity initiatives which continue to evolve (Figure 1).

Initially, UNL Libraries created a Diversity Librarian position to focus on diversity in the organization. One of the main challenges in the creation of this position was the job description. Job descriptions for diversity positions tend to be overwhelming and often involve a workload of multiple positions. There has been the tendency to create an unrealistic position with responsibilities for liaison duties, collection development, creating programs and outreach, training faculty and staff and implementing the diversity plan. As stated by Black and Leysen, "we need to rethink the positions we advertise, revise our expectations for experience and adhere to those levels of expertise rather than follow escalating standards that result in decreasing diversity in the candidate group "(p. 20). For example, the 2003 original qualifications for the Diversity Librarian at UNL Libraries were as follows:

Required: MLS from an ALA-accredited program (must be completed prior to beginning the position); the ability to work flexibly and creatively in a changing environment; strong public service philosophy; ability to interact positively and productively in a collegial academic environment with library colleagues, students, faculty and staff; Excellent interpersonal skills and the ability to work effectively with a diverse population of faculty, staff, students and community members; ability to meet standards for promotion and tenure, including research leading to peer reviewed publications and service; evidence of excellent analytical, organizational, communication and time-management skills. Preferred: Degree or significant academic preparation in ethnic or multicultural discipline; reference and library instruction experience in an academic library; familiarity with a wide range of electronic and print resources; Significant library experience in working as a liaison, coordinator or consultant in ethnic or multicultural area studies/programs; Advanced degree in ethnic or multicultural area studies or related discipline; Demonstrated ability to initiate, advocate, plan and implement multicultural library services; Familiarity with non-English language(s); Demonstrated skill in using electronic information resources in multicultural area studies; Knowledge of principles and theories of collection development in multicultural area studies; Experience with programs that promote and support diversity. SALARY: $36,750 minimum. Salary is negotiable and will be based upon qualifications of the successful candidate.

Upon review, the Libraries realized this was not a realistic job description nor were the applicants what the Libraries had envisioned as the "ideal candidate." Instead, the search proved unsuccessful, and the Libraries soon realized that it was uncertain as to what it was looking for in the position. Another concern was the coordination of this work in one department. After a careful analysis of the job description, the Libraries defined the responsibilities more realistically. Thus, the initial job description was divided into two positions. The Libraries' diversity infrastructure evolved from the Diversity Librarian and a Diversity Committee to the inclusion of a Multicultural Studies Librarian position with liaison responsibilities which strengthened the overall diversity initiatives.

The Libraries' developed the following diversity statement, "UNL Libraries values diversity and empowers our staff to take active responsibility in developing a supportive diverse environment. We will use our talents, expertise, collections and services to coordinate with UNL's effort to embrace diversity" (University of Nebraska-Lincoln University Libraries, 2008). This statement made it the entire library staff's responsibility to create a positive environment for current and new staff. Open forums for staff allowed for conversations and discussions about diversity and the direction of the diversity initiatives. Personal stories and group icebreakers helped break down the awkward barriers between staff members and initiated conversations. The Diversity Librarian, together with the Staff Development Officer, provided the mandatory diversity education. The information presented by the facilitator through interactive learning experiences gave the faculty and staff a common set of skills and information via which to discuss and view diversity.

These presentations affirmed each staff member's background, knowledge, and understanding of diversity while providing a more balanced interpretation of diversity and strengthened inclusion. These activities opened the door for buy-in by librarians and library support staff. The immediate action to collaborate with other library committees and the participation in group activities also energized the Libraries to tackle issues related to the work climate. The Libraries had not previously attracted a large number of candidates from diverse backgrounds. Therefore, the goal was to work on fostering a welcoming environment for the potential candidates.

The Diversity Librarian, who reports to the Associate Dean of Administration, successfully helped identify candidates and recruit the Multicultural Studies Librarian, a member of the Reference and Instructional Services Department (RIS), who serves as the library liaison to the UNL's Institute for Ethnic Studies. Later, another opportunity to create a dual position in Technical Services and Multicultural Services expanded the responsibility for diversity beyond RIS which strengthened the Libraries' diversity initiatives. UNL's Diversity Librarian discusses her experience below:

I'm glad that I have the opportunity to shape this vision of incorporating diversity and multicultural issues into the fabric of the organization. When I introduce myself to other librarians of color that I am the "diversity librarian" --and also from

Nebraska, they look at me with surprise, as if to say--are you the diversity? People do not associate Nebraska with being a desirable location to live for people of color, therefore UNL has to be very creative and connect potential candidates with not only faculty and staff in the libraries, but also from other departments in the university and in the community. This will allow them to ask their questions like "Can I live here?" and "Will my partner or spouse be able to find a job?" Including other professionals from the community and university can also establish a network for them to find mentors and connections to live outside of the job.

Currently, the Diversity Librarian wears many hats. Not only does she work collaboratively with other librarians, she also coordinates staff's diversity education and diversity initiatives in the Libraries through the Diversity Committee. She serves as a liaison for other academic departments and campus programs involving multicultural studies and services, and also as a reference librarian. In addition, she assists with liaison duties in ethnic and multicultural studies, and serves as a resource person for appropriate subject specialists by assisting them to strengthen diversity collections.

The Libraries' vision is to incorporate diversity and multicultural work groups throughout the library. It is important to note that although these positions work together and are considered the Multicultural Services Team, the positions report to different units of the library. This model was designed to prevent diversity from staying in one silo of the library by spreading its impact throughout the Libraries, thereby encouraging more individuals in the library to assume ownership for learning and making our library a more welcoming environment.

Recruitment Plans: How Do We Get Them Here?

As best practices for recruitment had suggested, UNL created entry-level positions and attempted to take advantage of this form of passive recruitment by consistently placing job advertisements on LISTSERVS as well as by advertising at graduate schools of library science with increased minority enrollments. Not only did the UNL Libraries contribute financially to these programs, it also gained access to the resumes of minority librarians interested in research libraries. While the Libraries were successful in recruiting a number of people to its pools, it was difficult to find candidates who were qualified and/or were willing to relocate to Nebraska. The creation of entry-level positions as well as this form of recruitment resulted in a few hires over the years; however, the newly hired faculty did not remain at UNL.

Historical accounts show that some librarians from underrepresented groups were offered positions, but declined the offers because of personal and family reasons. For some, this demonstrates their inability to see themselves fitting into the organization or living in Nebraska. Therefore, barriers can be geographic, professional, and/or personal. Although Nebraska is in the nation's Midwest, there are no large groups of people flocking to the research opportunities at the university, nor does it have a large urban draw. While professional opportunities are numerous at UNL and the university does support dual-career opportunities, securing the second positions for the dual-career candidates is not guaranteed. The City of Lincoln also lacks the kind of job opportunities bigger cities can offer for the candidates' spouses or partners.

Geographic challenges are revealed early as candidates arrange travel for the interview and discover that traveling to and from Lincoln is not convenient. By marketing positions as entry level, candidates can then be persuaded to discuss the position as a stepping stone in the career path, which encourages candidates to look at the "big picture" and see working at the UNL Libraries as possibly a short-term, instead of lifetime, commitment to a job.

There have been several ways the Libraries have attempted to increase the number of faculty from underrepresented groups over the years. One of the more commonly employed methods is targeted or active recruitment. The UNL Libraries has often used active recruitment to solicit applications of diverse individuals who may not have considered moving to less than perfect geographic locations. We define active recruitment as recruitment activities such as sending job announcements to targeted prospective applicant groups, and/or attending conferences and personally inviting individuals to apply for a particular position. This type of hands-on recruitment provides a friendly face to applicants who may have never considered Nebraska as a possible employment opportunity.

The impact of our recruitment efforts has developed a team that focuses on diversity, multicultural and global issues. The team concept not only supports recruitment efforts, but it also provides support for professional development in academic libraries.

One of the most daunting challenges faced by all librarians looking to relocate to a new job is discovering if they can be happy living in this new area. UNL faces the additional challenge of being a predominantly white institution where diversity is not always readily apparent. Thus, minority librarians tend to be reluctant to relocate to the area. This proved true for the current Multicultural Studies Librarian at UNL, as she shares below:

When I was first approached to apply for the Multicultural Studies Librarian position at UNL, I openly admitted that I had never considered Nebraska somewhere I could envision myself living and working. This all changed after I visited Lincoln and had the opportunity to meet my future co-workers. I felt immediately welcomed and encouraged to view this position as a starting point for my career. The personalized communication and willingness to openly discuss the community were great influencers in helping me make the difficult decision of leaving my hometown and moving to a state which I had difficulty locating on a map prior to applying!

In recent searches, members of the Multicultural Services Team have assisted in the recruitment of diverse librarians by providing friendly faces and the opportunity to ask questions which are outside the professional scope of the position, often addressing lifestyle-related questions, providing tours of the city, and serving as contact persons after candidates accept the position and begin the moving process. When the new librarians enter the institution, they have potential allies and mentors who can help navigate living in a new city as well as provide support within the Libraries as they learn their new job responsibilities.

Retention: They're Here, Now How Do We Keep Them?

Retention of library personnel revolves around the issues of professional growth and the ability to live comfortably in the community. Based on the literature, professional growth and successful retention efforts consist of the following: mentoring, networking, and supportive work environment. Mentoring within and outside the organization can provide opportunities for committee work, networking, collaborative projects and opportunities to assist junior faculty in working through the tenure process. Strategies employed at UNL to provide a supportive work environment include frequent meetings with department heads, annual evaluations which help librarians stay on track towards promotion and tenure as well as providing travel funds for attending professional meetings. Thus, travel funds to conferences increase the library faculty's ability to network with others in the field and strengthen ties beyond the institution. On the UNL campus, the Multicultural Services Team's outreach activities also provide networking opportunities, while strengthening the Libraries' ties with the campus community.

Mentoring can also provide the necessary encouragement and direction for career advancement, identification of opportunities, as well as nurturing discovery in research areas and providing the opportunity to partner with colleagues on research projects. Most importantly, a work climate that promotes diversity provides a supportive work environment where minority faculty feels welcome. At UNL Libraries, the diversity training helped foster and create a welcoming environment for the new minority librarians. The ongoing work by the Diversity Committee and by the Staff Development Committee also helps sustain a positive diversity climate in the libraries.

With respect to the ability to live comfortably in Lincoln, the cost of living is relatively low and affordable, with a public school system providing high quality public education and extracurricular activities for children while spouses can take advantage of tuition remission opportunities for continuing education. Although Lincoln is a city with small minority populations, ethnic and natural foods grocers and restaurants can be found, thus providing some level of living comfort for minority library personnel. In short, Lincoln may not have everything a big city can offer, but it can provide good living quality for minority librarians. For the Multicultural Services Team members, perhaps the bigger issue is the workload issue, which will be discussed later in the section on challenges faced by the team.

As mentioned earlier, professional growth is integral to retention and is often influenced by internal and external factors. Internally, teamwork is the key for a new beginning of diversity and multicultural services. The team's collaborative efforts impact services and policies in the Libraries as well as on the UNL campus, in the state, and globally. Individually, each team member has been able to find her niche in her research area, liaison responsibility, and collaborative programs. For example, the Metadata and Multicultural Services Librarian found her niche in the University's China Initiatives:

With a dual position in Metadata and Multicultural Services, I found it challenging to find projects which complement the dual services to ease my dual workloads. Fortunately, I could manage to do so with some projects when opportunities arose. I could apply both expertise in metadata and multicultural services to support the University's China Initiatives. In the Fall Semester 2007, the Confucius Institute opened its twentieth institute in the United States at UNL: http://confuciusinstitute.unl.edu/. I could use my metadata expertise to coordinate the effort to catalog and display the CJK character suite (Chinese, Japanese, and Korean characters) in our IRIS Catalog. Currently, the Cataloging Unit has cataloged over 700 titles of books, DVDs, CDs, and software for the institute. With my second duty in Multicultural Services, I also informally liaised with UNL lecturers in China and others to support the new dual-degree programs UNL established with Xi'an Jiaotong University City College (XJTUCC) in Xi'an, China, and Zheijiang University City College in Hongzhou, China. I plan to work with other librarians and the Writing Center to pilot integrate services of library instruction and writing support to prepare for these new transfer students, with the first group from XJTUCC to arrive on campus in the Fall Semester 2009.

The work of the team had an impact on the image of the Libraries on campus, as other campus administrators have commented, "You're everywhere now!" The Multicultural Services Team has taken the initiative to provide academic services to non-academic units on campus who have direct contact with the majority of new students. The team has participated in orientation programs for incoming International, transfer and non-traditional students. It has also worked with support services for low-income, first generation college attendees as well as partnering to coordinate and sponsor programs with the department of Residence Life and Women's Center.

Other external factors have had a great impact upon the team members' professional development. The existence of the ethnic caucuses associated with the American Library Associations and the ARL Diversity in Libraries conferences provide leadership and networking opportunities. The conferences, in particular, provided forums for exchanging ideas for implementing diversity and multicultural services at the local institutions. More importantly, the retention of librarians with faculty status centers on the progression towards tenure, which means having the institution's support to do research, and opportunities for professional development on campus and in professional organizations at the state and national level.

Challenges to a Collaborative Effort

The creation of a Multicultural services team was a wonderful step in expressing and reinforcing the commitment the UNL Libraries had to diversify; however, this step did not come without challenges and issues which the team is currently facing. As positions have evolved, the team has had to take a hard look at the dynamics of the group. The challenges included defining boundaries, workload management, and team members housed in different areas of the library all of which make everyday interaction and collaboration difficult.

As previously stated, one of the challenges for diversity positions is the workload and job description issue. This can be especially true as it is not uncommon for the lone minority to be appointed to multiple committees in order to represent "the" minority point of view (Musser, 2002). This issue experienced firsthand by one member of the team who took on the Women's and Gender Studies library liaison responsibilities in addition to her duties as a metadata and multicultural services librarian. This additional work created an overwhelming job description with three positions combined into one. This job description change presented the team member with the challenge of balancing research, teaching, and service, as well as having anything like a satisfying home life as stated by Musser. These issues have raised questions regarding who should be monitoring these types of workload issues and whose responsibility it is to ensure that new faculty are not overwhelmed with assignments. Libraries should begin to evaluate what support mechanisms it has in place to help junior librarians of color in predominately white institutions deal with, as Alire (2000) states "the constant need to dispel minority faculty stereotypes, and/or the pressure to represent all minorities in many campus settings" (p. 28).

This new diversity initiative is still evolving and the future direction of the Multicultural Services Team is unclear. Advantages to the team structure include the opportunity of working in a collaborative team based atmosphere, institutional isolation is minimized while providing a cohort to publish, present, and informally mentor. Unresolved issues for the team are the ability to remain self directed while meeting expectations of library administration and the overall relevancy of the diversity initiatives to the Libraries' strategic plan. The next step is to develop an assessment plan for Multicultural Services and increase partnerships with other library departments.

FUTURE RESEARCH DIRECTIONS

As suggested in the 2007 ACRL White Paper, there is much need for empirical data on the recruitment and retention of minority professionals in LIS (p. 6). Specifically, the authors recommended ACRL to urge its members to provide data for decision-making and goal settings. In light of UNL Libraries' experience and what has been discussed in the literature, we suggest the following future research agendas to support future practice in the recruitment and retention of minority professionals.

- Assess diversity recruitment initiatives
- Assess the climate on diversity in libraries. UNL Libraries administered the Organizational Climate and Diversity Assessment (ClimateQual) Survey in 2009.
- Conduct longitudinal studies of diversity recruitment initiatives and impact on minority professionals along their career paths into administrative positions. The data should be collected starting at first entry into the profession and throughout individual careers.
- Measure the impact of ethnic caucuses in recruitment, leadership skills and social networks of support for minority librarians.
- Research the contributions of librarians who have championed diversity initiatives in their organizations. Some exemplars include: Dr. Kathleen de la Peña McCook, Dr. Clara Chu, Barbara Dewey, Dr. Teresa Neely, Dr. Mark Winston, Dr. Joan Giesecke, Dr. Camila Alire, Carla Stoffle, and Joan Howland. This can be a fertile research ground for library historians to study the lives and the contributions of these notables by identifying their strategies, traits, strengths and weakness for the next generation of minority professionals.

CONCLUSION

Diversity is an ever-evolving process at the UNL libraries and in academic libraries that requires constant attention and administrative commitment to guarantee its survival. The ability to learn, change, and grow in the profession benefits individuals, libraries and the profession as a whole. According to the 2006-2007 ARL Salary Survey Statistics, only 13.5 percent of professional staff at ARL libraries are from underrepresented groups, so the recruitment and retention of library faculty of color continues to be an issue ten years after the inception of a multitude of recruitment efforts across the country.

The UNL Libraries is no exception in facing this challenge. However, it has identified and implemented several strategies with the successful recruitment and retention of diverse librarians of color as well as developing the diversity infrastructure to sustain its efforts. The Libraries' strategies include providing financial and professional support for diversity-related positions and services, identifying the right person for the job, as well as creating the diversity strategic plan. These strategies have proved successful as the Libraries continue to recruit minority faculty involved in ARL Diversity Initiatives for positions ranging from Associate Dean to entry level librarians. As the result, the number of minority librarians has increased from one faculty or 2.6% of the faculty in 1999 to six faculty or 12.2% in 2009.

Beyond recruitment, UNL Libraries has also learned that investing in diversity education, soliciting buy-in from stakeholders in the Libraries and on campus, collaborative programming and services, and mentoring minority faculty's research are crucial for the retention efforts. As an outcome, the Libraries' Multicultural Services Team was created in 2007. Based on the team's almost two years of experience, the best practices for creating and sustaining programs similar to the Libraries' Multicultural Services Team may include the following:

- Sustain the positions by positioning the services in long-term strategic plans
- Actively recruit to attract diverse applicants
- Be flexible with job descriptions to enable adjustments to meet future library needs

- Make diversity everyone's business. While diversity focused positions can take the lead on some initiatives, the institution should allow opportunity and encourage others in the library to become involved
- Create pathways for individuals from underrepresented groups to enter the profession. Provide advancement opportunities for diverse library staff and student workers by promoting careers in librarianship within the library and local high schools.

While UNL Libraries has embarked upon building strong diversity initiatives and enjoyed some success in the recruitment of minority faculty, it nevertheless experienced challenges in the collaborative efforts. But with the Libraries administrators' commitment to diversity initiatives and the chance for the team to evaluate the program and to plan for assessment, it is likely that the Libraries' diversity programs will become sustainable. The bottom line of the future of the diversity programs, however, lies in the long-term commitment of the Libraries as a whole. Thus institutions must continue to recognize the benefits diverse faculties bring to the organization and to the whole university environment as UNL Libraries' Multicultural Services Team has exemplified.

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Chapter 4
Librarians for Tomorrow at the San José Dr. Martin Luther King Jr. Joint Library

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ABSTRACT

Recruitment initiatives at San José State University date back over a decade. SJSU and local librarians and faculty from the School of Library and Information Science and local libraries have been partnering with professional organizations by sponsoring recruitment fairs, ice cream socials and other gatherings at SJSU and in the broader communities to recruit individuals to attend library school. This paper provides a review of the literature regarding recruitment and retention of students of color in library schools. Also included is a review of the factors that lead to the decision to become a librarian. It provides a description of the IMLS Librarians for Tomorrow Program at San José State University. Challenges and recommendations for future study followed.

INTRODUCTION

Recruitment initiatives at San José State University date back over a decade. Librarians from San José State University (SJSU), San José Public Library (SJPL) and other local librarians and faculty from the School of Library and Information Science (SLIS) have partnered with professional organizations such as REFORMA, CALA, and BCALA to coordinate focused recruitment to library staff and SJSU undergraduates to increase the number of minorities entering library school and the library profession. For many libraries, the percentage of minority librarians in the work place has not equaled the minority populations of the communities they serve. Additionally, there exists a projected decrease in minority librarians due to retirement. The need to find and train new minority librarians is critical.

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Although this is the 21st century information age, the digital divide still exists for many in the United States especially for the minority populations, low-income, undereducated, and elderly. One way to bridge this divide is through recruitment, training and hiring of minority librarians who understand the needs of these diverse populations because of their bilingual and bicultural competence.

This chapter includes a review of the literature regarding recruitment and retention of students of color in library schools. An overview of the factors that lead to the decision to become a librarian is provided. In particular, we will discuss the previous recruitment efforts that lead to the IMLS grant award for the Librarians for Tomorrow program, and its strengths and challenges as a new cohort of librarian train to help users move into the twenty-first century's technology and access to information. Challenges and recommendations for future study follow.

Literature Review

The Role of Libraries in the Digital Divide

Accessibility to technology and information has increased for many people across the United States especially as new technologies are adopted by many of the younger generations. Daily there are examples of this growth as people use their cell phones or laptops to tweet, send instant messages to friends and family, check Facebook accounts, and play with their iPhone applications.

Access to and use of these new technologies represents a positive step towards filling the digital divide gap of the "haves" and "have-nots" as reported in the National Telecommunication & Information Administration's profile, *Falling through the Net* (1995). However, almost fifteen years later, some populations such as Latinos, African Americans and Native Americans experience the digital divide more than Whites and Asians. A Pew survey indicates that Hispanics use the Internet less (56%) compared to Blacks (60%) and Whites (71%), (Fox and Livingston, 2007). People with higher education and income levels had higher levels of Internet use. Internet users who have completed high school education indicated a higher Internet usage at 63% compared to 44% for people who had less than a high school education, (Fox & Vitak, 2008). People who earn less than $30,000 a year use the Internet less (53%) compared to people who earn $75,000 (95%). People whose dominate language is not English use the Internet less as well. Only 32% of Spanish-Dominant Hispanics use the Internet as compared to English Speaking Hispanics use at 78%, (Fox & Livingston,2007). Senior citizens over the age of 65+ continue to have lower rates of access and use (35%), (Fox & Vitak, 2008).

In response to the digital divide, libraries and librarians have played an important role in helping to facilitate access to computers and information. Most public libraries in the United States provide Internet access for their patrons by providing computers (95%), and applying for federal E-rates to help pay for telephone and Internet services, IMLS (2004). Many libraries train their staff to help patrons use the technology. In fact, librarians who can teach their users how to use the computers, and search the Internet are the most important factor in helping their communities learn how to access needed information, IMLS (2004), funded by the Bill& Melinda Gates Foundation.

Diversity

Does diversity matter? Recruiting and retaining library school students from underrepresented groups has been a challenge for the profession for decades. The lack of diversity is an especially important issue in light of the upcoming shortage of librarians and changing demographic trends. Howland (1999) stated that, "at the heart of the issue of building a more inclusive profession, however, is the retention and promotion of librarians from diverse backgrounds" (p. 4). Traditionally, librarianship has been a white female-dominated profession, and has not become any more ethnically diverse than traditionally white male-dominated professions such as law, medicine, engineering, and architecture as Howland discovered (p. 6).

According to available census data projections, the United States is becoming more diverse - culturally and demographically. By the year 2050, four minority groups (i.e. African, Asian, Hispanic, and Native American) will constitute almost half of the nation's population (Minority Business Development Agency, 1999). To better serve this increasing diverse population, Kim & Sin (2006) highlight the importance and value of a diverse workforce, "interpersonal similarity, such as ethnicity, increases ease of communication, fosters relationships of trust and reciprocity, and promotes a sense of belonging and membership" (p. 82-83). Recruiting and training librarians who understand the language and cultural backgrounds of their diverse users is another important way that libraries bridge the digital/information divide for their patrons.

Kim & Sin have conducted extensive research in this area. In three studies published in 2006, 2007 and 2008, the survey results consistently show the gaps between persons of color in library school compared with the communities they serve. As stated in 2008, "The continued underrepresentation of ethnic minorities in the LIS field has raised concerns among LIS educators and professionals for decade" (p. 154). Statistics have consistently shown that the student population in LIS schools/programs is less diverse than the U.S. population.

Inadequate numbers of students of color in LIS programs result in the shortage of librarians of color. Hall (2006) pointed out that libraries and their communities suffer when there is a lack of diversity in their workforce. She recommends that recruiting diverse library workers should be a behavioral change not just an attitude change. This shortage of diverse librarians is especially worrisome for Hispanic and African Americans, according to Lance (2005).

Changing Demographics

According to a 2004 report by the Association for Library and Information Science Education, "In the United States, minority populations… are projected to reach 47% of the nation's population by 2050. In contrast, schools of library and information science (LIS) report that only 11.2% of their students are from minority populations." Three years later, this imbalance hasn't improved much as Kim & Sin (2007) reported, "In the LIS field, --- minority groups constitute only 10 to 12 percent of the LIS student and librarian populations --- the proportions of ethnic minorities in LIS student and librarian populations remain significantly lower than in the U.S. population" (p. 534).

The recent ALA study, *Diversity Counts* (2007) places this within a library context, noting that one of the most crucial issues facing the library profession is the lack of diversity among holders of MLIS degrees. "The challenge lies not in the lack of diversity among library staff, but more generally in the lack of diversity among holders of master's degrees" (Lance, 2005). "Diversity in staffing emerged as an important issue during the past few years, along with the need for libraries to reflect the communities they serve" (Jordan et al., 2006, p. 56).

An earlier study by Espinal (2003) reported that, "For every 9,177 Latinos, there is one Latino librarian, as opposed to one white, non-Latino librarian for every 1,830 white non-Latinos" (p. 19). With the growing number of Latino/Chicano populations in major metropolitan areas, the need to recruit librarians of color is an urgent call.

Recruitment Efforts from ALA, IMLS and ACRL

Some of the high profile programs initiated by ALA to recruit, retain, and support librarians of color are the Spectrum program (2007-), support for the first Joint Conference of Librarians of Color (JCLC) in 2006, and the Emerging Leaders Program (2007-). Examples of IMLS funded Library Education programs to recruit librarians of color are the Knowledge River program at the University of Arizona, the "Grow your own Librarian" collaboration between the City of Dallas, Texas and Texas Library Science schools, and the Librarians Leading in Diversity Project coordinated by the Indiana State Library. Continuing leadership and coordination from ALA, library schools and other library professional organizations is needed to increase the number of students of color who opt for a career in library science.

In 2002 ACRL's Ad Hoc Task Force on Recruitment and Retention Issues published the white paper, *Recruitment, Retention and Restructuring: Human Resources in Academic Libraries* to address the changing needs of the professional workforce. In 2007 Neely, Peterson and ACRL modified this white paper and published, *Achieving Racial and Ethnic Diversity among Academic and Research Librarians: the Recruitment, Retention and Advancement of Librarians of Color*. Neely and Peterson concluded, "The current environment for the recruitment, retention, and advancement of people of color in academic librarianship remains virtually unchanged since the appearance of the 2002 white paper" (p. 562).

Decision Factor: Why Minority Students Choose LIS

To understand the deciding factors when minority students choose library and information science as a major and to choose librarianship as a profession, Kim & Chiu (2007) conducted two national studies to investigate factors related to recruitment and academic librarianship and subject specialization. The top five factors that attract those students to choose librarianship are: intellectually rich environment, nature of the library work, experience of working in a library, the quality of work life, and wanted academic job but not conventional classroom teaching (Kim, Chiu, Sin & Robbins, 2007).

In these studies, Kim and Chiu reported on the importance of "role models" in the decision to become librarians, "As role models seem to be important in recruitment in general, a question worth exploring further is, "Who are the role models that can motivate individuals to pursue studies in LIS?" The findings of Study 2 offer some insights on this issue. The most influential role models were "academic librarians" selected as a motivating factor by 39.2% of the respondents and "public librarians" selected by 21.5% (p. 546).

Culturally, Asian Americans often choose professions in engineering, medical science and law (Dundes 2009, Tang 2002). Latinos/Chicanos tend to choose education and social science careers as professional aspirations. Role models played an important factor in career choice among Latinos (Duffy & Sedlacek, 2007). Further recruitment to reach these groups is highly recommended.

Background

History & Demographics: San José, California and San José State University (SJSU)

El Pueblo de San José de Guadalupe was founded on November 29, 1777 as the first town in the Spanish colony of Nueva California. The city of San José was incorporated in 1850 and it served as the first capital for the State of California. San José is the third-largest city in California, and the tenth-largest in the United States. San José is located at the southern end of the Bay Area, a region commonly referred to as Silicon Valley, and is about 45 miles south of the San Francisco International Airport. Once a small farming city in an area once known as the Valley of Heart's Delight, San José became a magnet for suburban newcomers in new housing developments between the 1960s and 1990s. San José is now the largest city in Northern California. The United States Census Bureau estimates[1] approximately 1.8 million residents live in the metropolitan area (US Census, n.d.).

The City of San José is one of the most diverse metropolitan areas by race and ethnic groups in the United States. According to the 2005-2007 American Community Survey 3-Year Estimates (US Census Bureau, n.d.)[2], 49.3% of the population in the city is white, 31.3% is Hispanic or Latino of any race, 30.7% is Asian, 3.2% is Black or African, 0.5% is American Indian & Alaskan Native, 0.4% is Native Hawaiian & other Pacific Islander, 12.6% claim other race or ethnicity, and 3.2% report two or more race or ethnicities. Furthermore, 51.2% of the population 5 years and over speak a language other than English at home. This is one of the few metropolitan areas in the United States where the white population is not a majority.

SJSU is the oldest campus of the California State University System with 29,975 students enrolled in 2005. According to the *U.S. News & World Report*, (2007, September 1) SJSU[3] is one of the most diverse campuses in terms of ethnicity in California ("Distribution of Student Majors by Gender and Ethnicity," n.d.). The distribution of the student population by ethnicity is as follows: 31.4% Asian, 26.67% white, 15.5% undeclared, 13.9% Hispanic, 4.3% African, 7% Filipino, 0.7% Pacific Islander, and 0.5% American Indian. In order to better serve these very diverse city and campus communities, the University and City successfully built a joint use library that opened in 2003. More than 10,000 persons use the facility each day. Total circulation figures for both SJSU and SJPL collections exceeded 80 million items as of January 2009. Since the opening of the joint use Dr. Martin Luther King Jr. Library, collaboration between the San José University Library and the San José Public Library has grown.

School of Library And Information Science (SLIS) at San Jose State University

According to Director Ken Haycock, SLIS is the world's largest graduate program "with more than 1,700 students currently enrolled." He outlined the program in "Building the world's largest MLIS Program" in the 2008 edition of the *Bowker Annual* (2008, p. 36). The (*SLIS) 2008 Annual Review*[4] reports that SLIS students currently reside in 45 states and 12 countries ("School of Library and Information Science," 2008). The SJSU SLIS program requires 43 units. The dynamics of the program attracts students from around the nation and around the world. Enrollment increased to 2700 students in 2008 (US News and World Report, n.d.).

SLIS is a recognized leader in its effective use of emerging technology to support distance learning. By Summer 2009 all SLIS classes will be taught online. Instructors conduct online lectures that integrate multimedia, learning management systems, and the latest state of the art technologies to facilitate coursework. In 2007 SLIS established a Second Life island. News sources including *Library Journal* (2007, June 15), *College & Research Libraries News* (2007, June), and *US News & World Report* (Graves, 2008) have highlighted SLIS's innovative use of Second Life. New students are required to take a course on "Online Social Networking: Technology and Tools" that covers topics related to social networking, web conferencing software, virtual reality tools and emphasizes team assignments. Students have the option of completing an electronic portfolio as a culminating course. "Students who choose the *e-portfolio* gather digital artifacts from their coursework, internships, and other experiences to demonstrate their mastery of the profession's core competencies," as stated on SLIS's website.

SLIS extends learning beyond the classroom by supporting an active colloquia series. Leaders in the field are invited to make presentations about topics related to policy issues, service delivery and issues affecting the profession. Presentations in the SLIS Colloquia Series are recorded, close captioned and available on the School's web site. As a result of these varied online learning experiences, SLIS graduates are prepared to guide their future user populations across any digital divide they may encounter.

Recruitment Initiatives at San José State University and the San José Dr. Martin Luther King, Jr. Joint Library

Recruitment initiatives at San José State University date back over a decade. Receptions to recruit potential students have been scheduled to coincide with special events to welcome Spectrum Scholars and Fullbright Student Scholars. (See Spectrum Soiree at San José, *American Libraries*, August 1999, p. 6). Student workers and paraprofessionals from local libraries have been personally contacted and invited to attend these events.

SJSU librarians and faculty from the School of Library and Information Science and other local librarians have been partnering with members from professional organizations to sponsor recruitment fairs to recruit individuals to attend library school. These professional organizations included the Asian and Pacific Islander Librarians Association (APALA), the Black Caucus of ALA (BCALA), the Chinese American Librarians Association (CALA), and Bibliotecas Para La Gente, the San Francisco Bay Area chapter of REFORMA. The group has sponsored panel discussions by library administrators and key leaders from the broader San Francisco Bay Area to address issues related to the information needs of our communities.

In 2006 librarians representing REFORMA and CALA networked to create outreach activities at the university and city joint use King library, for SJSU and SJPL library staff and the SJSU students and community members. Outreach programs included an ice cream social and a lunch meeting with a panel of distinguished librarians of color. Each program was an opportunity for people of color to meet SLIS program representatives to learn about applying to the SLIS program at SJSU. REFORMA and CALA members were on hand to meet and network with attendees and encourage interest in applying to the SLIS program.

At the Ice Cream Social, library staff from the King Library as well as from the other SJPL branches were invited to participate. Invitations and flyers were sent through email networks. Branch supervisors encouraged their employees to attend the social. Organizers requested and received donations of ice cream, cups and coupons for free ice cream from a well known neighborhood ice cream shop and the local REFORMA chapter. Turnout for the event was balanced between library employees interested in learning about library school, library staff currently attending library school, and community people. Ken Haycock, Director of SJSU SLIS program, presented program information and answered questions. Attendees had a chance to learn about library school opportunities, and network with librarians and library school students.

At the lunch meeting librarians of color in leadership positions in Northern California libraries were invited to share their experiences in getting involved in libraries with SJSU students and community members. This was a good opportunity for people to hear how seasoned librarians began their careers as they were considering whether to begin their own careers by applying to SJSU SLIS program. This lunch meeting was a combined effort by the librarians at the King Library and the staff and faculty in SJSU SLIS program.

These events were broadly publicized in the local media including Chinese, Vietnamese and

Spanish press, campus student newspapers, intra-library announcements and electronic listservs. Recruitment programs have taken place at San José State University and at other libraries in the greater Bay Area.

The cumulative direction of these outreach activities encouraged SJSU, SJPL, and other community partners to expand the already on-going recruitment activities by submitting a proposal to the Laura Bush 21st Century Library Program for a pilot project to recruit students of color to attend the San José State University School of Library and Information Science. Several of the librarians who participated in the recruitment activities were consulted during the proposal process and later were invited as mentors to the new Librarians for Tomorrow students.

The Project: Librarians for Tomorrow IMLS/Laura Bush 21st Century Librarian Program

The Institute of Museum and Library Services is the primary source of federal support for the nation's 122,000 libraries and 17,500 museums, (http://www.imls.gov/about/about.shtm). Its mission is "to create strong libraries and museums that connect people to information and ideas." Furthermore, it started the Laura Bush 21st Century Librarian Program in 2002; since then IMLS has awarded more than 100 million dollars to recruit and train the next generation of librarians. By June of 2008, "IMLS helped fund the education of 3,220 masters degree students, 186 doctoral students, 1,256 pre-professional students and 26,186 continuing education students" as stated in its website at http://www.imls.gov/news/2008/061708.shtm.

To further advance the joint efforts in recruiting more students of color to the library profession, San José State University was awarded a $943,000 federal grant from the Institute of Museum and Library Services to launch a three-year project to recruit ethnically, culturally, and linguistically diverse individuals into the library profession. The multi-year project provides fifteen individuals with full scholarships, as well as stipends to defray living expenses. The partners in this project are San José State University Library, the San José Public Library, the School of Library and Information Science and National Hispanic University. The students that were selected to participate in the grant are a highly talented group. Many have already completed advanced degrees and demonstrated a commitment of service to their communities. Among the cohort, 3 are African American, 6 are Asian/Pacific Islander American, and 6 are Latino/Chicano/Mexican American.

Components of the Program that Support Student Success

Financial Support

Student scholarships cover tuition costs, student fees, and course materials. In addition, each student receives a laptop computer and printer. A $1,000 monthly living stipend is provided to students (enrolled in 8 or more units each semester or 6 or more units in summer school.) Professional development is supported by providing funds for student memberships in professional associations as well as attendance at two professional conferences while in the master's program.

Other financial support is available for students who require further financial assistance to complete their MLIS degree beyond two years. Ideally, it will be a paid internship at the joint use library. Students will be able to both earn additional money towards their living expenses as well as gain further experience working in an urban library serving a diverse population.

Cohort Support and Distance Education Programs

Researchers have investigated many facets of distance education library and information science programs. Barriers to effective online distance education programs include: access problems to resources, technology problems, isolation of students, student pressures, demanding instructors, and unclear or changing course requirements and unclear course expectations.

Pribesh, Dickinson and Bucher (2006) in a comparison study of online and face-to-face cohorts found that cohorts performed differently on certain project components but overall cohorts did as well in courses as did students in traditional classroom settings. Kim and Kusak (2005) conducted research to gather information from employers regarding newly minted MLS librarians. Major concerns are the development of social and communication skills typically found in job interviews. Employers felt that students should be able to develop or polish those skills with an onsite internship and the close communications among themselves or with the mentors. Employers were less concerned with how a student studied, online or in person, and were more focused on the importance of students gaining relevant work experience. Kim and Kusak suggest that recent graduates emphasize the technology skills they learned and outline these advantages.

As stated earlier, by Summer 2009, all classes will be offered online at SJSU SLIS. One element of support for the student cohort in the Librarians for Tomorrow involves participation in a "social cohort" - to reduce isolation and cultivate peer support. Students attend core courses together. Throughout the program, they participate in social networking and professional development activities, including attendance at local conferences and leadership seminars. These ongoing activities forge bonds among students and fortify relationships among mentees and mentors, professors and students, and library supervisors and student workers in this cohort.

Consultant Patricia Tarin, founder and past Director of the Knowledge River Program at the University of Arizona, presented two workshops for students and mentors in August 2008. One workshop, "Strategies for Success in Librarianship: Trends & Issues," focused students' attention on strategies they can use to succeed in an online learning environment. (See Appendix C for workshop highlights.)

Curricular Offerings/Courses

A specially modified curriculum was designed to enhance students' understanding of service to diverse communities and leadership in cultural communities. Students will complete three required electives that focus on the information needs of diverse communities, leadership development, and the digital divide. They are as follows:

1. Library Services for Racially and Ethnically Diverse Communities - this course focuses on the issues associated with providing information services to diverse groups and developing effective services in response to their information needs.
2. Seminar in Contemporary Issues: The Digital Divide – this course provides information on access to information in society - who has ready access to information and communication technology and - who does not, drawing insights from a local study on the societal implications of this digital divide.
3. Professional Networking and Trend Spotting – this course exposes students to a facet of professional life - conference attendance and participation, in a structured and facilitated manner.

In addition to the three mandated electives, students can take advantage of several SLIS electives on other topics related to diversity, such as Library Services to Latinos, Library Services to Native Americans, or Designing Information Products for a Global Audience. The SJSU SLIS curriculum offers a variety of course selections depending on program track and interests.

Additionally, students will be invited to participate in two semester-long internship courses. The internship courses will provide hands-on supervised experiential learning in one of our participating libraries—a large urban academic library, an academic library at a small college serving Latinos, or one of the twenty branches of the San José Public Library. The internships will have defined learning objectives and professional-level activities that allow students to practice the skills that they are studying in their classes. Guidance will be provided by the SJSU SLIS internship supervisor, with coaching and assessment provided by an on-site supervisor.

Librarians for Tomorrow: Mentors

Each student is assigned a mentor who is a working librarian from various libraries with extensive professional involvement and leadership experiences. Mentors were matched to students based on professional interests, career objectives and geographic location. Some of the students reside in the San Francisco Bay Area and a few in Southern California. The mentors are a highly accomplished group including library directors, city and county librarians, department heads, academic librarians, public librarians, and officers in professional organizations.

Peer support, social networking, mentoring assistance, and other ongoing leadership development activities forge bonds among students and fortify relationships among mentees and mentors, professors and students, and library supervisors and student workers. Another workshop topic facilitated by Consultant Patricia Tarin (2008) focused on the mentor/mentee relationships. The workshop included ideas on how to create healthy mentor relationships, the purpose of mentoring, and helping student grow. See Appendix C for the Mentee/Mentor Partnership Workshop discussion.

Leadership Development

Leadership development opportunities are also supported throughout the program. Through unit tours, presentations, and discussions with the co-managers and senior administrators of the joint city-university King Library, students will be introduced to public and academic librarianship – within the context of a complex communication, decision making, and planning organization. These insights will be supplemented by tours of selected public library branch facilities and discussions with branch managers who will provide students with a broad overview on the diversity of Silicon Valley library services. Students will attend professional association conferences with their mentors, who will coach them on professional development and professional networking experiences.

Leadership skills will be further cultivated through participation in leadership development seminars that focus on critical issues to individuals from underserved groups. To date three leadership development seminars have been offered. This includes workshops on "Mentee/Mentor Partnerships" and "Strategies for Success in Librarianship: Trends & Issues" (Tarin, 2008) and a presentation on "Getting Involved: Participation in Professional Organizations and Opportunities for Leadership*"* (Wong, 2008).

Challenges for Students

Much thought and planning has been devoted to help the Librarians for Tomorrow students complete their degree within two years. To qualify for the monthly stipend, tuition and fee waivers, students must be enrolled in three courses each semester and two courses in summer school. Given that the majority of SLIS students only take two courses each semester, it may not be realistic to expect students in Librarians for Tomorrow program to complete the program in this timeframe.

Most classes are taught online, hence students are often challenged by trying to stay connected. Many students in Librarians for Tomorrow are working full or part time and balancing responsibilities between school, family, and work necessitate excellent time management skills. They also need to attend to course frequency and rotation issues, deadlines and graduation requirements. See Appendix C for Tarin's response to student concerns in the *Strategies for Success in Librarianship: Trends & Issues Workshop*.

Challenges for Mentors

Another challenge is that some mentors, with current budget shortfalls, hiring freezes and retirements, are taking on extra work. Staying connected with their mentees can be challenging to accommodate with busy schedules. Mentors who have made the commitment need to be aware of their obligation to share their expertise and serve as a positive role model. This can be a life-time experience for both the mentee and mentor.

Mentoring should be a mutual relationship to maximize the mentee's potential to grow academically and professionally (Brown, Davis & McCledon, 1999). With students living outside of the geographical areas where mentors live, maintaining a close relationship is a challenge even with the latest communication means. Human touch is essential to nurture that bonding in Asian, African, and Latino cultures. Commitment and devotion are essential to nurture this relationship.

Program Challenges

Financial pressure is another challenge. Tuition and fees increased more than 25% between the time the grant was written and when the students began the SLIS program. The shortfall in funding was a significant obstacle to the initial success of the program. There is an expected 10% increase in fees projected for the Fall 2009 semester for the CSU system.

Three of the students reside in Southern California – this places them in "Special Session" which has higher per-credit fees as compared to Regular Session students. Negotiations with the University administration were necessary to get all students enrolled at the same rates of tuition and fees.

According to the agreement, students are required to enroll in summer school. Because of the budgetary shortfall affecting SJSU, California, and the nation, summer course offerings were reduced due to California State University (CSU) Impaction. Students have been having a difficult time trying to enroll in summer courses. This is partly because of the size and attraction of the SJSU SLIS program. No perks or special privileges are assigned to Librarians for Tomorrow students in terms of course availability.

The IMLS grant has enabled the Librarians for Tomorrow program to recruit and begin training new library science students of color. Soon a new cohort of librarians of color will be ready to work in communities across California. The challenge facing the program is the sustainability of the program for more than one cohort of students. The need for more librarians who are culturally and linguistically competent is great, as is the need to find additional funds to continue training and educating more students of color in library science studies.

FUTURE DIRECTIONS

Much has been written on why students of color chose librarianship as a profession after they have been accepted to the LIS program. Significant literature has been devoted on how to retain students of color in the program and how to retain and promote them as working professionals. Yet, very little research has been devoted on how to recruit students of color to LIS programs. Todaro (2007) suggests:

- Creating a marketing plan for high school counselors;
- Begin recruitment to the profession early;
- Participate in campus activities that allow you to "recruit" younger kids;
- Create opportunities to introduce librarianship as a career to young people;
- Work with school media centers and school librarians to encourage school children and teenagers to consider librarianship as a career.

The University of Arizona's Knowledge River program has offered a WE (Wellness Education) Search program at Tucson high schools to train high school peer mentors to share health information through presentations at school and in the community. One of the program's goals is to help high school students explore a career as a health care information professional (Rendon, et al, 2008). Other programs to recruit high school students are being offered by library systems throughout the US. In addition to recruiting at the high school level, there needs to be increased outreach efforts to diverse student organizations for undergraduates in colleges and universities. A thorough study is needed on ways to reach students of color in high school or college as they choose majors, especially with library science studies as a target major.

Given the range of students that attend the SJSU SLIS program, with students in 45 states and 12 countries, libraries that need to recruit librarians of color can partner with SLIS at SJSU to find new employees. Additionally, libraries can recruit potential library science students for the SLIS program from among their current staff and community members. Recruitment strategies should be developed to target and reach those minority groups.

Sharing experiences and lessons from other IMLS funded library science programs could help the San Jose Librarians for Tomorrow program better tailor the program to meet librarians' needs. The goal of this program is to start a trend and bring awareness to educate librarians who have linguistic and cultural expertise to serve people who are less wired and less skillful in obtaining accurate information. In other words, it is to train librarians who can better help the patrons to bridge the digital divide. A thorough program evaluation will help determine its success and whether applying for an extension of the IMLS grant will enable the continued sustainability of the Librarians for Tomorrow program. Additional funding could help educate more library science students of color to meet the need of the diverse communities.

CONCLUSION

The American Library Association and other professional associations have taken great strides to enhance the recruitment of persons of color to the profession. Long term initiatives by ALA's Spectrum Scholars and the IMLS/Laura Bush 21st Century Librarian are beginning to bring about changes in the demographics of our library schools and in the workforce. Today there are numerous IMLS funded programs in place in library schools and library consortia throughout the nation. SLIS at SJSU has been actively recruiting students of color to the program as reflected in the most recent data, which shows 45% of the student populations are non-white (See Appendix B). One challenge that remains – as library schools increasingly focus on distance education is – how will we be able to recruit and retain students in these programs where there is no social support and connection between students and their instructors? What can be done to enhance "success" in classes connected by the Internet?

Longitudinal research on the success of students who received support from the Spectrum Scholar and other IMLS funded programs like Librarians for Tomorrow is needed. Although the student demographics at SJSU's SLIS program seems to be promising, a large scale national study is needed to learn how to reach and help minority library science students be successful as they become library professionals. The importance of a "role model" cannot be understated in recruiting subsequent generations of people of color to the profession.

The wide spread use of the Internet creates many challenges that have never been seen before in human history as we try to provide access to information for all. If library professionals do not help train or teach users to become efficient learners and evaluators of information resources, library users will be lost in cyberspace. This is a problematic area for minority users who do not have reliable Internet access. The digital divide will shut out access to the information poor or to those who lack access to equipment and to accessible librarians. Minority library users tend to look for people of the same race or ethnicity for assistance. Recruiting librarians of color will not just reflect the community a library serves, but also encourage new users to patronize the library. As Kim & Chiu (2007) stated, "Increasing the representation of librarians of color is one of the crucial steps toward a more pluralistic and equitable society that foster learning" (p. 535). The Librarians for Tomorrow program and the other recruitment activities of the San José Area librarians move us one step closer towards reaching the very important goal of having diverse librarians serving our very diverse communities.

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APPENDIX A

Librarians for Tomorrow Program Timelines

Phase 1 - Recruitment

Recruit Students – Publicize opportunity and recruit students

Brochures and flyers were distributed on the SJSU campus, SJPL Branch Libraries and at National Hispanic University. Flyers and announcements were posted on professional, ethnic and cultural listservs, email and press distribution venues. Recruitment was also conducted via one-on-one interactions.

Enroll students – Screen applicants and select participants

All of the applicants that had "complete" application packets were interviewed via telephone. The applicants were ranked and the ranking was reviewed by members of the Advisory Committee. Alternates were selected in the event that finalists declined to participate in the program.

Confirm participation with selected students, including execution of participation agreements

Letters were sent to all of the applicants in February 2008 (the fifteen persons selected, the alternates and persons not selected). The finalists were requested to provide brief biographical statements and digital photographs for in-house promotional planning.

The IMLS/Librarians for Tomorrow Advisory Committee met in March to review the applicants and to review plans for activities for Fall 08.

Model building – Identify program elements:

Program plan, learning outcomes, learning assessment methods, program evaluation approaches, and construct iterative continuous improvement process.

The Librarians for Tomorrow Advisory Committee, mentors, consultants and students addressed individual, academic, lifelong professional and Librarians for Tomorrow Program "success" at Advisory Board Meetings, orientation sessions and in one-on-one sessions between mentors and students.

Assign Mentors – Invite applications and select mentors, orient mentors to their role and responsibilities. Mentors and mentees participate in leadership workshop on roles and expectations.

Year 1 Activity Development – Design and develop special activities to be offered during Year 1 of MLIS program, including leadership seminars, student networking events, conference participation, and library branch tours.

Phase 2 – Year 1 of Masters Program

Living Stipends and Assistantships –

Students began receiving living stipends in August 2008.

Four students may serve as graduate assistants or work in Dr. Martin Luther King, Jr. Library or at a branch of the San José Public Library.

Library Field Orientation –
Students participated in general orientation to library services via tours and other activities.
Mentoring -
Students receive ongoing coaching from mentors. A mandatory academic advising orientation session for Librarians for Tomorrow students was offered prior to the beginning of the Fall Semester.
Mentors gather program evaluation feedback to inform continuous program improvement.
Cohort Group Activities - Students participate in social cohort for professional development and networking, as well as peer support. Announcements and sharing also take place via a Blackboard account created solely for Librarians for Tomorrow students.
Conference Attendance - Students and their mentors participate in an annual conference
Southern California students attended American Library Association Conference in Anaheim and Northern California students attended the California Library Association Conference in San José. Several students volunteered to work at conference booths for CLA, the School of Library and Information Science and REFORMA/Bibliotecas Para La Gente. In addition, several students volunteered to work at the School of Library and Information Science's "The Future is Within Reach: a Night at the Museum Student Scholarship Fundraiser", held at the San José Museum of Art in conjunction with the California Library Association Conference in San José.
Leadership Seminars - Students attend two leadership seminars presented by library leaders of color and sponsored by SJSU/SJPL and NHU. Library community invited to attend public lecture. Students attend special closed session with seminar presenter and discussing opportunities and challenges.
Year 2 Activity Development - Design and develop special activities to be offered during year 2 of MLIS program including seminars, career placement support, and conference participation.
Consultants for the next phase of Leadership Skills Development Seminars have been contacted. Details for the Spring and Fall presentations are under development at this time.
Students will be taking LIBR 275- Library Services for Racially and Ethnically Diverse Communities in the Spring. Students will be taking the Trendspotting Seminar course in Fall 09 when the California Library Association Conference meets in Pasadena. Career placement support and internship opportunities will be provided during the next phase of the project.

APPENDIX B

Student Demographics at School of Library and Information Science, San José State University, 2007-2008 Academic Year

Table 1. Total enrollment by ethnic origin in Fall 2008

Ethnic origin	AI	AP	B	H	I	NA	W	Total non-white	TOTAL
Male	1	50	6	57	8	82	240	204	444
Female	16	158	55	146	27	287	857	689	1546

Ethnic origin	AI	AP	B	H	I	NA	W	Total non-white	TOTAL
Grand Total	17	208	225	203	35	369	1097	893	1990
By %	0.85%	10.45%	11.31%	10.20%	1.76%	18.54%	55.13%	44.87%	

Table 2. Degree awarded in 2007

Ethnic origin	AI	AP	B	H	I	NA	W	Total non-white	TOTAL
Male	0	12	0	12	1	25	52	50	102
Female	1	37	11	29	1	61	201	140	341
Grand Total	1	49	50	41	2	86	253	190	443
By %	0.23%	11.06%	11.29%	9.26%	0.45%	19.41%	57.11%	42.89%	

APPENDIX C

Excerpts from Patricia Tarin's Workshops (permission to use, 2009, February)

Strategies for Success in Librarianship: Trends & Issues Workshop:

- Remember to take advantage of opportunities to participate in professional associations. You might begin by getting involved in a student chapter of ALA or CLA. This is a way to meet other students and learn about the benefits of providing service through working on association projects and learning from attendance at conferences within your profession. Start working on your professional network early and continue adding to it your entire career.
- Learn how to work on teams - much of the work in the field is done in this manner today and you will need to know what constitutes a productive team member. Teamwork will expose you to many skills like negotiation, timelines, project management, and other important job duties.
- Good writing skills are essential. You should work on improving your writing skills, seeking help at a writing center if needed.
- It is important to be a part of the academic community. Do not be the "invisible student!" It is important to be involved in school – even if it is a distance education program. You should attend programs and volunteer for learning or networking opportunities. For instance, you might volunteer to be an unpaid assistant and work with a faculty member. This would provide you with a chance to learn research and other skills from a professional, forge a relationship that might lead to future job recommendations, and provide an accomplishment you could put on your resume. Investigate areas where you can volunteer to assist with research, special activities, etc.

In response to student concerns, Tarin asked students to consider the following:

- How many units will you be taking? Will you be working more than 20 hours per week and taking 8 units? If so, how will you manage your time?
- How are you going to stay connected in the "virtual classroom?"
- It is important to know when courses are offered. Do you know when the ones you need to graduate will be offered? How often are the courses repeated?
- It is important to know deadline dates, requirements for graduation, requirements for applying to do the E-portfolio, etc. well in advance. Learn the requirements of your program and avoid not graduating on time.

Topics from the *Mentee/Mentor Partnerships Workshop include*:

- The mentor/mentee relationship is a partnership that, first and foremost, requires trust between participants. In order to have a healthy mentor/mentee relationship the partners must be able to communicate openly and have a clear understanding of what the goals of their relationship will be. Although many of these relationships can end up as friendships that last a lifetime, it is important to understand that many will also run their course and the partners may move on. This does not mean that the relationship was not useful and productive.
- Qualities that are important in healthy mentor/mentee partnerships include: honesty, being able to be discreet, being knowledgeable, commitment to the relationship in terms of honoring meeting times and communicating regularly, being open and accessible.
- Mentoring is "establishing a legacy" for the mentor. It is leaving something behind… and encourages sharing what was so freely given to you… Mentors may serve as guide, counselor, advocate and protector. Being a mentor helps establish your professional identity and reasserts your role as a contributing member of your organization. It connotes a value to others, service commitment, etc. in terms of working to help the next generation of leaders.
- Being a good mentor is all about "one person taking an interest in another person"…
- A good mentor should offer constructive criticism and coaching. It is important to learn to give and accept constructive criticism.
- Trust comes from mutual respect and the willingness to listen and learn by both the mentor and the mentee.

Chapter 5
Recruitment of Subject Specialists to Academic Librarianship

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ABSTRACT

Library faculty at the University of Colorado at Boulder developed a fellowship program for current graduate students to provide them with a work experience in an academic library. Under the mentorship of a library faculty member, they completed meaningful projects, often using their language or subject expertise, while exploring career possibilities in librarianship. The goal was to introduce academic subject specialists to a career in academic librarianship as a viable career option. Based on the results of a follow-up survey the program was quite successful. The survey indicates that over half of the respondents are considering working in an academic library, and over half are attending or have graduated from a library science graduate program.

INTRODUCTION

Concerns have been expressed in library literature for a number of years about the increasing number of retirements of practicing librarians and what this implies for libraries of all types. Academic libraries, especially in larger research universities, have additional concerns about the availability of people who, in addition to a library graduate degree, possess subject and language expertise that will meet the information and instruction needs of faculty, researchers and students. It can be difficult, however, for practicing librarians to undertake ad-

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ditional graduate study in an academic subject, or language, while working as a librarian. The Committee on Recruitment to the Profession of Academic Librarianship at the University of Colorado at Boulder (CU) Libraries decided to tackle the problem by recruiting graduate students who were already developing subject or language expertise. The Recruitment Committee planned to educate them about the career opportunities in academic librarianship by providing a fellowship experience using mentors and real-world projects within the CU Libraries.

Libraries generally provide internship opportunities for students who are already enrolled in a graduate library program. The Recruitment Committee, however, wanted to increase the pool of potential students enrolled in disciplines other than library science by giving them a mentored experience in an academic library and encouraging them to consider applying to a graduate library program. The program that was developed, the Provost's Fellowship Program, was thus not intended specifically to recruit for the CU Libraries, but as a broader means of recruiting to the profession of librarianship. The focus of this chapter is a case study of this specific program, which was established to encourage graduate students to consider a career in academic librarianship. The authors hope that librarians at other universities can use ideas from this program to develop their own recruitment program tailored to their specific needs.

This chapter has four main objectives. The first is to establish the context for the need for recruitment to the profession of academic librarianship based on demographic data found in the library literature, as well as reports on job prospects for graduate students in academia. The second objective is to detail elements of a recruitment program for subject specialists based on a description of the Provost's Fellowship Program developed at CU. This includes issues encountered, the work accomplished for the library through the projects, and the fellows' experiences. The third objective is to describe the assessment of the program that has been done so far, including a survey of past fellows and structured interviews with librarians who have served as mentors. The final objective will be to discuss ongoing issues for the program such as funding, the need to encourage graduate students in additional fields (such as the sciences) to apply, the time commitment for mentors, and whether the program is sustainable. This last section will also include suggestions for libraries interested in establishing a similar program.

While only a small number of graduate students have completed the Provost's Fellowship Program at the time of writing, results of a survey of former participants indicate a modicum of success. Five of the nine responders were either enrolled in or had completed a library science program and five also said they were very likely to seek employment at an academic library. For the four who indicated they were not likely to seek employment at an academic library, the program gave them the experience to make an informed decision. Further details on the results of the program are found in the Assessment section below.

NEED FOR RECRUITMENT

Background

The Association of Research Libraries (ARL) has expressed concerns about the impact of the large number of projected retirements on the academic library since at least 1995 with the publication of Stanley Wilder's book, *The Age Demographics of Academic Librarians: A Profession Apart*. Wilder projected a large impact of retirements in academic libraries through at least 2015 (Wilder, 1995 and see also Wilder, 2003). At the same time, Martin (1995) noted that libraries were not attracting the best and the brightest to librarianship although the profession had become newly exciting because of the electronic information age. He called for a more concerted and organized effort in recruitment to the profession. The mainstream library press began expressing similar concerns; an article in *Library Journal* in 2000 discussed the large impact of the retirement of the baby boomer generation, as well as factors possibly discouraging recruitment, such as low salaries, increased opportunities for women in other fields, and the attraction of library science graduates to careers in other information fields (St. Lifer, 2000). Hardesty (2002, pp.81-82) noted that the balance of job-seekers to jobs posted at American Library Association (ALA) conferences shifted to more jobs than seekers in 2001 and that the number of academic job ads in *C&RL News* increased by 56% between 1996-7 and 2000-01. The ALA leadership took notice and the president of the organization for 2001-02, John Berry, made recruitment to the profession one of the major themes of his presidency. The Association of College and Research Libraries (ACRL), the major professional organization for academic librarians within ALA, established an Ad Hoc Task Force on Recruitment and Retention Issues in 2001. In a white paper published in 2002, they developed a number of recommendations for professional organizations, library education programs, and academic libraries to pursue. One of the recommendations for individual libraries was to "partner with academic departments to encourage undergraduate and graduate students in targeted majors to consider librarianship as a potential career" through work-study, internships, or practica (ACRL, 2002, p. 34).

Concurrently with the general concern about retirements and recruitment to the profession, academic library administrators have had trouble attracting librarians with subject and language specialties. Based on anecdotal observations made by members of the ACRL Western European Studies Section (WESS), advertisements for vacancies in journals such as *C&RL News* infrequently listed language knowledge as a requirement, mentioning it under desired qualifications, if at all. The decline of language requirements seemed to be particularly apparent in cataloging positions in academic libraries, where reading knowledge of multiple languages is important. At the 2001 ALA Annual Conference, the WESS sponsored a program on the difficulties of finding catalogers with European language skills, which led to the formation of an ad-hoc subcommittee on recruitment to the profession at the 2002 Annual Conference. The founding chair also wrote an article for *C&RL News* about the need for language expertise in research libraries, including data about the decline in foreign language requirements and enrollments in U.S. colleges and universities, particularly in French and German, the two most widely used languages for research in the humanities (Kellsey, 2003). This subcommittee has since become a permanent WESS committee that has developed a number of tools and programs to increase awareness of the need for language and subject knowledge in academic libraries. (See Paganelis's chapter within this book for information about that program.)

The need for subject and language expertise continues to be recognized within the profession. The Rare Books and Manuscripts Section (RBMS) of the ACRL recently completed a set of guidelines for core competencies for special collections librarians that was approved by the ACRL Board July 1, 2008 (RBMS, 2008). Among the fundamental competencies are the following:

B. Understands the significance of original artifacts and the nature and value of primary materials for learning, teaching, research and outreach.

D. Develops and maintains foreign language competencies appropriate to the repository's collections and needs of researchers.

Under specialized competencies, in the section on teaching and research:

H1. Understand the full scope of the teaching, learning, and research process...

H2. Understand pertinent disciplinary and interdisciplinary research methodologies and the research process...

The Association of Southeastern Research Libraries (ASERL) has also developed a list of core competencies for research librarians, among which is "Often has specialized subject knowledge to support collection development within the library and research and teaching within the university" (ASERL, 2000).

There are many reasons a graduate degree candidate might be interested in a career in academic librarianship. A common reason is the unstable job market for college and university educators. Wilson (1998), highlighting a report from a committee of the Modern Language Association (MLA), notes that it was expected that fewer than one half of the projected eight thousand graduates in English and Modern Languages with doctorates awarded between 1996 and 2000 could expect to find full-time tenure-track positions within a year of finishing their degrees. Gravois (2006) cites a new American Association of University Professors (AAUP) statistical study detailing a large increase in the number of part-time and non-tenure-track faculty at U.S. universities since the 1970s and 1980s. In 2003 (latest data available), only 35.1% of faculty were tenured or tenure-track (AAUP, 2006). Since teachers with doctorates compete for even these low-paid, temporary jobs, those who only hold master's degrees are at a further disadvantage.

Another reason graduate students may consider careers in academic librarianship is that they are not enthusiastic about the traditional role of a professor, particularly teaching and research. Although programs like the Graduate Teacher Program (GTP) at CU can assist them in gaining skills to improve and succeed at teaching, some find that they do not enjoy classroom teaching. Others, as they finish a master's degree program, realize that they do not want to continue with the further research specialization of a doctoral program. Academic librarianship offers a career possibility that utilizes their academic background and can use their teaching skills in an informal, and often one-on-one setting. There are also opportunities in non-teaching areas of research libraries, such as cataloging, preservation, and management that are still within the academic setting that drew the students to graduate school in the first place.

These factors encouraged the Recruitment Committee to develop the Provost's Fellowship Program as a way to allow current graduate students to explore a career in academic librarianship before committing time and funds to an additional one to two years of graduate library science education.

Elements of a Recruitment Fellowship Program

- Develop a local program that fits your institution
- Work jointly with the graduate career program or departmental graduate advisors
- Fund fellowships at a level comparable to other campus fellowships
- Find funding sources on campus from existing offices, such as the provost, graduate school, friends of the library program, etc.
- Develop goals for the program
- Develop selection criteria for fellowship candidates
- Promote the program to the campus
- Establish a selection process
- Recruit mentors and develop projects
- Create additional library experiences for fellows

In 2003, several CU librarians asked the Dean of Libraries to establish a local committee for recruitment to the profession of librarianship. The Committee on Recruitment to the Profession of Academic Librarianship began by developing a program of internships for Colorado students in distance learning Master's of Library Science (MLS) programs, so that they could gain practical experience in an academic library as part of their degree. The Recruitment Committee also began to explore other means for reaching students who were not already in a library science program, with the goal of increasing the pool of qualified students who might consider academic librarianship. Anecdotally, some of the librarians on the Recruitment Committee were aware of students who were completing master's degrees and had decided not to pursue a doctorate, but wondered what else they could do with their education. Several members of the committee began to contact the graduate student advisors in the departments for which they were library liaisons, offering to conduct brown bag sessions or individual meetings for these students.

The director of the Graduate Teacher Program (GTP), Professor Laura Border, became aware of these efforts and facilitated a meeting with the Dean of the Graduate School, the Dean of Libraries, and a representative of the Provost's Office. The outcome was a program of Provost's Fellowships for practica within the library, to be managed jointly by the GTP and the Recruitment Committee. It would provide an opportunity for current master's degree and doctoral candidates to explore work within a large research library. The financial support of the fellowship, as well as the competitive application process, put it on a par with other graduate assistantships, and thus gave it the academic credibility the committee felt would attract serious students. The Provost's Fellowship Program at CU thus grew out of national concerns about recruitment to academic librarianship, concerns of the campus graduate school about the employability of their students, and the expressed need of some of the current graduate students for an alternative career path.

Funding

The initial funding from the Provost provided the impetus for the Recruitment Committee to develop criteria for awarding the fellowships, discuss possible projects, and recruit faculty mentors. The Provost funded four fellowships for three cycles over two years, but the funding was intended to develop the program, not to sustain it. In the latest two cycles of fellowships, funding has been secured from additional sources such as the GTP, Friends of the Library, and a grant.

The history of funding for the Provost's Fellowship Program illustrates the need for a number of sources of financial support to ensure continuation of the program. Funds from campus offices and grants are often money without a long term commitment; those developing a program such as this need to seek funding periodically if the program is to continue and have the desired impact on recruitment to the profession. In CU's case, the funding so far has been from internal sources, since those sources are most accessible and require less time to manage, but grants from outside sources are also a possibility. The federal Institute for Museum and Library Services (IMLS) began an initiative in 2003 focused on recruitment of librarians (IMLS, 2006); other sources might be open to a grant application for a recruitment program such as the one at CU.

Goals of the Program

After securing partnerships and funding, a recruitment program must develop specific goals. It is prudent to have an initial set of goals when approaching funding sources and partners, but to remain flexible so partners can have input into the structure of the program. For the Provost's Fellowship Program six specific goals were identified and they form a reasonable structure for other institutions:

- Expose fellows to the variety of professional work done in academic libraries
- Provide fellows with documented work experience to enhance their employment prospects
- Connect fellows with mentors who can serve as references and provide entree to the culture of libraries
- Introduce fellows to the concept of tenure for practicing librarians
- Provide junior faculty with a positive mentoring experience
- Enrich the library with subject expertise to accomplish specific projects

The first three goals (expose, provide, and connect) allow the fellows to explore librarianship and give them some library experience. Librarianship relies on inter-connections between people and disciplines, with a focus on real world practicality. Fellows that have been provided with these experiences can decide if librarianship is an appropriate field for them and progress towards a career more rapidly.

The last three goals (introduce, provide, and enrich) look outward from the fellowship program. Where the first three focus on how the fellows benefit from the program, the last three are what the profession, the mentors, and the library receive in return. The concept of tenure track librarians is not widely known outside the library field. By exposing fellows to this idea, the structure of academic tenure for librarians is promoted to an outside audience. Even if they do not seek work at a tenure granting library, the fellows will be aware of the concerns and issues such librarians might face. Providing junior faculty with mentoring experience is important because mentoring is a skill that they are not often given the chance to acquire. By working with people who are not yet librarians, junior faculty can develop mentoring skills they can later use as senior faculty.

The last goal of enriching the library is particularly crucial. Since the library is hosting the fellows, there must be some benefit to the library to make the program sustainable. If administration views the fellowship program only from the perspective of the resources expended, in times of financial crisis it would be a likely candidate for cuts. If the fellowship program contributes to the library in the form of labor and skills, then it is much more sustainable and perhaps even desirable in times of financial crisis. Thus, the benefits received by the host library are an important component of the fellowship program.

Selection Criteria

- Interest in exploring academic librarianship
- Subject expertise, particularly in a foreign language
- An outstanding academic record
- Compatibility with a mentor
- Time availability to complete the required hours

Acceptance criteria for a recruitment program will vary, and the basis of these criteria depends on the mission of the recruitment program (Osif, 2008). Since the overarching goal of the Provost's Fellowship Program is to recruit graduate students to the profession, candidates that demonstrate a strong interest in exploring academic librarianship are favored. Based on the candidates' letters of application and performance in the interviews, the Recruitment Committee attempts to determine the candidates' potential interest. Although one can never be certain of candidates' actual motivations, the enthusiasm expressed helps the committee to gauge their interest. Two strong measures of enthusiasm for libraries include an awareness of professional librarianship and library experience.

The candidate's field of study also influences the Recruitment Committee's decision. If the field complements a potential mentor's area of expertise, then there is a higher potential for a productive and successful relationship. The committee also preferred candidates with language expertise, because there are numerous projects within the libraries that require knowledge of a given language.

The Provost's Fellowship Program began with the intent to provide graduate students with exposure to faculty tenure track positions within libraries. Some candidates may be interested because librarianship allows them to pursue a tenure track faculty position related to their field of study without completing a doctoral program. These candidates may already be familiar with research and publishing; however, they may be unfamiliar with the role of librarians within the university. The fellowship allows such candidates to gain practical insight into the daily work of a faculty librarian.

There are also candidates who have worked in the library as student assistants and therefore are familiar with the operations and workflow. Yet, they may never have worked under the guidance of a library faculty member. The Provost's Fellowship Program is valuable to these candidates since it helps them gain insight into how faculty librarians perform research through their work in the library. While previous library experience is not necessary for a successful fellowship, it does demonstrate a fellow's interest in working at an academic library.

The Recruitment Committee uses the application process to be sure a candidate will be able to meet the time requirements and benefit fully from the Provost's Fellowship Program. Because the committee is fortunate to be able to choose from a pool of highly motivated and talented people, there are often more qualified candidates than available fellow positions. It is important to be sure that those who are selected will be able to meet the requirements of the program because, in addition to the hours spent working on projects with mentors, the fellows must also attend GTP workshops and make site visits.

Application Development

The application documents should concisely address the goals and criteria of the fellowship. After the development of the criteria and goals of the Provost's Fellowship Program, the Recruitment Committee creates an application questionnaire. The application questions should elicit a response that allows the committee to evaluate candidates based on the criteria set forth. For instance, the committee needs to be able to evaluate the candidate's ability to complete the required hours. Rather than asking the candidates if they felt they were able to complete the hours, it was determined that the application needed to have a section where the candidates listed other campus appointments they were currently fulfilling. This knowledge allowed the committee to enquire further in the interview about each candidate's ability to meet the required number of hours for the fellowship. If any part of a candidate's application is unclear it is always possible to follow up in the interview.

Methods of Promotion and Outreach

- Presentations by librarians to academic departments
- Bibliographers communicating with the academic department liaisons
- Announcements on LCD screens and campus bulletins
- Flyers distributed within the library and across campus
- Featured presence on the library website
- Information sessions

Since promotion is crucial to finding qualified candidates for the fellowship, it is essential to utilize many avenues for publicity. Some marketing efforts are more general and target a campus-wide audience. For example, the Recruitment Committee publishes an announcement in the *Buff Bulletin*, a daily email announcement bulletin distributed to the entire campus and displayed on

LCD screens located throughout the university. Advertising can also be placed throughout the physical and virtual space in the library, which includes flyers and an announcement posted in the news section of the library's website. Information about a recruitment program should also be visible permanently on the library's webpage. At CU, the information about the Provost's Fellowship Program was accompanied by more general information about pursuing a career in information science and links to other library recruitment sites. Targeted promotion is essential since this is how many of the candidates find out about the program. Bibliographers can be effective when promoting a recruitment program to academic departments by promoting the program in library orientation sessions, or sending an announcement to their department liaison. Encouragement from the faculty within academic departments also adds more credibility to the library's efforts to recruit candidates to the fellowship.

Organizing information sessions before the application deadline provides potential candidates with more information about the program, and affords them the opportunity to discuss a project with a potential mentor. In addition to members of the Recruitment Committee, the Dean of Libraries and the director of the GTP usually attend the Provost's Fellowship Program information session. Following the meeting, the candidates have an opportunity to meet with library faculty and talk about potential projects. Early on in the program, candidates were required to attend the information meeting because they had to select particular projects that the mentors specified beforehand. This approach was problematic because fellows did not always fit clearly with specific projects. After the first year of the program, projects and mentors were not pre-determined before the promotion and distribution of applications. Therefore, these information sessions are no longer mandatory, but highly encouraged.

Selection Process

- Determine selection committee
- Select candidates to interview
- Develop questions for the interview
- Invite potential library faculty mentors to attend interviews
- Select for pre-determined projects OR
- Select from the qualified candidates and develop projects for them

During the evaluation process, many members of the Recruitment Committee participate in the selection process. It is important, however, to be aware that the evaluation and selection process requires a substantial time commitment within a period of a few weeks. Committee members must be aware of this time commitment in advance so that they can schedule around interviewing candidates and convening to make the final choice of fellows. If one of the committee members will not be available during this time, it may be sensible to find a replacement if their absence would prohibit the committee's ability to effectively vote on selecting candidates.

Initially, the Recruitment Committee must decide which candidates meet the minimum requirements of the Provost's Fellowship Program. The next task is to determine which candidates to interview. Determining how many candidates to interview depends on the length of the interviews and how much time the committee has to devote to evaluation. Scheduling interviews all on the same day may be easiest for committee member's schedules, but it is important not to overburden the committee with too many interviews on one day. Most importantly the interviews should be kept within a short time frame, and the committee should meet very soon after the last interview to begin the final selection process, so that all candidates receive equal consideration.

Interview

Once the Recruitment Committee determines which candidates to interview, interview questions should be developed. These questions can focus on the candidate's field of study, subject knowledge, and openness to exploring librarianship. These questions not only provide more insight into the potential projects a fellow would be able to work on, but also allow the committee to judge the fellow's commitment to pursuing librarianship. For example, one year candidates were all asked where they saw themselves in five years. If the candidate stated that they would be pursuing an MLS or working in a library, it suggested that the candidate was knowledgeable about the education of information professionals and interested in pursuing it. Even though this question is basic and open ended, it provides the candidates with the opportunity to show their level of interest in pursuing a career as an information professional.

Interviews generally last about twenty to thirty minutes, and the format consists of a structured question and answer session, followed by the candidate's questions for the Recruitment Committee and any follow up questions the committee had for the candidate. Throughout the interview process, it is important to be aware of library faculty mentors that could be paired with potential fellows. After the committee has had a chance to determine which candidates to interview, the committee should share the candidates' application materials with library faculty who may be interested in mentoring a fellow. Ultimately they are the best people to determine whether or not a good mentoring relationship can be formed, and their feedback can make the selection process easier.

Evolution of the Selection Process

Initially, the Recruitment Committee organized predetermined library faculty mentors and projects for the fellowship. Once the applications were received and collected by the committee, candidates were grouped as they matched with the library faculty mentors and projects. From these pools of candidates, the strongest candidate was selected for each project. This meant that some highly qualified candidates might be turned down if there were other equally qualified candidates applying for the same project. In subsequent years, the process has evolved and the committee no longer asks candidates to apply for a project with a specific faculty mentor (although arranging contact with a potential faculty mentor is not discouraged). Rather, the committee evaluates the candidates and chooses the top candidates from the entire pool. Unless the committee is unable find a suitable mentor for a candidate, the committee accepts the top candidates to the program. While this process is more equitable to the candidates, it can sometimes lead to less diversity among the fields of study represented in the program if there are multiple candidates from the same academic department.

Mentors

- Review similar mentorship programs
- Include informal components into the plan to ease the challenges of formal mentors
- Build opportunities for networking
- Separate compensation from the mentorship relationship

Fellowship recipients should work closely with a librarian mentor. The mentor serves as a contact for the fellow in the library, provides guidance about their activities, and communicates the ideals of professional librarianship. The general concept of the mentor is well known in library literature and various techniques exist for developing these roles. The mentors in a program like this, however, are somewhat different than most of those in the literature in several ways. They are working with non-librarians, they are formally selected but do not constrain the development of additional mentors, and they often share components of their roles with other librarians. This is appropriate because potential subject specialists as mentees have different needs than the traditional librarian-to-librarian mentee. They all are working towards advanced subject degrees in areas other than library science, they are generally comfortable with the structure of the academy from the teaching point of view, and they are often educationally unique enough to need a personalized educational plan for their particular interests. This is significantly different from the traditional librarian-to-librarian relationship that is often documented in the literature. Yet a review of the literature can still provide some useful insight.

An initial literature review for mentorship is provided by Moore, Miller, Pitchford, and Jeng (2008) and a review of various mentorship programs is discussed by Osif (2008). Common to both of these articles is a basic structure for mentors and a series of best practices. The definition of a mentor is well captured by Moore, et al. "Mentoring is defined as a relationship between a person with expertise and someone who wants to learn – an experienced professional and a beginner" (2008 p. 75). Osif gives the characteristics of a good mentor as "guidance, knowledge, experience, and contacts" (2008, p. 336) and gives best practices as requiring that "mentors are not direct supervisors of the mentee, volunteer for the task, have significant experience in the organization, and the mentoring program provides some type of guidance to the participants." (2008, p. 337).

The articles also distinguish informal from formal mentors. Formal mentors are selected by an outside agency based on some characteristics, often subject area interest or role within the library, and assigned to a mentee (Luther Henderson, 2008). This is often the result of some sort of explicit request. In contrast, a mentee discovers an informal mentor through an active process of communicating and interviewing potential mentors. Mentees, furthermore, tend to select informal mentors based on a sense of camaraderie and shared ideals. This creates a dramatically different power structure than the formal mentorship (Osif, 2008). The formal mentor process, however, has some substantial advantages: it is much quicker, and generally yields a mentor. The informal process may never yield a viable mentor and continue indefinitely, especially when social anxiety, social differences, or perceived inapproachability limit the field of contacts. Since the fellows were outsiders to the library world, the Provost's Fellowship Program assigned a formal mentor, who also serves as a liaison to the culture of the library and to other potential mentors. By having an initial entree to the world of libraries, fellows can overcome the initial social barriers and discover other mentors informally at their own pace. Anecdotally, this has happened in at least one case where a fellow, during their fellowship, became friends with a non-mentor librarian who was able to provide career advice and further volunteer opportunities. The development of informal mentors can also be enabled though involvement with other enrichment activities, which is discussed in a later section.

The tension between providing mentorship and supervision is an area that a fellowship program will need to negotiate since formal mentors also supervise the work of the fellow. The power dynamic of a supervisor controlling a mentees' evaluation and payment can prevent the honest exploration that is crucial for a good mentor-mentee relationship (Osif, 2008). In addition to enabling the development of further informal mentors, another way this tension can be eased in a fellowship program is to make funding independent of formal mentors. Although it is important that the mentor provide an evaluation of their fellow so the success of the program can be analyzed, it is also important that these evaluations are not used punitively to affect funding for the fellow. For the Provost's Fellowship Program, the GTP or the chair of the Recruitment Committee distributed the funds, as long as the fellows were working their required hours and presented their Socratic

Portfolio at the end of the program. The Socratic Portfolio is a detailed evaluative summary of the fellowship experience written by the fellow and submitted to the GTP and the mentor, outlined in Border (2007). Another protection for the fellows can be to work with many librarians and develop a network outside of their formally assigned mentors. This can be accomplished by requesting that the mentor take the fellow to meetings, and also through joint mentorships. By having multiple contacts, the fellow can develop relationships with individuals with whom they share natural interests and ideas.

Developing Projects

- Benefits for mentor
- Learning experiences for mentee

The development of a specific, contained project plan is one important component of mentorship. Projects can be in the form of a professional development plan with specific goals (DeZelar-Tiedman, Picknally Camden, Uhl, 2006) or in the form of a formal project, such as cataloging a subject area collection (Kellsey, 2007), or writing a thoughtful analysis of some topic, i.e. a "Think Piece" (Luther Henderson and Henderson, 2008). Most importantly, the project should be a focus of the mentor relationship and provide a measurable result for outside assessors (see some examples in Table 1). The Provost's Fellowship Program follows this pattern by requiring the development of a specific project and goal (see appendix material about requirements). A mentor develops a meaningful project by considering the following: the subject expertise of the fellow, the work that needs to be done in the library, and the type of librarianship that the mentor is helping the fellow to explore. Examples of projects include: bibliographies, cataloging projects, displays, reports on collection development decisions, digital exhibits, and several other types (see table at end of this section for further examples). Although the mentor drives the process, the project development should occur jointly with the fellow. The joint development fosters a partnership between the mentor and the fellow, and lessens the supervisory role of the mentor.

Providing a benefit to the mentor is a substantial strength of the Provost's Fellowship program. Luther Henderson, et al. (2008) discuss how the mentor can use the experience to develop a deeper understanding of a topic that they do not have time to explore on their own, or to harness the technological expertise of a newer scholar to explore issues that would be challenging for them to handle on their own. Moore, et al. (2008) also discusses how a technologically savvy mentee can provide assistance to the mentor, and further highlights how the experience can be intrinsically beneficial to the mentor by providing them with an opportunity for professional development through engagement with new ideas in librarianship.

A number of specific benefits were observed within the context of the Provost's Fellowship Program. Several mentors cited the intellectual curiosity of their mentee as encouraging them to explore fruitful new ideas they would not have known about on their own. Reflective thinking was cited as a reward for being a mentor, and most of the mentors discussed how the program allowed them to develop their mentoring and time management skills. Several of the mentors were also able to use the insight gleaned from their experience to develop peer-reviewed articles and research programs. By providing the mentors with the opportunity to explore and respond to an outside view of librarianship, their own thinking about the profession was sharpened.

A significant role for the mentors was providing advice and guidance about librarianship. Since the fellows did not necessarily already have much knowledge about librarianship, the program included experiences of various aspects of librarianship. One of the main goals of these activities was to introduce fellows to the kinds of questions they might want to ask their mentor

Table 1. Example Projects

Fellow's subject interest	Mentor's subject areas	Mentor's library department	Fellowship Projects
Comparative Literature	Spanish, Portuguese, Comparative Literature	Research and Instruction Department	Subject guide
English Literature	Philosophy	Research and Instruction Department	Subject guide, weeding, Special Collections finding guide
Religious Studies	Religious Studies	Cataloging and Metadata Services	Subject guide, weeding
Art History	Art and Architecture, Design	Research and Instruction Department	Subject guide, weeding, selection
Comparative Literature	French	Cataloging and Metadata Services	Collection evaluation, reference, selection
Linguistics	Anthropology, Sociology, Journalism	Research and Instruction	Subject guide, collection assessment
Geography	International Studies, Political Science	Government Publications Library	Cataloging project
Anthropology	Chemistry, Biochemistry	Science Library	Grant development
Musicology	Music	Music Library	Subject guide
Communication	International Studies, Political Science	Government Publications Library	Cataloging project
English	English, Film, Theater, Dance	Research and Instruction Department	Subject guide, selection
Linguistics	Philosophy	Research and Instruction Department	Citation guides, website creation
Classics	Classics, Education, Economics, Juvenile Literature	Acquisitions Department, Research and Instruction Department	Subject guide

Note: The mentors' subject areas reflect their bibliographic responsibilities, in addition to their departmental responsibilities noted in the third column.

about librarianship, as well as introducing them to the basic structures in which they would have to work. A useful model for this sort of mentorship is discussed in *Guide to Mentoring Library Graduate Students* (ALA, 2009) which deals with the issue of introducing library insiders to the more specific knowledge of cataloging and technical services. The esoteric nature of technical services for many beginning librarians is quite similar to the esoteric nature of librarianship to the non-librarian, thus the techniques outlined in the *Guide* are helpful for understanding the mentorship of the non-librarian for recruitment purposes.

Overall, the Provost's Fellowship Program provides a balance between formal and informal mentoring by structuring the experience so that fellows' funding does not depend on the success of their particular project, by helping them develop relationships with numerous faculty within the library, and by rewarding mentors with valuable work. This process has been effective in providing training and recruitment to potential librarians and allowing the mentors the opportunity for personal growth by providing an outside viewpoint on their work and on the library profession as a whole.

Other Broadening Experiences Given to the Fellows

- Library-wide activities
- Committee-organized activities
- Graduate Teacher Program (GTP) activities

Library-Wide Activities

In addition to working on projects developed with their mentor, the fellows have the option of becoming involved in other library activities as their interest dictates. Mentors were strongly encouraged to have their fellow attend library-wide meetings. These meetings expose the fellows to the issues that engage the library as a whole. Mentors often explain the topics brought up during these meetings to their fellows, since many of the topics will not be clear to someone who is unfamiliar with the library. This interchange between fellow and mentor provides the fellow with a deeper understanding of the library-wide, broader issues as well as the day-to-day activities that go on in an academic library.

The fellows also have opportunity to attend periodic workshops hosted by the CU Libraries. Throughout the year, the Faculty-Staff Development Committee (FSDC) presents a series of lectures and workshops. The charge of the FSDC is to "foster career development in order to attract and retain competent and motivated personnel." A fellow can benefit from attending any of the workshops which provide exposure to librarianship outside of their mentor's role, awareness of research conducted within the Libraries, perspectives from outside of the CU library environment, and a broader understanding of academic librarianship.

Many fellows also find attending presentations given by job candidates beneficial for their development. By attending job talks, the fellow can observe the process of selecting a faculty candidate. This observation helps the fellow to identify common interviewing mistakes and makes the academic library hiring process clearer. In addition to the content of the job presentation itself, the types of questions that librarians ask and the responses given inform the fellow's understanding of the hiring process. Experiencing these job presentations as an audience member demystifies the experience and can be useful if they decide to go on to a library graduate program and apply for academic librarian positions where they will have to go through the same process.

Committee-Organized Activities

Since the Provost's Fellowship Program began in 2005, the Recruitment Committee has increasingly hosted activities that bring the fellows together as a group, and exposed the fellows to career opportunities for academic librarians. The committee developed brown bag lunches to encourage camaraderie among the fellows and to discuss various library personnel, departments, and issues in a relaxed atmosphere. The most recent series of brown bag lunches included a discussion of the differences between academic and public librarianship, a workshop on creating a curriculum vitae (CV) and cover letter, a discussion of library science programs (which included CU Libraries personnel who are in different stages of attending a library graduate program), a meeting with the Dean of Libraries, and open discussion. Other topics considered by the committee include a meeting with the CU Libraries Tenure Committee, presentations from various departments on the work that goes on in those areas, and a workshop on developing a Socratic Portfolio. These informal gatherings allow the fellows to meet librarians outside of the department in which they are working. The gatherings also bring the fellows together as a peer group to share their experiences with each other.

In addition to the brown bag series, the Recruitment Committee has formalized the larger events that the fellows have attended in the past (such as a tour of campus branch libraries, or a tour of the library's offsite storage facility) into monthly events which encourage the fellows to explore other library spaces as a group. Again, these activities broaden the fellows' understanding of how academic libraries work while also giving them the opportunity to meet with each other and share their fellowship experiences.

Graduate Teacher Program (GTP) Activities

As noted previously, the Provost's Fellowship Program is a partnership between the CU Libraries and the Graduate Teacher Program (GTP). Collaborating with the GTP involves the fellows in a larger program that encourages them to engage with graduate students from other departments on campus. The GTP, however, also has requirements that the fellows need to complete in order to participate in the program. These requirements include a presentation about their project in the CU Libraries, a site visit to another institution, three GTP workshops and the development of a Socratic Portfolio.

ASSESSMENT

Checklist for an Assessment Component

- Learn about the basics of assessment and statistics, or find someone who already knows
- Familiarize yourself with the practice of ethical human research and your institution's review board; take any required training
- Develop an assessment protocol:
    - Brainstorm core goals, types of assessments, structure, and questions
    - Involve the committee and any stakeholders in the development of the final assessment protocol; test the protocol and revise it until it is acceptable
- Administer the protocol
- Analyze the results with respect to previous data in a brief report for the committee and stakeholders
- Explain the assessment protocol to the incoming committee members and provide them with all the collected data
- In subsequent years, review existing protocol to decide if any changes need to be made (changes should be avoided to increase longitudinal validity)

Assessment Protocols Used for the Provost's Fellowship Program:

- Fellowship application review
- Survey of fellowship participants
- Structured interviews with former mentors

In-depth discussions of all the various tools available for library assessment, and the methods of analysis, are outside of the scope of this chapter, but an excellent introduction to the subject is provided by Ronald R. Powell and Lynn Silipigni Connaway in *Basic Research Methods for Librarians* (2004). Situations vary from institution to institution, so becoming aware of the entire range of tools is valuable.

An assessment is strengthened through the use of multiple protocols. For the Provost's Fellowship Program, the fellows were tracked based on self-submitted applications, their Socratic Portfolios, and exit interviews. These were accompanied by a formal survey which used Likert scales and free response to develop a picture of the fellow's experience within the program. A combination of Likert scale and free-response questions provides quantitative data that can be tracked from cohort to cohort, while maintaining the flexibility of the more complex answers elicited by free response questions. The program also assessed the mentors. Since the mentors were generally peers of the investigators, the investigators used structured interviews, rather than surveys, to delve deeper into questions about the weaknesses and strengths of the program.

One major step towards assessing a recruitment program is securing approval for engaging in human research. The Code of Federal Regulations, Title 45, Part 46 provides the federal mandate for protecting human welfare in research with federal support, and the Belmont report of 1979 outlines some of the national concerns and issues that lead to the establishment of Institutional Review Boards for Human Research. Institutions that receive federal funding are required to abide by these rules, but even without these requirements, conducting research ethically is important for maintaining the credibility and validity of the academy. Assessing the effectiveness of educational programs is usually considered 'exempt' type research and is ethical in most circumstances; however, it is still crucial that an assessment protocol receive approval from an institution's review board. Frequently, there is a training program for human research, and some institutions have local review boards. Other institutions have a system wide review board and process for library as well as non-library research. The process of getting approval can be time-consuming, so it is best to contact the institution's office for human research early in the process of assessment.

FELLOWSHIP APPLICATION REVIEW

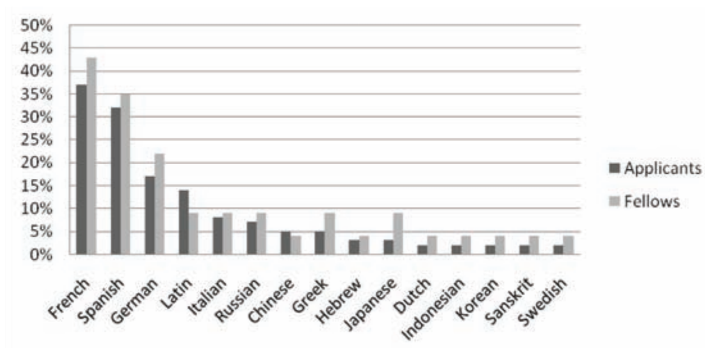
Reviewing the applications and portfolios of the fellows provides insight that can help improve the selection process, and it can also identify the types of subject specialists who were selected for the fellowship. If researchers approach this data in a comprehensive and systematic way, they can build snapshots of what the recruitment program looks like from year to year. While any information that is ethically available should be considered, comparing the goals of the program to the data collected provides a lens to focus the analysis on particular components.

The Recruitment Committee analyzed the language expertise (Figure 1), degrees, academic department, and college of all Provost's Fellowship Program candidates. Language expertise was an explicit focus early on in the program, and remained a major asset for the CU Libraries. By examining the language expertise of the fellows, this program assured that it was meeting its goals and could monitor the effectiveness of promotion. Similarly, degrees, academic department, and college allowed the committee to determine the effectiveness of its promotional efforts, who was responding, and if selection was biased in some way. Continuing to repeat these assessments provides a balance to the authority of the committee so that possible unfair biases are exposed and can be addressed.

Since the Provost's Fellowship Program began in 2005, the Recruitment Committee has received 59 applications, accepting 39% of candidates for 23 fellow positions. There have been five rounds of the program, and during each round, the CU Libraries have hosted either four or five fellows. Candidates have been either Master's-level (45 or 76% of candidates) or PhD-level (14 or 24%) graduate students in nineteen departments across the CU campus. Overwhelmingly, applications have come from students enrolled in programs in the Graduate School of Arts and Sciences (51, or 86%), with a much smaller segment from the College of Music (four, 7%), only one candidate each from the College of Engineering and Applied Science (2%) and the College of Architecture and Planning (2%). There have been no applications from the schools of Business, Education, Journalism and Mass Communication, or Law.

The profile of students applying for the Provost's Fellowship Program has suggested that promotional efforts to certain areas should be enhanced. Business, Education, Journalism and Mass Communication, and Law librarianship are all rewarding and viable fields of work, and academic libraries often prefer those with a graduate degree, so it is unusual that the program has not had any candidates from these areas. The Recruitment Committee decided to consider a more highly targeted promotional campaign for these areas. Anecdotal evidence suggests that applications from a particular academic department are spurred on by reports by successful candidates, so by selecting candidates from under-represented

Figure 1. Language skills of fellows and applicants



areas, additional candidates may be more likely to apply.

In addition to graduate-level subject expertise, language knowledge has been an important factor in the selection of fellows. Language expertise was an early focus of the Provost's Fellowship Program since the CU Libraries had a backlog of materials needing processing that were in languages library staff did not know. Mentors would often pair a fellow with particular projects based on their language abilities, so language skills became an important area to assess. Overall, the candidates had some level of skill with twenty-two different languages and many candidates were familiar with more than one language. The fellows selected by the committee had some level of language skills with fifteen different languages. The average number of familiar languages was slightly higher for accepted fellows, 1.78 languages per fellow rather than the 1.69 languages per candidate in the candidate pool.

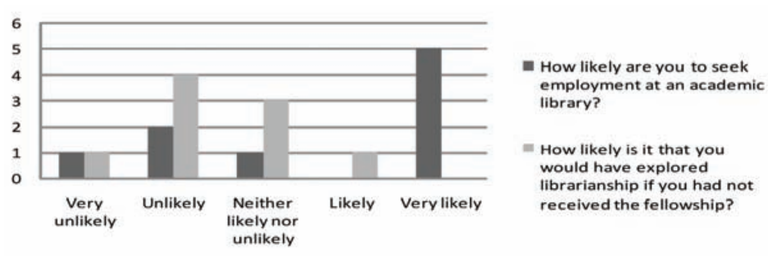
The larger number of languages among the selected fellows matches with a stated goal of the Provost's Fellowship Program in recruiting subject specialists and also in providing the library with meaningful assistance. While this preference for language skills could be expected from the selection guidelines, checking for similar patterns is a useful way to confirm that the selection process is operating correctly and that the characteristics preferred by the Recruitment Committee represent the goals of the program.

SURVEY OF FELLOWSHIP PARTICIPANTS

The survey consists of the questions listed in the appendix. The survey attempts to measure the fellows' satisfaction, degree of recruitment, interest in librarianship as a field, and the effect of the Provost's Fellowship Program on their academic experience. The Recruitment Committee administered the survey via an online digital survey system. Nine of the eighteen former fellows responded, which means that the survey is suggestive rather than statistically valid. Part of the challenge for this assessment was that many of the fellows had left CU, and Colorado, a number of years ago. Developing a consistent survey that the committee can apply every year before the fellows left would eliminate these problems, and is certainly recommended for any institution considering a recruitment program. (see Figure 2)

Another approach would be to maintain a database of former fellows and track their progress. Using this data the Recruitment Committee could administer periodic surveys. This approach is appealing because former fellows may pursue several other vocations before attending library graduate

Figure 2. Likelihood of exploring librarianship vs. seeking employment at a library



school. However, it is well known that the number of participants in a survey decrease with the passage of time from the event. The survey would also have to be tailored to monitor the fellows' progress after they leave the program, rather than their initial reaction to the program.

For the survey on the Provost's Fellowship Program, eight of the nine responders were satisfied or very satisfied with the program, and five responded that they were very likely to seek employment at an academic library. Five of the respondents were also already enrolled in library school, or had completed library school. This shows a remarkable degree of success which could be used to find other funding opportunities (see sustainability). Another way of visualizing the success of the program is to compare the Likert scale question about seeking employment at an academic library, and likelihood of exploring librarianship (see chart below). The likelihood of exploring librarianship without the fellowship shows a peak around "Unlikely." The likelihood of seeking employment at an academic library has a similar peak around "Unlikely" but after the fellowship five of the nine responded that they were "Very likely" to seek employment at an academic library, and only one respondent remained indecisive. The respondents, thus, can be seen to have become more polarized in their responses to academic librarianship-- they learned about it and over half of the respondents decided that they might like it, but the rest understood it well enough to give a more definitive rejection of library employment.

In response to the question asking for the most valuable component of the Provost's Fellowship Program experience, six respondents said that the mentor relationships were the most valuable (or part of the most valuable component; a number of responses listed several components as most valuable) and six saying that learning about the library was the most valuable component. To the question about perception, eight out of the nine respondents expressed that they did not know much about academic libraries but learned a great deal about them through the fellowship and four responded that academic expertise was important. When naming what attracted them to librarianship, respondents typically listed several things: four included the intellectual challenges, four named the opportunity for work for someone with an advanced subject degree, three listed helping people, and three listed the variety of experiences.

The areas of librarianship that interested the respondents also had multiple responses by each person, but with little overlap between topics. The only topic listed by more than one respondent was "reference and instruction," which was listed by five of the nine as an area in which they were interested. The rest of the responses had a single respondent and included: academic libraries, art librarianship, architecture librarianship, government publications librarianship, humanities librarianship, cataloging librarianship, school (K-12) librarianship, English Literature subject specialist librarianship, systems librarianship, library instruction, bibliography, and special collections. The common interest in reference and instruction may be explained by the fact that many of the respondents were enrolled in an advanced graduate degree program where teaching was part of the curriculum. (see Figure 3)

For the last question about areas in which to improve the Provost's Fellowship Program, a few responses were most common. Three of the nine respondents wanted more interaction as a cohort and three had difficulties working with the GTP. Two mentioned assistance with finding funding for library school, and only one each responded that they wanted to be included on some scholarly publications, have a broader range of experiences, and thought that the program should be more heavily advertised.

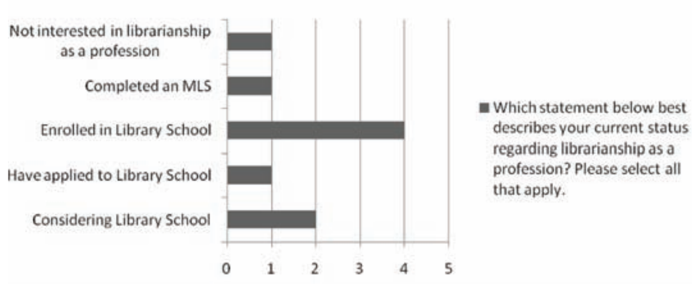
STRUCTURED INTERVIEWS WITH FORMER MENTORS

The structured interviews with the former mentors provided insight both into the structure of the Provost's Fellowship Program, but also into the benefits for library mentors. The outline of questions is provided in the appendix. The interview attempted to elicit the usefulness of the fellow, how the fellow related with the library, positive and negative experiences for the mentor, and possible changes to the program. The interviews were considered exploratory, rather than quantitative assessments, so the responses were not analyzed for statistical significance. The questions were open-ended so attempting to code the responses would not necessarily be useful.

Each interview was conducted by a pair of Recruitment Committee members trained in human research who alternated in asking the questions from the structured outline. Both members would take written notes, and after the interview collaborated on a summary of the material discussed. Having two members review the summary helped reduce the bias and ensure anonymity. The committee members were able to interview seven of the twelve past mentors.

While the responses to the structured interviews represent some specifically local concerns, the results also highlight some of the general challenges of a fellowship program. The responses to the interviews were remarkably consistent in certain areas. Time management was generally the largest challenge for all mentors, who had to manage their own research, service, and librarianship beyond what they were doing with their fellow. Some successful coping mechanisms were to share training responsibilities for the fellow with several other librarians and to use the subject expertise of the fellow to complete projects that were significant for the CU Libraries but required minimal supervision. Since the mentor's role is intended to be educational and not solely as a supervisor, it is quite reasonable for the mentor to free up time for more meaningful interactions with

Figure 3. Which statement below best describes your current status regarding librarianship as a profession? Please select all that apply.



their fellows. Many of the mentors interviewed also valued the Provost's Fellowship Program as a personal growth tool. They may have crystallized their own thought about librarianship, or used the outsider view of the fellow to develop unique solutions to problems. Contrary to the literature, the technological savvy of the fellows was not a major factor providing the mentors with learning opportunities. This might be because the literature generally refers to mentees within library programs, where they are often exposed to cutting edge library technologies, while the fellows generally came from other academic disciplines where the technology may be more field specific.

The positive experiences reported by the mentors were as follows: opportunity for reflection (reported by five); learning how graduate students think (reported by three); learning about academic departments (reported by two); and the opportunity to develop mentorship skills (reported by two). Interestingly, given the name of the committee that oversees the Provost's Fellowship Program (the Committee on the Recruitment to the Profession of Academic Librarianship), only one respondent reported that the opportunity to recruit new librarians was a positive aspect of the program. The negative aspects included time management issues, reported by five, and challenges working with the structure or administration of the program, reported by two. Tellingly, all seven responding mentors said they would host a fellow again, although four reported that their time availability could prevent them from mentoring a future fellow.

When asked about the administration and structure the Recruitment Committee could provide to help the mentor, only a few suggestions came up. Four of seven mentors suggested that providing information about the Provost's Fellowship Program's processes, or a checklist of activities, was important advice the committee could provide. Four also thought that the committee should provide structure to the program, and three thought the committee should liaise with the GTP. One respondent suggested the committee ought to ensure that the fellows complete their project, and one thought that the committee should provide opportunities for the fellows to get together. Although mentors had suggestions for improving the support structures, most had no problem accomplishing projects with their fellow and some of the support issues mentioned by early mentors in the program have been addressed by the committee for later fellow cohorts.

Regarding the usefulness of the fellow, six of the seven mentors reported that their fellow was able to contribute usefully to the work that needed to be accomplished in the CU Libraries. Four had given their fellow a collection development role because of the fellow's subject expertise, and three each had given their fellows a reference and instruction role, or a bibliographer role. Only one mentor felt that their fellow was able to contribute usefully to the CU Libraries without using their subject expertise; six of the seven interviewed said that it was an important factor in the usefulness of their fellow, and the remaining mentor said it was still useful. Two of the mentors cited language skills as important, and five cited academic subject area knowledge as important. Perhaps because of their subject expertise, many mentors did not have much difficulty in training their fellow.

All seven mentors interviewed had enough time to train their fellow and did not find it onerous to have to train them, while four either developed a training plan or a shared training program. Only one mentor felt that their fellow's performance was not positive, and this mentor cited enthusiasm as the major issue. The importance of enthusiasm was part of the specific criteria that mentors felt was significant, with four citing it as important and only two citing subject knowledge as important.

The responding mentors discussed a number of ideas and activities to which they exposed their fellow. Five responded that they discussed the different types of libraries, and four each replied that they discussed tenure, took their fellows to faculty meetings, and took their fellows to bibliographer meetings. Three reported that they discussed the job market and how to get jobs, while only one each reported discussing the academic departments and university politics. Three mentors reported providing letters of recommendation and two reported providing helpful resources after their fellow left the program. Only one respondent reported remaining in close contact with their fellow after they left the program. This makes sense given that the mentors were selected by committee and were not expected to provide a long-term mentorship relationship that an informal mentor might. All seven responding mentors reported developing professionally because of their mentoring relationship. Five reported that the discussion caused them to rethink librarianship, while five reported that their fellow's subject knowledge was very helpful for their professional development. Two cited the development of mentoring skills as a way that the mentorship helped them to develop professionally.

The assessment component of any program is important and it is especially important in recruitment programs since they often deal with multiple complex systems. By developing multiple measures of weaknesses and strengths, the Recruitment Committee was able to adapt and change the Provost's Fellowship Program and make improvements for successive rounds of fellows. Because of the small number of students who have participated in the program to date, results of the program with regard to recruitment to the profession are only suggestive. Deciding on assessment methods at the beginning of the program and collecting data consistently for each cohort should be considered essential for those considering developing a recruitment program.

Ongoing Issue: Making the Program Sustainable

- Securing permanent or on-going funding
- Recruiting faculty mentors
- Recruiting graduate students from additional fields, departments and programs

Sustainability is an important consideration for a new recruitment program. As the CU Libraries prepares for its sixth round of fellows, the issue of sustainability looms large. Funding for the Provost's Fellowship Program has come from a variety of sources over the course of the program. These sources include the Provost's Office, the Graduate Teacher Program, the Friends of the Libraries and Center for Humanities on the CU-Boulder campus. With each round of fellows, the Recruitment Committee revisits the funding issue, and spends substantial time and energy to develop funding for the program before any selection can occur, since the amount of money received determines the number of fellows that the program can support. The committee has attempted to secure continued funding from either the Provost or the Graduate School, but these efforts have not yet provided stable funding. In the current economic climate of recession, both nationally and in Colorado, it may be difficult to secure stable funding for the fellowship program, but the committee and the Graduate Teacher Program continue to work towards this goal.

Recruitment of potential faculty mentors has become more challenging as the Provost's Fellowship Program has continued. Although the library employs approximately 50 faculty members--all of whom are eligible to host a fellow--over the past five rounds of the fellowship, 17 faculty members have participated (around 34%), with five of the 17 participating twice and one of the 17 mentoring three different fellows. Seven branch libraries and departments have provided mentorship: the Research and Instruction Department (10 fellows), Cataloging and Metadata Services (six), Special Collections (two), the Music Library (two), the Government Publications Library (two), Collection Development (one) and the Science Library (one).

With around one third of library faculty members participating in the past, it would seem the Recruitment Committee would still have two-thirds of the faculty to draw from for potential mentors. Yet, many of the faculty members who have not participated in the past would be difficult for the committee to enroll. They have a variety of reasons for not participating, some of which may include a lack of interest, heavy administrative responsibilities, or lack of projects suitable for fellows with no previous library experience. The committee has developed a core group of faculty who are interested and willing to participate, but enlisting the same faculty each year can exhaust their enthusiasm. In addition, the work, research, and service responsibilities of library faculty wax and wane over time, making some semesters better suited for individual faculty participation in the program than others. Without a large pool of potential mentors, ensuring enough library faculty participation annually will remain a significant challenge.

In order to increase faculty participation, the Recruitment Committee no longer requires that potential mentors volunteer to participate and design a project for the fellow to work on prior to the call for applications for the Provost's Fellowship Program. Now, the committee promotes the program to all departments across campus without specifying areas of interest or projects that are available. This allows the committee to review the applications, select the best candidates to interview, and invite potential library faculty mentors to review the applications and participate in the interview process. After the potential faculty mentor has participated in this process, and the committee has made its recommendations for selection, the potential mentor is able to choose whether they would like to host the particular candidate and work with him or her to develop a project. Encouraging participation of potential faculty mentors in the selection process makes the development of a project a more concrete process for the mentors, since they are working with the known abilities and interests of a particular candidate, rather than trying to come up with a project in the abstract.

The third ongoing issue is the lack of fellowship applications from certain programs and disciplines on campus, particularly in the sciences and business. The trend has been for many of the candidates to be in academic departments that fall under the humanities and social sciences, as noted in the assessment section of this chapter. There are a couple of possible explanations for this trend. First, students in fields of science or business may not consider a career in librarianship because a librarian's salary is often less than what they may be able to make in a career in the private sector (Kuruppu, 2007). Furthermore, students pursuing the social sciences or the humanities fields seem more open to employment in academia or a nonprofit organization, and a career as a librarian may be more of a natural fit. The Recruitment Committee promotes and advertises the Provost's Fellowship Program campus-wide with announcements and advertisements. This includes areas frequented by the underrepresented populations, but participation has not increased. More work needs to be done in order to encourage participation from graduate students in these specific fields. More individual outreach from the bibliographers that serve these disciplines may help, as well as more consideration of how to make the program and the idea of exploring a career in librarianship more appealing to these students.

SUGGESTIONS FOR LIBRARIES INTERESTED IN DEVELOPING A FELLOWSHIP PROGRAM FOR RECRUITMENT TO ACADEMIC LIBRARIANSHIP

- Secure support for a program from library leaders and fellow librarians

- Develop and write goals for the program
- Investigate potential partnerships with campus departments, such as the graduate school, graduate teacher programs, career development, etc.
- Secure funding for a specific number of fellowships
- Recruit potential librarian mentors
- Develop promotional materials and distribution methods
- Develop acceptance criteria, screening, and interview methods
- Provide mentors with guidelines and suggestions for activities and advice for a successful mentorship experience
- Develop assessment methods, and apply them consistently from the beginning of the program

FURTHER RESEARCH DIRECTIONS

There is a need for further research on recruitment. While the Provost's Fellowship Program has had great success, duplicating this success and improving on it is a very real challenge. Throughout this case study, the authors have made a number of suggestions for running an efficient program, but below are some areas where further research could be done to improve programs.

The Recruitment Committee has had a succession of leaders and with it a variety of assessment protocols, which has caused challenges in developing a meaningful assessment. Creating longitudinally valid assessment tools would be one area to explore for further research. Establishing a well thought out and consistent suite of assessment protocols that is administered each year would provide a better view of how changes in the Provost's Fellowship Program affected the experience and outcome. Furthermore, developing the protocol with an awareness of national standards for assessment, and the requirements of various grants, would increase the decision making value of the assessment.

There has been a longstanding projection that there will be a shortage of librarians due to the number of librarians approaching retirement within the next five years. Yet, many new MLS graduates find securing a position after graduation to be difficult due to high levels of competition for a limited number of open positions. More research is needed to determine whether the actual shortage of librarians matches the predictions. Are programs like the Provost's Fellowship increasing the number of library science graduate students causing greater competition for jobs? Or, are there other factors delaying a shortage of librarians (i.e. fewer positions or fewer actual retirements)?

Recruiting librarians within the STEM disciplines--Science, Technology, Engineering, Medicine, and Mathematics--poses a special challenge. Based on the applications to the Provost's Fellowship Program, it would appear that individuals with expertise in these subjects are not often interested in librarianship as a potential career. Various reasons have been suggested, but techniques for recruiting these individuals and the reasons for their underrepresentation are not well known. This is perhaps an important and fruitful area for further research. Some initial work has been reported in the May 2007 issue of *Science & Technology Libraries*, which is dedicated to the problem of the need for more science and technology librarians.

Diversity is a major concern for many forward looking institutions. Some significant work has been done in the area of recruiting subject specialist librarians with diverse backgrounds, especially in Moore, et al. (2008), but more work is needed. Since librarianship tends to be predominantly female and welcoming of certain kinds of diversity, the very question of what constitutes a diverse librarian group is not well known. Research in this area could potentially shed light on the meaning of diversity within other social organizations as well.

The focus of the Provost's Fellowship Program has been to recruit graduate students with subject and language expertise. On the other hand, an interest in librarianship as a career could develop while a student is pursuing an undergraduate degree. Undergraduate students already have the opportunity to work in a library or set up an internship in a library, but what if they participated in a recruitment program similar to the Provost's Fellowship? More research is needed to determine whether this type of recruitment program could also be effective for undergraduate students.

The campus and library at CU have been very supportive in terms of funding for the Provost Fellowship Program, but funding may not always be available within the university library or at the campus level. When funds are lacking at the university level, state or national grant programs could be a viable option for funding, especially when a program has already been operational and proven its success. A pathfinder could be compiled to assist with finding grants to fund recruitment programs for libraries.

CONCLUSION

This chapter has provided a case study of a program developed at a university library to recruit current graduate students with subject and/or language expertise to a career in academic librarianship. Since many of these students might not have considered librarianship on their own, this program provides an additional career option. At the same time, the program provides a mentorship experience for librarians, and provided labor to complete projects that might not otherwise have been completed.

The data provided in the assessment section of the chapter, while not statistically significant, does suggest that the program has achieved some of its goals. Five respondents to the post-fellowship survey indicated that they were enrolled in a library science program, or that they had already graduated. Furthermore, five indicated they were very likely to seek employment in an academic library. Eight of the nine respondents indicated they probably would not have investigated librarianship as a career if they had not received the fellowship, thus validating the benefit of such programs in educating students about academic librarianship. Even those who do not become librarians will be able to pass on knowledge of the profession if they become teachers and/or mentors to young people on career choices.

There is a need for further research on recruitment. Researchers need to collect data in longitudinally valid and standard ways so that they can compare the results of various approaches and programs. This comparison would allow the development of best practices though empirical assessment. Librarians have an incentive to develop programs at their own universities. Tangible benefits accrue to the mentors, the library, and to the university community through a better understanding of the library. Most importantly, programs like this one for recruiting librarians bring new subject specialists to a mutually rewarding career in academic librarianship.

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APPENDIX

Provost's Fellowship Program: Guidelines for Mentors

1. Attend the Mentor / Fellow group orientation.
2. At the start of the Fellowship in January, work with your fellow to create a Mentorship Plan that outlines:
    1. Fellowship work schedule
    2. Planned activities (meetings with you, library meetings, etc.)
    3. Planned projects
3. Have your Fellow submit a monthly report of work hours and activities to you.
4. Assign appropriate/relevant library literature from the Provost's Fellow Reading List (on RefWorks) or provide your own. Discuss the professional issues found in the literature. Seek to instill a basic knowledge of library theory and practice in your Fellow. Aim to prepare him/her for library school.
5. Escort your fellow to Libraries meetings (faculty, bibliographer, your department, or others that may be interesting). Be prepared to discuss/explain what happens there with your fellow.
6. Attend, if possible, any Mentor/Fellow brown bag lunches that will be scheduled.
7. At the conclusion of the Fellowship, write an evaluation and summation of your Fellow's activities and progress during the Fellowship. Submit to the Graduate Teacher Program.

Suggestions for a Good Mentorship Experience

As the Provost's Fellowship Program seeks to inspire graduate students with advanced subject and/or language expertise to consider academic librarianship as a profession, we hope that you will share with your fellow your passion for what you do.

As a mentor, it is anticipated that you will share with your fellow your expertise and advice on such topics as:

- Academic librarianship (general and subject-specific)
- Tenure for librarians (publishing, service)
- Career opportunities
- Networking and professional organizations
- Applying to and succeeding in library school
- Your professional background (Why did you become a librarian? What do you love about your profession?)

Remember to schedule time during the program to meet informally with your fellow to discuss academic librarianship, library school, or related issues. Having a coffee or tea on the Hill is a great idea. Have the fellow count this as part of his or her 150 hours.

Provost's Fellowship Program: Requirements For Fellows, Spring 2009

1. Submit availability grid [to Recruitment Committee Chair]
2. Establish mentorship plan with mentor [submit to Recruitment Committee Chair and GTP]
3. Keep track of your hours with provided spreadsheet, noting activity/length of time spent [submit to mentor]
4. Work 150 hours under the supervision of your mentor, including:
    a. Meetings with your mentor
    b. Work on projects or other duties developed with your mentor
    c. Library activities
        i. Library meetings (faculty, bibliographers, department, other)
        ii. FSDC presentations
    d. Fellowship events
        i. Biweekly brown bags with other fellows on a variety of
        ii. Monthly events (tours, etc.)
    e. GTP events
        i. COPFFN Forum: Brief (5 minute) presentation on your fellowship experience (Saturday, March 7, 2009 in ATLAS 100)
        ii. Site visit to a library on a partner campus
        iii. GTP Workshops (Attendance to 3 new workshops required)
    f. Readings available in the Fellowship Refworks Database [Ask your mentor for recommendations]
        i. Available at: http://www.refworks.com/refworks
        ii. Login: ***, password: ****
5. Complete your Socratic Portfolio, a detailed evaluative summary of your fellowship experience. The Socratic Portfolio is due to both the GTP and the Recruitment Committee Chair at the end of your Fellowship.

Have Questions?

1. First ask your mentor, if he or she cannot answer, ask…
2. Recruitment Committee Chair
3. Graduate Teacher Program (GTP)

Focused Interview Outline for Mentor Follow-Up Interviews

General Experience

What were some of the positive and negative aspects of your participation in the fellowship program?

Guidance from the Committee

Did the committee provide sufficient support for you to work positively with your fellow? What additional information, services or guidance could be provided?

Usefulness of Fellows

What tasks did you fellow engage in? Was your fellow able to usefully contribute to the work that needed to be accomplished in the library?

Did you have enough time to train your fellow to accomplish meaningful projects? Did you find it onerous to have to train your fellow in basic library skills?

Was the subject expertise of your fellow an important factor in their usefulness to the libraries?

How would you rate the overall performance of your fellow?

Relationship with Fellow

As a mentor, what sort of activities and ideas did you expose your fellow to?

Has your relationship with your fellow continued? In what way?

Professional Development

Did participating in the fellowship help you to develop professionally, either with your librarianship or your research?

Selection of Fellow

Are there specific criterions that you think the committee should look for when selecting fellows?

Summative Experience

Would you consider hosting a fellow again? Why or why not?

Survey Questions For Provost's Fellows

How satisfied were you with your Provost's Fellowship experience? (Likert)

> Very unsatisfied, unsatisfied, neither satisfied nor unsatisfied, satisfied, very satisfied

What was the most important component for you of the Provost's Fellowship experience? (free response)

What was your perception about academic librarianship before your fellowship experience? After completing the fellowship, how has your perception of faculty librarianship changed? (free response)

How likely are you to seek employment at an academic library? (Likert)

Very unlikely, unlikely, neither likely nor unlikely, likely, very likely

What attracted you to librarianship? (free response)

Which statement below best describes your current status regarding librarianship as a profession? Please select all that apply. (multiple selections)

Considering library school
Have applied to library school
Enrolled in library school
Completed an MLS
Not interested in attending library school, but interested in working in another type of information environment, please describe
Not interested in librarianship as a profession

Please state where you enrolled for, considered, applied for, or completed an MLS; and what sort of information environment you currently work in, as applicable. (free response)

What areas of librarianship, if any, are you considering? (free response)

Did you complete the degree you were working on while enrolled in the fellowship (free response)

Please describe your current employment situation (free response)

How likely is it that you would have explored librarianship if you had not received the fellowship? (Likert item)

Very unlikely, unlikely, neither likely nor unlikely, likely, very likely

How could the fellowship experience be improved for future fellows? (free response)

Chapter 6
Recruitment Experiences in Area Studies Library Organizations:
The Case of ACRL's Western European Studies Section (WESS)*

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ABSTRACT

This chapter discusses the urgent need to recruit individuals into academic librarianship for positions within or otherwise related to area studies. It first outlines the major problems that continue to inhibit recruitment efforts in area studies including negative perceptions of academic librarianship, a narrow interpretation of qualifications, deterrents of the library and information science curriculum for subject Ph.D.s, and the shrinking number of dedicated full-time positions. Educational incentives, experiential opportunities, and a stronger focus on professional recruitment and collaboration by area studies library organizations are each explored as potential solutions. The second half of the chapter presents the activities and accomplishments of WESS's Recruitment to the Profession Committee as a model for other area studies library groups to use to stimulate professional recruitment in their respective specialties.

INTRODUCTION

Academic librarianship occupies an uneasy place within the discourse on the graying of the professoriate and concerns regarding the recruitment of the next generation of professionals in higher education. While tenure-track positions in teaching departments are often fiercely competitive, sometimes tendering several hundred applicants for a single opening, academic libraries often find themselves with a dearth of qualified candidates to fill their vacancies. Certainly this can be attributed in part to the fact that librarianship—academic or otherwise—is often not a first career choice for college graduates. The restructuring of academic libraries resulting from budget reductions and changing acquisitions patterns due to increasing on-line content has in turn contributed to a shrinking pool of available full-time positions, particularly for entry-level professionals. Another aspect of this

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issue pertains to the sometimes heterogeneous or extreme qualifications required for certain positions in academic libraries, especially those within area studies or that support such collections and which require specialized subject expertise and linguistic abilities. Nevertheless, given the impending wave of retirements in academic libraries expected to occur over the next decade, recruitment has become an important theme throughout the profession, yet there is little in the literature concerning recruitment of area studies librarians, either broadly or with respect to specific area studies specialties, who are not already enrolled in library and information science (LIS) programs or new librarians working in the field. This chapter addresses the urgent need to recruit individuals into academic librarianship for positions within or otherwise related to area studies by outlining the problems particular to area studies recruitment and recommending ways to stimulate recruitment to the profession using the activities and accomplishments of the Association of College and Research Libraries' (ACRL) Western European Studies Section (WESS) as an exemplum. Though area studies traditionally connotes regions outside of Western Europe and North America, viewed holistically Western European studies has all the hallmarks of area studies in terms of diverse linguistic, cultural, and historical characteristics. For this reason, the recruitment experiences of WESS should be of interest to kindred library groups focused on other parts of the globe that have been experiencing similar difficulties in recruitment; furthermore, by speaking to issues common to area studies librarianship as a whole, it is hoped that the experiences of one organization can be applied more broadly to similar groups and that mutual benefit will result from sharing concerns and suggesting potential collaborations between these groups as a result of the publication of this chapter.

BACKGROUND

One of the goals of area studies is to moderate the cultural bias in all our accustomed patterns of life and thought. – Howard W. Winger (1966, p. 169)

While "area studies" in American higher education dates back to the 1930s, it was only with the rise of the Cold War and the passage of the National Defense Education Act (NDEA) in 1958 that government leaders formally acknowledged the pressing need for America, in the interest of national security, to be better informed about heretofore neglected areas of the globe. From the outset, then, area studies was implicitly understood to exclude Western Europe and North America. The NDEA used area studies as a vehicle for the nation to meet its new security challenges by providing funding that helped create centers and institutes at leading universities on the Soviet Union and Eastern Europe, the Near and Middle East, Latin America, and elsewhere. These interdisciplinary centers facilitated the study of scores of foreign languages and the respective cultures of these world areas, becoming storehouses for the accumulation of intellectual and material capital that would in turn provide a source of expertise for the government's national security needs and concomitant benefits to the academic and business communities.

The passage of the Higher Education Act (Title VI) in 1965 incorporated both the educational programs that were part of the NDEA and the study-abroad programs created by the Fulbright-Hays (FH) Act in 1961 and broadened the overall purview of international education. This was followed by a period of amendments and reauthorizations to the Title VI/FH programs that added undergraduate international studies, business and international education, language resource centers, and various other programs to the range of activities administered by the Department of Education. The growth of Title VI/FH over time reflected a shift in emphasis from one limited to direct applicability to national security concerns to a wider policy supporting "language and area studies as a matter of general educational importance, as well as for national security reasons" (O'Connell & Norwood, 2007, p. 18, 22).

Today, despite recent signs of the growth of foreign language studies, criticisms persist that the educational system as a whole does not produce graduates with foreign language proficiency in sufficient numbers or at the depth necessary to meet rigorous governmental, business, or academic needs (level 3 "professional working proficiency" out of 5 on the Interagency Language Roundtable scale). At the K-12 level the percentage of students studying foreign languages remains low (34%), the concentration in a few languages high (over 90% study Spanish [~70%], French [18%)], or German [4.8%]), and the shortage of sufficiently-trained foreign language teachers great (O'Connell & Norwood, 2007). Fundamentally, this results in an inadequate pipeline of K-12 students with foreign language skills above the introductory level moving on into area studies, foreign languages, or other language-intensive disciplines in higher education.

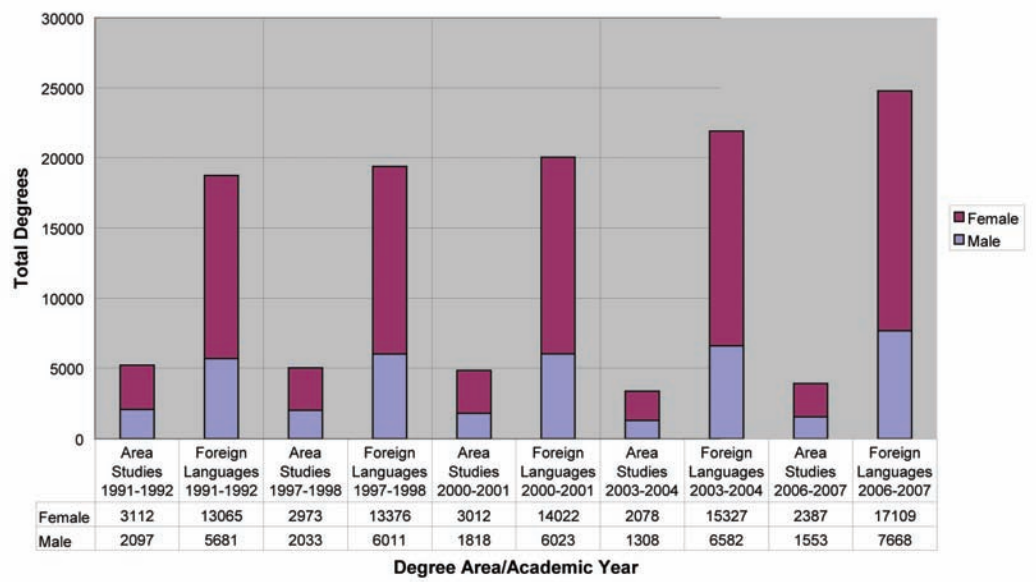
At the post-secondary level, meanwhile, there has been a downward trend in overall degrees awarded in area studies since 1991, in contrast to a marked increase in foreign language degrees over the same period, in particular since the terrorist attacks of September 11, 2001 (see Figure 1).

From these figures it is impossible to determine how many area studies degrees—particularly at the undergraduate level—are being awarded by individual departments, interdisciplinary programs, or as special majors. However, since only a small fraction of the nation's universities receive Title VI funding, the majority of these degrees are likely not conferred by dedicated interdisciplinary area studies centers (National Resource Centers). What is clear is that females have made up the majority of graduates in both degree areas for nearly two decades, in the case of foreign languages by a more than two-to-one ratio. It should also be kept in mind that the total number of area studies (as distinct from ethnic and gender studies) graduates at all levels recorded in national statistics constitutes a tiny percentage of overall degrees awarded.

On the other hand, the spike in foreign language degrees conferred marks the recent reversal of a long-term trend towards declining enrollments in languages such as French and German, and mirrors geopolitical events since 2001 that have placed renewed emphasis on the governments and cultures of the Middle East, Central Asia, and East Asia. Dramatic enrollment increases in languages such as Arabic (126.5%), Chinese (51.0%), and Korean (37.1%) between fall 2002 and 2006 also portend further growth in degree conferrals over the coming years (Furman, Goldberg, and Lusin, 2007). Interestingly, a significant percentage of instruction of less commonly taught languages (LCTLs) and least CTLs at the undergraduate level takes place at non-Title VI institutions (23% and 59%, respectively); conversely, Title VI National Resource Centers provide most instruction in both classifications at the graduate level (59% and 81%, respectively) (Brecht & Rivers, 2001). Regrettably, funding in constant dollars for Title VI/FH has not kept pace with the growth in the number of programs, a fact that has been cited in numerous reports and recommendations to Congress.

With the growth of area studies following the creation of Title VI/FH, academic libraries too faced the daunting task of building and providing access to multilingual international collections that could support curricular and research needs on diverse areas around the globe. At the core of this enterprise has been finding librarians with the requisite combination of linguistic competence and subject expertise who could tackle the problems of retrospective and current acquisitions, cataloging, and, of course, providing research assistance to users. Given the multiplicity of languages and array of subject disciplines involved—to say noth-

Figure 1. Area studies & foreign language degrees conferred by degree-granting institutions (bachelor's through doctoral)



	Area Studies 1991-1992	Foreign Languages 1991-1992	Area Studies 1997-1998	Foreign Languages 1997-1998	Area Studies 2000-2001	Foreign Languages 2000-2001	Area Studies 2003-2004	Foreign Languages 2003-2004	Area Studies 2006-2007	Foreign Languages 2006-2007
Female	3112	13065	2973	13376	3012	14022	2078	15327	2387	17109
Male	2097	5681	2033	6011	1818	6023	1308	6582	1553	7668

Source: National Center for Education Statistics' *Digest of Education Statistics* 1995 (Table 242), 2000 (Table 257), 2002 (Table 255), 2005 (Table 252), and 2008 (Table 275), available on-line at http://nces.ed.gov/programs/digest/.

Note: Ethnic, cultural, and gender studies (including American studies/civilization) statistics have been removed from the area studies figures above, since these are domestically focused in the *Digest*. For the years 1991-2001, comparative literature figures have been added (from the English language and literature section statistics) for consistency with the years 2003-2007, where they appeared with foreign languages.

ing of issues of salary and benefits, professional status, and other corollary concerns—recruiting capable librarians to fill these posts has been no small challenge. While formal area studies and foreign language programs are by no means the only academic backgrounds suitable for would-be area studies librarians, this brief conspectus of recent trends in these two particular areas is meant to provide some necessary context that will illuminate their ongoing impact on the future conditions of recruitment.

Literature Review

Scholarly literature dealing broadly with recruitment to academic librarianship is a relatively recent phenomenon. Only over the past two decades has the profession at large begun to face issues of retirements, qualifications of new generations of librarians, and concerns about diversity in the workforce, from which a growing body of new scholarship has emerged. In his review of the recruitment literature of the 1990s, Harralson (2001) noted difficult specialties for which to recruit, chiefly technical services positions in cataloging and collection development, but did not specifically mention area studies in this context. Because of the specialized nature and high educational demands of area studies librarianship, qualified professionals have always been in short supply; yet, despite this, even today there is little in the scholarly literature concerning recruitment of area studies librarians as a whole or within their respective specialties who are not already enrolled in LIS programs or working as professional librarians. Furthermore, the literature that does exist for the most part deals with the recruitment issue indirectly, through the educational preparation of area studies specialists necessary for them to do competent work.

Foreign language skills are universally acknowledged as the first fundamental requirement in area studies librarianship. The question of foreign languages and the academic librarian dates back to the early years of LIS education and intersects with the widespread introduction of modern foreign language curricula into American higher education and the growth of scientific and technical literature in foreign languages. It was understood from early on that a working knowledge of one or more foreign languages in conjunction with the breadth a liberal education ideally imparted was an asset for a librarian to possess inasmuch as academic and research libraries were collecting more material in languages other than English to meet the demands of new programs. In the first half of the 20th century a number of library schools had foreign language entrance requirements for either one or sometimes two languages which could be met through prior coursework or by passing a proficiency exam. Some institutions like Columbia University and the Pratt Institute developed "library linguistics" courses meant to teach students bibliographical terms in various foreign languages and enable them to identify a host of non-Latin scripts (Walch, 1970). Beginning in the 1960s many library schools began reducing or outright dropping foreign language requirements, mirroring the trend in higher education at large, and replacing them instead with offerings in computer science, statistics, and mathematics. Even institutions which dropped the requirement altogether continued to profess the need and value of foreign languages for librarians, but the growing sentiment was that the onus of foreign language proficiency should be on the student and not on the graduate school (Fisher and Beck, 1978).

This trend came about just at the time when Title VI funding was establishing area studies centers at universities across the country, creating a need for librarians versed in foreign languages but leaving fewer library schools able to ensure these requisite skills were possessed by their graduates. If foreign language training in Western European languages among librarians was in decline, non-Western languages were virtually ignored altogether (Russian being a notable example). In his article "Staffing of Oriental Language Collections in American Libraries," Tsuneishi (1973) outlined the reasons for the dearth of American librarians capable of servicing the collections of the major university and government libraries with strong holdings in East Asian and Middle Eastern studies and concluded that in the absence of American-trained specialists, such institutions would have to continue to rely on foreign-born and foreign-trained individuals. Crary (1982) was among the first to survey librarians—albeit in a variety of library settings—to determine the foreign language requirements of various positions and the competencies needed of librarians in those roles; Bischof and Vetruba (2009) have conducted an updated survey of this type targeted specifically at academic librarians and are preparing a manuscript for publication. Kellsey (2003a) has recently noted the ongoing shortage of foreign language skills among new librarians, the implications for academic and research libraries in various departments, and ways to encourage students with foreign language backgrounds to consider academic librarianship as a career path through strategic partnerships. Further complicating the issue, considerable variation in terminology exists when describing foreign language competence of academic librarians, as Beall (1991) demonstrated was the case for catalogers. As the output of print and on-line material in languages other than English continues to grow, the historic dissociation of foreign language requirements from library schools can be seen as an exacerbating factor in an already long-standing problem concerning the shortage of qualified applicants for area studies specialist positions whose responsibilities absolutely mandate strong foreign language skills and subject knowledge.

Concomitant with foreign languages has been the historical place in academic libraries of subject (non-LIS) doctorate holders who possess not only foreign language skills but also deep subject backgrounds and attempts to recruit them into professional positions, sometimes without the master's of library science (MLS) degree. One aspect of the early discussion on the doctoral degree in college and university libraries focused on the preferability of either the LIS doctorate or subject doctorate for administrative positions, especially directorships. Even as master's programs in library science began to appear beyond the established one-year library training institutes, their legitimacy was questioned from within and without the library ranks. These programs placed considerable emphasis on elective courses in subject areas, reinforcing the acknowledged need of graduate training in a subject area in addition to librarianship for academic librarians to be considered competent. In short, there was little perceived need for the holder of a subject doctorate to embark on a master's degree of unproven worth in a discipline not recognized as "academically respectable" (Wilson, 1945). In her pioneering article "The Subject Ph.D. and Librarianship," Phyllis Allen Richmond (1957) outlined the wide-ranging contributions subject Ph.D.s could make in academic or special libraries, differentiated between essential and dispensable (i.e., repetitive) elements of library school curricula for subject doctorate holders, and observed that the length of these master's programs for such individuals was too long. In the mid 1970s for the first time data were collected on the increasing numbers of subject Ph.D.s entering librarianship, their prospects for placement and expected salary, and attitudes towards them from library school deans and library directors. One notable conclusion from this study was the lack of encouragement or active recruitment of subject Ph.D.s to enter library school, indicative in part of a feeling of resentment towards the degree (Miller, 1976). Because academic and research libraries predominantly required—though were not compelled to require—an American Library Association (ALA)-accredited MLS of new hires, there remained a gulf between subject Ph.D.s on one side and professional library employment on the other, with library school being the only realistic bridge between the two.

In more recent years, following conferences on area studies librarianship, efforts have been launched to shepherd subject doctorate holders into academic libraries via post-doctoral fellowship programs in response to a more acute shortage of qualified applicants for these specialist positions. In her description of her experiences as an Africana fellow at Indiana University, Bloomington, for example, Kuntz (2003) contended that the training she had received could be viewed as equivalent to an MLS, but noted that unless the library profession agreed, the program would bring its fellows no closer to a professional area studies position. Future discussion on the "doctoral question" will benefit from the conspectus of academic/research librarians with subject Ph.D.s recently published by Lindquist and Gilman and their "follow-up piece concentrating on respondents' experiences in the workplace and views about the advantages and disadvantages of academic librarianship as a career for those with subject doctorates" (2008).

Beyond literature dealing obliquely with the component parts of the area studies librarian's background and education that could be targeted for recruitment are works addressing area studies directly. *Area Studies and the Library* (Tsien and Winger, 1966), the proceedings of the 30th Annual Conference of the Graduate Library School of the University of Chicago (originally published in *Library Quarterly*, October 1965), was the first treatment of the role of the library, its collections, and its area studies specialists across the spectrum of geographical regions and some of the challenges particular to each area. In his chapter "Education for Area-Studies Librarianship," Howard Winger outlined the nature of the shortage of area studies librarians and defended the scope of librarians as being broader in focus than if the same responsibilities were simply turned over to an area studies scholar. He endorsed joint-degree master's programs (which existed at the time but were scarcely enrolled) for their promise to attract individuals to acquire or enhance the requisite foreign language skills and subject knowledge of a particular area concurrently with the MLS, but he also stressed that increased financial aid would be required to compensate for the added expense to students of a longer program. The *Proceedings: Future of Area Librarianship Conference* (1997), provided a much-needed update on the status and prospects of area studies librarianship as a whole from various perspectives and presented useful quantitative and qualitative data from four national surveys sent to Association of Research Libraries (ARL) library directors, deans of schools of library and information science, area studies center directors, and area studies librarians. Key recruitment-related observations noted during the conference were that area studies librarian positions are typically not entry level, that statistics indicate that area studies graduates at the master's level have most often gone on to library school, and that library schools' curricula are not equipped on their own to address the needs of area studies education.

While this chapter cannot possibly include the recruitment-related literature for every corner of area studies, a selection of representative works dealing with individual areas will provide insight into themes of common concern (including to Western European studies) as well as distinct differences. Pantelidis (1981) believed that the offering of specialized area studies elective tracks, dual-/joint-degree programs, and post-MLS continuing education opportunities were all incumbent responsibilities of library schools, and advocated for these options in the development of competent Middle Eastern studies librarians. Other works typically outlined the education and skills future librarians in each respective area would need to possess more than they addressed how these individuals would be brought into the field. For East Asian studies positions, a high percentage of job advertisements from the 1990s stipulated "verbal and written communication skills in English" (Wu, 1999, p. 7), indicating the continued reliance on foreign-born or foreign-trained individuals, as Tsuneishi had noted in the early 1970s. Knowlton (2002) also used content analysis of job advertisements in conjunction with survey data of working Latin American studies librarians in an attempt to create a profile of the future Latin American studies librarian useful in recruitment. Likewise, Brewer (2005) acknowledged the lack of a single path to becoming a Slavic (including East European) studies librarian, and so employed survey data of working Slavic studies librarians to articulate the requisite education and skills and the institutions at which students could pursue this course of studies.

SURVIVAL AND CONTINUITY: THE INVETERATE AREA STUDIES QUESTION

Issues, Controversies, Problems

There are several key issues that continue to inhibit the recruitment of individuals into area studies librarianship in academic and research libraries. One of the impediments is the negative perception of academic librarianship that prevails in certain corners of academe. This is based in part on the low status of the MLS, a degree which grew out of a one-year training program—effectively a credential—and thus garnered a reputation which persists today as vocational in nature and lacking in academic rigor. From the outside, the field has often been perceived as an "alternative" career fit only as a "haven for Ph.D. refugees who 'failed' on the faculty job market" (Gilman, 2005, ¶ 2). As a result, counselors and graduate advisors often omit to recommend or even mention librarianship as a viable career choice for graduate students exploring various options. From within the field the disputed value of the MLS has fueled a perpetual identity crisis over the “professional” nature of academic librarianship and an inferiority complex of academic librarians’ status in higher education vis-à-vis the teaching faculty. Even among librarian colleagues, area studies specialists sometimes have a reputation for being elitist, pompous prima donnas who dwell in a privileged world little understood or appreciated by their peers (Jakubs, 1997). Unfortunately, these negative perceptions are destructive influences on attempts to recruit new area studies librarians and contribute to a divisive atmosphere within the library environment, compounded by low salaries relative to required education.

Another problem is the common complaint emanating from libraries themselves that there is a dearth of “qualified” applicants as that term has come to be defined. The attainment of the MLS degree continues to be the most fundamental required hiring qualification among most academic libraries, despite the questioning of its value for as long as the degree itself has existed, particularly when divorced from an advanced degree in a subject area. For any given region, however, area studies librarianship requires broad, diachronic knowledge across a range of disciplines, close familiarity with the research process and the needs of its practitioners, and relevant foreign language abilities in order to shape research-level collections and help users access such resources. These are all the hallmarks of someone who at minimum possesses a master’s degree in a subject area or ideally a doctorate; it is patently unrealistic for a librarian with a bachelor’s degree in a subject area to purport to possess this combination of skills except in the most extraordinary circumstances.

Given these advanced qualifications, the MLS by itself is simply not adequate training for positions in area studies librarianship, yet many disincentives remain for potentially stellar area studies librarians with subject Ph.D.s in hand from attending library schools following the rigors of a doctoral program. Historically library schools have done little to encourage subject Ph.D.s to enroll in LIS programs in the first place, but today their programs are so technology- and information-oriented that the foundational aspects of librarianship which *have* been acknowledged as the essential contributions of library schools have been downplayed in the curriculum. Chief Information Officer at Bryn Mawr Elliott Shore agrees: “‘I think many library schools have de-emphasized the academic library as a course of study…. There are fewer and fewer courses on administering collections, rare books, and archives, many of the traditional things’” (Berry, 2003, ¶ 11). Courses in area studies librarianship have become particularly scarce and those that do exist are most often taught out of necessity by area studies librarians themselves in an adjunct role due to a lack of qualified LIS faculty. Furthermore, the length of LIS programs for subject Ph.D.s and hence the expense involved is also problematic, as library schools have largely been unwilling to abbreviate their curricula for those who possess advanced academic credentials in other areas. There is a rich pool of talent of would-be area studies specialists from which academic libraries could greatly benefit, but the inflexibility of library schools to adapt their programs to this demographic contributes to the ongoing lack of “qualified” candidates for area studies librarian positions.

In addition to its image problem and a flawed approach to the MLS curriculum inhibiting recruitment, the profession itself is doing little to enhance the overall talent pool of incoming LIS students. Despite broader trends in librarianship over the past decade, there continues to be negligible focus on professional recruitment among area studies library organizations. Many area studies library groups have membership committees or similar outreach arms, but these are oriented primarily towards recruiting and retaining new members from among current LIS students or working librarians, reinstating lapsed memberships, enhancing professional development opportunities for current members, and encouraging more active group participation. Diversity committees charged with recruiting underrepresented racial and ethnic populations have also begun to appear in certain library groups in response to concerns over a lack of diversity in the workforce. While there is undoubtedly a need for these existing modes of recruitment, they do nothing to improve the caliber of students entering library school, and thus the next generation of academic librarians. Library groups of all types, but especially those focused on area studies, need to begin recruiting into the profession those not already enrolled in an LIS program or otherwise committed to librarianship, in particular individuals from cognate subject areas with advanced academic credentials and language backgrounds. The second half of this chapter discusses the activities and accomplishments of WESS in this regard.

Perhaps the most insidious trend that threatens not only the recruitment of future area studies librarians but also their retention over time has been the shrinking number of dedicated full-time positions following resignations and retirements. In some cases positions are left vacant temporarily as a cost-savings measure to libraries in times of financial crisis. Increasingly, however, erstwhile full-time specialist positions are being either eliminated altogether or diluted through the assignment of additional, sometimes unrelated, general responsibilities. In the former case, subject specialist responsibilities are often fragmented and then assigned to others without adequate training to do the work; in the latter, extra duties mean less time for area studies activities and thereby diminish librarians' effectiveness in their specialist roles. Results of the 1995 survey of area studies librarians across many geographical specialties from the Indiana University Conference showed that fewer than 18% (32 out of 181) of area studies librarians spent half time or less in area librarianship activities (Schmidt, 1997); though not directly comparable, Brewer's 2003 survey of 128 Slavic studies librarians showed that number at nearly 40% (p. 38). In part this trend no doubt mirrors the fundamental shift academic libraries have experienced in their acquisition patterns towards electronic resources, resulting in shrinking book budgets and a reduced commitment to processing non-English materials in-house. Area studies collection development also poses unique problems because "the political instabilities around the world and related legal ramifications make collecting materials difficult and many times impossible" (Walsh, 2006, p. 19). Consequently, outsourcing has emerged as a perceived way to save money on the cataloging and, sometimes, acquisition of materials from various parts of the world (Wu 1999). Without a concerted voice in defense of area studies, in all likelihood the number of dedicated positions will continue to shrink except at top-tier institutions and federally-funded Title VI National Resource Centers.

Solutions and Recommendations

If recruitment to area studies librarianship is to become successful, there first need to be more educational incentives for individuals with the desired subject or language backgrounds to consider investing the time and money to attend library school. One program that provides exceptional graduate students a preview of the work of academic librarians in their subject field is the Provost's Fellowship at the University of Colorado at Boulder (CU-Boulder). Developed in response to a nationwide call by ACRL's Ad Hoc Task Force on Recruitment and Retention Issues to engage in active professional recruitment at the campus level, this program debuted in January 2005 and has sought to "1) introduce academic librarianship as a career to graduate students; 2) present to them the tenure process at CU- Boulder Libraries; and 3) recruit fellows with subject and/or language expertise to the academic library profession" (Knowlton and Imamoto, 2006, 563-564). Charlene Kellsey's chapter in this volume provides an update on the progress of this initiative. Programs such as this are worth replicating at other institutions because of the positive light they shed on academic librarianship as a viable career path in which graduate students can put their academic training or linguistic skills to good use.

Another type of educational incentive, one that would help strengthen the quality of LIS graduates, is the articulation and promotion of more dual-/joint-master's programs related to area studies disciplines in conjunction with the MLS on the part of library schools. Area studies graduates at the master's level have been most receptive to going on to library school, as mentioned in the literature review above. These combined programs require that applicants be accepted by each department, but they offer the advantage of conferring two master's degrees in a shorter timeframe than if the two programs were done separately. As noted in the area studies surveys of 1995, they also help reduce the time gap between subject training and receipt of the MLS (Schmidt, 1997). Of the 57 ALA-accredited LIS programs, 36 indicate the availability of specific dual-/joint-master's degree programs, some with other institutions; yet, apart from broad disciplines like history (16 programs), only eight universities have established programs of direct relevance to area studies (see Table 1)[1].

Interestingly, for a time UC Berkeley's then-ALA-accredited School of Library and Information Studies had a joint-degree program with its Department of Near Eastern Studies (Pantelidis, 1981). While each of the 36 LIS programs could not realistically establish joint-degree programs in a field of area studies, they could at least promote the availability of joint-degree programs in various other subject areas on their campuses where institutional policies enable them; for example, history has traditionally been the most common subject background at the bachelor's, master's and doctoral levels for area studies librarians (Schmidt, 1997) and could be established as a dual-/joint-degree program at many more institutions. For the eight schools that do have area-studies-related joint programs, they should widen their scope to include other areas of academic strength and robust library holdings (e.g., UCLA in Near Eastern/Islamic studies and the University of Texas at Austin in Latin American studies). Library schools at these institutions should also work to ensure that the area studies programs promote dual-/joint-degree opportunities on their web sites, in promotional literature, etc. These programs would benefit future academic librarians in a host of specialties, but for aspiring area studies librarians, they would be an ideal way to gain advanced subject knowledge and strengthen foreign language skills in conjunction with the LIS curriculum; moreover, a thesis written to satisfy such a joint program would give the candidate added familiarity with key aspects of librarianship, book culture, or information science in a given area or region. For the institution, joint-degree programs would be a means to market other terminal master's programs more effectively, to add value to the library degree by suggesting its applicability to other subject areas, and to produce more marketable graduates who in turn could become more supportive alumni.

The first two educational inducements to recruiting new talent to area studies librarianship focused on "front-end" incentives, namely, enticements meant to attract individuals to library school who are in the process of obtaining an advanced subject degree, or the prospect of a second master's degree for those just entering library school. Arguably the most critical educational incentive would target recruitment towards those with a subject doctorate in hand by making the attainment of the MLS more attractive through fellowships and condensed curricula. Recent survey data indicate that for at least the last forty years a majority of subject-doctorate-holding librarians decided to become librarians after their doctoral program, suggesting a continued receptivity to ongoing recruitment efforts today. These same data reveal that over the same period, librarians with subject doctorates in the social sciences and humanities

Table 1. ALA-accredited LIS programs offering specific dual-/joint-master's degree programs related to area studies

	Institution							
Area Studies Program	UCLA	Florida State University	University of Hawaii at Manoa	Indiana University at Bloomington	Long Island University[a]	Southern Connecticut State University	University of Texas at Austin	University of Wisconsin at Milwaukee
African studies/Africana				●	●			
Asian studies (including East, South, and Southeast Asia)			●		●			
Comparative literature				●	●			
Hebrew and Judaic studies					●			
Latin American studies (can include Caribbean studies)	●			●	●			
Middle Eastern studies							●	
Modern (foreign) languages and linguistics		●				●		●
Near Eastern studies					●			
Pacific Island studies			●					
Russian and East European studies (Slavic studies)				●	●			

Source: Data culled by the author through a survey of ALA-accredited LIS programs and/or university departments' web sites.

[a]Offered through NYU's Graduate School of Arts and Sciences.

(including the arts) were more likely to be hired without the MLS than those counterparts in other disciplines (Lindquist & Gilman, 2008); nevertheless, a rigid adherence to the MLS as the first and foremost educational qualification irrespective of other advanced academic credentials in a subject area does persist and has systematically excluded talented individuals from joining the ranks of area studies librarians.

Without the MLS, even a highly regarded, widely published Ph.D. in a given field can be instantly excluded from consideration in many library searches. This has resulted in a historical tension between two prevailing extremes in academic librarianship: on the one hand concern over "feral" librarians, i.e., those without the MLS and the putative professional socialization and service ethic it confers,[2] washing ashore as castaways from the seas of tenure-track professorial desolation and overrunning the library; and on the other hand resentment towards the suspicious, anti-intellectual, narrowly self-serving closed-shop practices of "MLS Union Cardism" excluding out of hand otherwise highly qualified individuals in the face of an acknowledged shortage of talent. This strain helps explain the trend towards post-doctoral fellowships such as the Council on Library and Information Resources (CLIR) Postdoctoral Fellowship in Scholarly Information Resources and Mellon Fellowship Programs, both meant to fast-track subject Ph.D.s into academic librarianship through work experiences in lieu of obtaining the MLS, and academic libraries' resistance to acknowledging these as equivalent to the degree, creating ensuing difficulties for fellows seeking library employment (Brewer, 2005; Kuntz, 2003). By and large this approach is doomed to fail because it strikes at the vested economic interest in protecting the MLS degree held by the American Library Association and the library schools it accredits, and, by extension, academic libraries themselves which employ the beneficiaries of the status quo. One solution to this long-standing tension is to restructure these post-doctoral fellowship programs as components of an LIS curriculum by making library schools jointly responsible for their administration, something previous fellows have suggested. In this way, accompanying stipends could be used to help pay LIS tuition costs and credit towards the degree could be earned for the same work experiences with librarian mentors as before. This approach would have the added benefit of being compatible with distance education LIS programs. Naturally, not every subject Ph.D. would be fortunate enough to secure a fellowship, so general pressure needs to be brought to bear on library schools to exercise some flexibility by abbreviating or otherwise customizing their LIS curricula to account for the prior academic attainments of such students. Another option could be to combine the MLS and a Certificate of Advanced Study (CAS) into a special curriculum for subject Ph.D.s. This multi-pronged approach would eliminate concerns that post-doctoral fellowships are attempting to further marginalize the MLS degree by circumventing LIS programs and help induce subject Ph.D.s to commit the time and money to attend a library school program.

As important as educational credentials are, professional experience is often an even more decisive factor in securing a position in an academic library. Academic libraries most often prefer a candidate with an MLS and several years of professional (i.e., post-MLS) experience over a newly-minted librarian and almost always advertise their vacancies accordingly. This has led many recent library school graduates—including those with subject Ph.D.s—to bemoan the lack of entry-level positions amidst claims that retirements are creating job openings in increasing numbers. Today library school graduates are faced with the enduring dilemma of how to get a job without experience and experience without a job. In recent years a number of academic libraries have responded to this issue by creating post-MLS residency programs. These programs offer full-fledged professional opportunities (at a professional salary) of limited duration, usually one to two years, to recent library school graduates. Residents gain the requisite professional experience they seek for a long-term appointment elsewhere by performing a variety of tasks, often under one or more librarian mentors, and participating in departmental and library-wide decision-making. Libraries in turn receive valuable services and insights in areas of need from enthusiastic, skilled new professionals without having to commit to a permanent position with fixed responsibilities. Some of these residencies have also been designated specifically as diversity initiatives for underrepresented racial and ethnic groups. Post-MLS residencies provide the needed bridge of experience separating recent library school graduates from their first professional position, and more institutions should offer residencies with an area studies focus using their own funding or through grant-funded initiatives. An area studies residency could also be structured to include an intensive language study opportunity at the institution or even an immersion program abroad, depending on the candidate's background. As with other types of residencies, this program could also fulfill the objectives of increasing diversity in the library workforce by recruiting librarians from underrepresented groups who at the same time possess subject knowledge or language skills in, for example, East Asian studies, Latin American studies, and Middle Eastern studies. Since area studies positions tend not to be entry-level (Krutulis, 1997), residency and other post-MLS programs are critical for library school graduates to gain the experience needed to secure professional-level appointments.

In addition to the incentives noted above, recruitment to the profession must become a stronger focus at various levels within academic librarianship. Library groups of all types, but especially those focused on area studies, need to begin recruiting into the profession individuals not already enrolled in an LIS program or otherwise committed to librarianship, in particular those from cognate subject areas with advanced academic credentials or language backgrounds. This type of professional recruitment would, in effect, help create an active pipeline of more highly qualified students entering library school to become academic librarians. To this end, library organizations must begin adding professional recruitment to their overall charge, preferably through the creation of a separate committee which can focus exclusively on this one area. As they are created, recruitment committees of area studies library organizations could then begin to work cooperatively, sharing ideas and best practices and showcasing the best of what academic librarianship has to offer. These same recruitment committees would be uniquely situated to cultivate the connection between minority recruitment and area studies broadly, especially in relation to subject or language expertise students from underrepresented groups may possess. At the local level, members of recruitment committees should encourage more talented paraprofessional staff, who often possess special subject or language skills, as well as years of experience, to consider becoming librarians.

Finally, the preceding discussion has focused on the problems of recruiting qualified *new* area studies librarians and recommended solutions, but there is also a need to recruit *experienced* area studies librarians—into leadership positions within academic libraries. Area studies librarianship is frequently misunderstood as a quaint specialty focused on obscure regions and languages of the world and hence exoticized by outsiders. Even in an area like Western European studies, criticisms abound as to why so many resources should be invested in foreign language materials that undergraduates—the largest segment of the student body—cannot (or will not) typically use. As a result, area studies are often first on the lips of library administrators when talks of budget cuts are uttered; as noted above, dedicated area studies positions have also been under attack for years. Seasoned area studies librarians thus have a pivotal role to play in the protection and furtherance of area studies librarianship (and collections) through the pursuit of leadership positions. This will require a significant shift in the established career trajectory of many area studies librarians, who often "choose to remain in 'lower-level' positions in which they can remain heavily involved in subject-specific librarianship" (Lindquist & Gilman, 2008, p. 46). In their 2007 article, Neely and Peterson suggest ways to support advancement of librarians of color including mentoring and grooming, shadowing leaders, and participation in fellowships and institutes; these same methods could be applied to promote the advancement of area studies librarians into management positions through ARL, ALA's Library Leadership & Management Association (LLAMA), and other organizations and grant-funded initiatives. Those with subject Ph.D.s in particular already have the academic qualifications sought for upper-level positions such as university librarians; their approach to librarianship is necessarily more international in scope, a quality needed by library directors at top research institutions; they understand that area studies collections are part of what distinguish their libraries from others (and for a comparably minor cost relative to disciplines in the sciences); and, most important, they would make the most informed advocates for area studies collections not only in their home libraries, but as members of national decision-making bodies that formulate an agenda for progress. The future of area studies library recruitment depends both on having qualified applicants to fill vacancies and also ensuring that those vacancies (and the responsibilities attached to them) continue to exist, and veteran area studies librarians can do much to help safeguard this future in administrative roles.

Recruitment in WESS

The Western European Studies Section (WESS) was originally formed as a discussion group within the Association of College and Research Libraries (ACRL) in 1975 under the name Western European Language Specialists (WELS). In 1979 the group was granted formal status as an ACRL section and amended its name to the Western European Specialists Section "represent[ing] librarians and others in the Association of College and Research Libraries who specialize or are otherwise professionally involved in the acquisition, organization, and use of information sources originating in or relating to Western European countries." In 1999 the section again updated its name to the Western European Studies Section, the name used to this day. Since 1980 WESS has organized programs at the ALA Annual Conference and has twice convened an international conference dealing with themes relevant to Western European studies librarianship ("History of WESS," n.d.). Organizationally WESS has developed over the years through the creation of a semi-annual newsletter, the formation of committees and discussion groups, the offering of a sponsored research grant, and the publication of conference proceedings and occasional papers.[3] Notably, for most of its history WESS has embraced a diachronic concept of Europe, as evidenced by the formation of its first discussion group, the Classical, Medieval, and Renaissance Discussion Group, in 1984. Today WESS has nearly 600 individual and institutional members representing a range of linguistic abilities, geographical specialties, and job responsibilities. Most recently, a joint ad hoc committee with ACRL's Slavic and East European Section (SEES) has been formed to examine the possibility of merging the two sections into one with a more unified, pan-European orientation.

Professional recruitment has been a priority within WESS for nearly a decade. A joint meeting of the WESS Cataloging Discussion Group and the Research and Planning Committee at ALA Annual in 2001 focused attention on the perceived shortage of qualified job candidates for Western European studies librarian positions and the need to take active steps to recruit the next generation of academic librarians with requisite subject and language skills to fill these vacancies. In 2002 the Research and Planning Committee created a Subcommittee on Recruitment to investigate ways to encourage interested individuals with subject backgrounds and/or foreign language skills related to Western Europe, particularly graduate students and recent graduates from language and area studies programs, to become academic librarians. This move coincided with the creation of the ACRL/ARL Joint Task Force on Recruitment to the Profession, whose charge was "developing fresh strategies for recruiting and advancing a new generation of talent for the profession of academic librarianship to succeed in the 21st century."

The Subcommittee identified several key priorities following its formation (Kellsey, 2003b). First was the creation of a brochure and associated flyer providing information about academic librarianship as a viable career path and promoting WESS to people with germane backgrounds. The brochure served as a physical marketing tool which could be sent to academic departments and career offices at various academic institutions and displayed or distributed at conferences of scholarly organizations attended by members of WESS (informally known as "WESSies"). As a virtual counterpart to the brochure, the Subcommittee created a web site about academic librarianship including a list of e-mail contacts of WESSies who would be willing to provide further information. In addition, the Subcommittee surveyed job ads for academic librarians in order to obtain updated information about foreign language requirements of employers and likewise canvassed the membership of WESS to gather information about members' educational backgrounds and job responsibilities.

Two years later, at ALA Annual in 2004, the Subcommittee on Recruitment was elevated to the level of a full standing committee, the Recruitment to the Profession Committee (hereafter "Recruitment Committee"). The chief rationale for the change was that a full-fledged committee with a clear focus was needed to address recruitment, which was reaching a crisis level and would become even more acute over time, and to continue building on its previous accomplishments (C. Kellsey, personal communication, February 6, 2009). The stated purpose of the Recruitment Committee was to "promote academic librarianship as a career path for individuals with foreign language skills by collaborating with various organizations, making presentations, and otherwise disseminating information." To this end, the Recruitment Committee in its first several years has been focused on several broad outreach activities.

An informative, evolving web presence has been the calling card of the Recruitment Committee since its inception. The core content of the Recruitment Committee's web site grew out of a roundtable presentation given at the annual meeting of the American Philological Association (APA) in 2003 by W. Gerald Heverly, the first chair of the Recruitment Committee. The original web site was hosted externally on the institutional web space of a Committee member and linked from the WESS home page. Then in early 2008 the entire web site of WESS was moved from space at Dartmouth to BYU and in the process converted to wiki format to enable all WESSies to make changes to its content (see: http://wess.lib.byu.edu/index.php/Main_Page). Today the Recruitment Committee's wiki contains, in addition to current committee information and previous meeting agendas and minutes, a robust section of recruitment resources both for librarians and individuals interested in pursuing a career in academic librarianship. First and foremost is the Academic Librarianship & Foreign Languages Recruitment Page, the nucleus of the original web site, which details the work of academic librarians, the role foreign languages play in their duties, job prospects in the field, and necessary qualifications, with links to external on-line sources of information such as library school programs, salary and benefits information, etc. The WESS Recruitment Toolkits page includes two separate toolkits, one tailored for campus presentations and the other for presentations made at meetings/conferences of scholarly organizations and learned societies. In addition, the Toolkits page provides extensive links to on-line resources and a general recruitment bibliography. The Job Shadowing Program and the ACRL Funding Opportunities for Recruitment Presentations pages outline the details of these new programs, discussed below. Finally, the WESS Recruitment E-mail Contact List contains the names, contact information, and areas of specialization of WESSies who have agreed to serve as resource persons for further information. The original Committee web site and current wiki continue to prove their worth with frequent visits resulting from the ongoing personal recruitment, liaising, and other activities undertaken by the Committee; for example, during the first half of 2006 there were 665 unique visitors to the site, 85% of them from the U.S, and since migrating to wiki format the Committee's home page has received over 4,600 unique hits. More impressive still is that the Academic Librarianship & Foreign Languages Recruitment Page has been accessed over 7,400 times during this same period.

An informative web presence has enabled the Committee to engage in liaison work internally within the library community and externally with scholarly entities whose purview intersects with that of WESS. One of the first efforts in this regard was a news release outlining the Committee's objectives, its web site, and the recruitment toolkits, which was distributed electronically in late 2005 to various library publications and organizations including *American Libraries*, *C&RL News*, *Library Journal*, the *Journal of Academic Librarianship (JAL)*, ARL, and CLIR; and scholarly organizations such the American Council of Learned Societies (ACLS), the American Council on the Teaching of Foreign Languages (ACTFL), the Association of American Universities (AAU), the Council of Graduate Schools, and the *Chronicle of Higher Education* ("Recruitment Committee Minutes - 2006 Midwinter [Virtual Mtg.]," 2006). While this effort resulted in only a half-dozen inquiries, it provided a basis for future communications that were received more enthusiastically by organizations that then began linking to the Committee's web site. Approximately six months later the Committee sent out an e-mail publicizing its web site to the roughly 50 constituent societies of the ACLS and to a handful of other library associations alerting them to the committee's existence and to the shortage of subject specialists and urging them to share the URL of the committee's web site with their members. More than a dozen societies that received the message responded enthusiastically. The Committee then followed up by assigning each member to liaise with a particular group or groups from among those which had responded positively to its direct e-mail contact. The hope was that these relationships would result in invitations to speak at these groups' conferences or publish articles in their newsletters or other publications. To date, this result has been achieved with the APA and the Society of Biblical Literature (SBL). As of this writing, the Recruitment Committee is planning another round of widespread contact with library organizations and learned societies to reflect its new programs and wiki resources. Since 2007 the Recruitment Committee has also been represented at meetings of ALA's Recruitment Assembly, providing reports on its activities and contributing content to both the Recruitment Assembly and ACRL's Recruitment and Retention wikis. Greater participation from other area studies library organizations in the Recruitment Assembly would help stimulate the needed coordination of recruitment efforts among these groups with common concerns.

In addition to attending and participating in meetings, personal recruitment efforts have been an ongoing endeavor of Recruitment Committee members. Hitherto, personal recruitment has largely conisted of Committee members responding to inquiries in person, on the telephone, or via e-mail resulting from on-line postings about the Committee, visits to its web site, or from word-of-mouth referrals by colleagues. Since 2006 there have been over 40 such interactions, though the number has tapered off since summer 2008. While these have no doubt been of mutual benefit to both parties, they are nevertheless passive forms of recruitment and need to be complemented by Committee members taking more active individual roles at their institutions and local areas. For this reason, at the Committee's virtual Midwinter meeting in 2009, I led discussion about how this aspect of recruitment can get somewhat neglected by Committee members in the bigger picture of collective recruitment efforts at the national level and suggested ways to take a more active local role. For individual members, local recruitment can take the form of serving as a resource person to talk about academic librarianship as a career path for student workers and paraprofessionals in their libraries, students and faculty in the departments with which they liaise for collection development purposes, career offices on their campuses, area high schools, and regional library groups to which they may belong, to name a few examples. Local chapters of learned societies and student honors societies are also prime candidates for recruitment efforts. The key is for Committee membes to take active steps to reach out to colleagues in their libraries, on their campuses, and in their regions. Just as announcements and consistent liaising at the national level are intended to create opportunities for presentations or publications with external organizations, they can have the same results locally. Talks can be one-on-one with individuals or given as small (or even large) presentations. The WESS Recruitment Toolkits were developed specifically to assist and guide working librarians with presentations to these various constituencies. Moreoever, through the Recruitment Committee's new Job Shadowing Program, Committee members can now offer to host—individually or in tandem with colleagues whose work relates to the purview of WESS—a job shadowing experience demonstrating the varied aspects of academic librarianship and promoting it as a viable career choice. Personal recruitment efforts have always been an understood aspect of Committee members' responsibilities, but following a period of decreased activity they will again become more strongly emphasized.

In September 2008 the Recruitment Committee officially launched a new Job Shadowing Program that facilitates job shadowing experiences between individuals exploring library careers with professionals working in their areas of interest. The idea for this program grew out of job shadowing experiences I had hosted for undergraduates through the alumni organization at my undergraduate alma mater, UC Davis, first in May 2006 and then again May 2007. Upon joining the Recruitment Committee in June 2006 it occurred to me that job shadowing as a recruitment tool could be a practicable addition to its charge without entailing extensive time committments or logistical hassles for Committee members.

Furthermore, although job shadowing typically takes place over the course of a single day, it can serve as the first step toward a more formal, ongoing volunteer or internship arrangement. Successful job shadowing would provide a learning experience for both parties about the actual work environment of an academic library, create opportunities for future mentoring relationships, and attune professional librarians to the need for proactive recruitment efforts.

My initial job shadowing proposal was met with interest but also several concerns. Initial concerns centered on questions of duplicating existing programs, particularly at library schools, on the workload involved if the Committee were to become in effect a job shadowing clearinghouse, and on issues regarding the hosting of any newly-created web pages or database, since the Committee member who at the time had been hosting the Committee's web site at her institution would be rotating off the Committee. I was asked to do some preliminary research and at the ALA Annual Conference in 2007 reported that, out of a sample of 16 library schools' web sites surveyed, seven made no mention of job shadowing at all, and those that did referred to it as a component of an internship or other ongoing, formal arrangement. Thus, the Recruitment Committee's program would not overlap with established programs available to library school students at their home institutions. Of greater import, the Committee's recruitment efforts had always been equally, if not more so, targeted at non-MLS graduate students with foreign language skills who might not already be aware of academic librarianship as a career path. At the same meeting, discussions about implementing the Job Shadowing Program resulted in the adoption of the proposal to operate the program through two simple web forms backed by a MySQL database, the first an interest form applicants would complete providing information about their background and interests, and the second a survey form for both shadower and host to complete following a job shadowing experience. As interest forms were submitted, I as the Job Shadowing Liaison would receive notification and would then put out a call for participation to the membership of WESS via the section's listserv, WESS-L, with details about the candidate's location, background, and interests, while also putting the candidate's profile on the Recruitment Committee's wiki. In this way the Committee, specifically the Job Shadowing Liaison, would be merely facilitating job shadowing experiences as interest was expressed and not attempting to orchestrate a large-scale program requiring substantial time and resources. Once the Committee agreed to undertake the Job Shadowing Program, Heverly and I formed a subcommittee and drafted the introductory text of the program and associated materials for e-mail announcements and thank-you letters, designed the two web forms, and added further recruitment-related resources. These draft documents were presented to the Committee during our virtual meeting prior to ALA Midwinter 2008 and approved with only minor comment. As Job Shadowing Liaison and incoming chair of the Recruitment Committee in June 2008, I agreed to host the database files locally which my insititution's systems department had created for the two web forms for ease of access during my tenure, after which they would likely be transferred to the WESS wiki.

Since the program's inception, fifteen interest forms have been submitted. One was from a community college librarian looking for a new job and was deemed inappropriate for consideration. Of the remaining fourteen, three have thus far been matched with members of WESS for job shadowing experiences. The first was an LIS candidate at Simmons University with extensive language background in French, Spanish, German, and Latin and previous library experience assisting in the processing of an archival collection. She engaged in two shadowing experiences, the first at Boston University with Diane D'Almeida, Modern Foreign Language and Linguistics Bibliographer, and the second at Harvard with Kathleen Hunter Rutter, Head of French and Italian Technical Services at Harvard College Library. The candidate did not submit feedback on her experience, but based on comments received from both librarians issues of job prospects and "knowing more about the market" were of vital interest to the candidate, further highlighting the networking potential of the program in the minds of the librarians. The second shadower indicated his intention to apply to an LIS program for fall 2009, preferably in a dual-degree program. He had moderate language background in French, German, and Latin and had had previous library experience from an internship at the State Historical Society of North Dakota. Due to his work schedule, he met with Kathryn Brooks, Librarian for French and Italian Literature and West European Studies at the University of Minnesota, on a Saturday. Regrettably, this student did not provide feedback on his experience either; however, from comments Brooks made during the Recruitment Committee's virtual meeting prior to ALA Midwinter in January 2009, it appeared as though the student "wanted career advice more than a job shadowing experience..." and that she was being put more in a position of career counselor than librarian in that situation. Most recently, in March 2009 a third LIS candidate shadowed Richard Hacken, European Studies Bibliographer at BYU. Happily, she did provide feedback and reported learning about how librarianship can accommodate large-scale projects such as EuroDocs: Online Sources for European History (http://eudocs.lib.byu.edu/index.php/Main_Page), about the intuitive nature of collection development, and about the collaborative nature of the profession. Witnessing the variety of the academic librarian's work as one of the most beneficial aspects of her experience. For his part, Hacken felt invigorated by the enthusiasm and questions of a new librarian; he also noted the difficulties he sometimes has explaining aspects of his job that have become second nature and how this job shadowing experience enabled him to see his own work through the eyes of a newcomer to the profession and to re-evaluate his own use of his time and methods in carrying out his work.

At that same virtual meeting in January 2009 there was a discussion about ways to continue to promote the program and to get more WESSies to volunteer to host. One idea was to send out a promotional e-mail message about the program to all accredited ALA library schools. Similar to this was a suggestion to send out an updated promotional message about the Recruitment Committee, including job shadowing, to the ACLS, an umbrella group of many scholarly organizations with an area studies or foreign language focus. More locally, it was suggested that the program needs to be advertised more aggressively to other sections within ACRL, at the ALA Recruitment Assembly, and, notably, to groups like ALA student chapters and the New Members Round Table (NMRT). A related conversation focused on ways to overcome a basic limitation of job shadowing. Fundamentally, geography plays a decisive role in the success or failure of a job shadowing program: if a candidate is not in close proximity or is unable or unwilling travel a certain distance to shadow a member of WESS, then job shadowing cannot take place. A recommendation was made to consider e-mail, instant messaging (IM), or telephone contact as ways to connect with individuals who are interested in the work of academic libraries but cannot participate in an on-site job shadowing experience. Several of these suggested ideas have been adopted as action items for the Committee to implement. All in all, the Job Shadowing Program has made a promising start and will be refined as time goes on; it is one aspect of a multi-faceted, integrated approach to professional recruitment within WESS.

In addition to these other activities, over the years Recruitment Committee members have been active promoting academic librarianship as a viable career option through presentations at academic conferences and publishing endeavors. As mentioned above, Heverly's roundtable presentation on careers in academic librarianship at the meeting of the APA in January 2003 formed the basis of the Subcommittee's original web site and recruitment toolkits. In spring 2004 he organized a panel session on library careers for a meeting of the Classical Association of the Atlantic States, out of which grew an article "From Scroll to Database: What Do Classics Librarians Do?" (2006) on the variety of ways in which he has been putting his own background in classics to work as an academic librarian. Elements of this article were also adapted to another article appearing in the Society of Biblical Literature's *Forum* (2007). Former member of the Recruitment Committee Todd Gilman, Librarian for Literature in English at Yale, has co-authored with Thea Lindquist the article on data and trends of non-LIS doctorate-holding academic and research librarians referenced in the literature review above and also written several informative opinion pieces for the *Chronicle of Higher Education* on recruitment targeted towards Ph.D.s considering academic librarianship. Brian Vetruba, an original Subcommittee and Committee member and chair from 2006-2008, published a brief article entitled "Librarians and Languages" for the web site LIScareer.com (2005) and is currently preparing an article with Laura Dale Bischof, Past Chair of WESS and former Recruitment Committee member, based on their survey data presented initially at the ALA Midwinter meeting in January 2009. This article is the product of a survey Vetruba, Bischof, and other members of the Committee conducted in late 2006 and will update the literature on foreign language requirements in today's academic libraries discussed previously. Charlene Kellsey, chair of the Subcommittee and subsequent member of the Recruitment Committee, has authored two articles specifically related to recruitment (2003; 2007) and, as already mentioned, has contributed a chapter to the present volume on the University of Colorado's Provost's Fellowship. Lastly, in addition to writing this chapter, I participated in a panel presentation on careers outside the classroom for biblical scholars at the Society of Biblical Literature's annual meeting in November 2007. All these activities have helped legitimize the Recruitment Committee's work and status as a standing committee within WESS since 2004; more important, they indicate the growing significance of professional recruitment as an issue of broad concern in area studies librarianship. Recruitment activities such as presentations and publications are vital for other area studies library organizations to undertake in their recruitment efforts if they are to have any widespread effect.

While the Recruitment Committee has been active in carrying out its charge, professional recruitment requires the broader participation of the members of WESS. As a way to encourage WESSies who may be both interested in recruitment and in a position to engage in presentations but unwilling to sacrifice precious little travel funding from their home institutions to speak at academic conferences, WESS applied for and secured funding from ACRL during Vetruba's tenure as Recruitment Committee chair to reimburse two members from all of WESS to attend scholarly meetings or conferences of two different learned societies to make recruitment presentations on academic librarianship. The program provided funding up to a maximum of $600 ($500 from ACRL and $100 from WESS) for members of WESS who have been invited to present or have had a presentation proposal accepted at a scholarly meeting. For this program an ad hoc Selection Subcommittee composed of two members of the Recruitment Committee, including myself as chair, and one member of WESS not on the Committee was charged to evaluate applications and make awards on a first-come first-served basis. Reimbursements for the program cycle needed to be made between Sept. 1, 2008 and Aug. 31, 2009. The application process consisted of a short abstract (50-100 words) of the presentation, documentation of acceptance or invitation to present at the meeting or conference, and a concise one-page résumé/CV outlining participation in WESS and other library groups. The stated criteria of the program required applicants to be members of WESS in good standing and, preferably, with a record of participation in WESS and/or other library groups; the conference or meeting should have been relevant to the purview of WESS; and applicants must have been invited to speak or have had a presentation proposal accepted by the meeting or conference. Another requirement was that awardees were required to prepare print and on-line resources of further information to distribute at their presentations and for possible addition to the Recruitment Committee's resource pages. This program also included an assessment component required by ACRL. Together with the Selection Subcommittee, awardees would write a short survey to measure the effectiveness and impact of the presentation, which would be given following the presentation or sent out to attendees via e-mail afterwards. The Selection Subcommittee would submit a brief report of the results of the program and awardees' experiences to the chair of the Recruitment Committee, who would in turn submit this report along with a report of other Committee activities to the WESS Executive Committee ("ACRL Funding Opportunities for Recruitment Presentations," n.d.). Regrettably, no applications were submitted. During the Recruitment Committee's virtual meeting prior to ALA Midwinter 2009 some possible reasons for this were suggested: insufficient funding ($600 max.) to cover the majority of the expenses involved; conference/meeting planning, and hence presentation proposal deadlines, occurring far in advance of the current program's timeframe; and general unawareness of the program, despite its announcement on the WESS-L listserv shortly after its inception and again after ALA Midwinter.

FUTURE RESEARCH DIRECTIONS

Future area studies recruitment-related literature will fall under the three broad categories of education, area studies library organizations, and area studies librarians themselves. First, area studies needs to be established as a matter of concern to LIS programs through concerted outreach directed towards LIS faculty at the campus level and through the Association for Library and Information Science Education (ALISE). There is a need for current data (e.g., course offerings, requirements, past and present student demographics) on existing dual-/joint-degree programs in area studies disciplines or those under consideration within LIS programs both from the perspective of the library schools themselves and their affiliated academic departments. Historical background on other dual-/joint-degree programs offered at now-defunct or non-ALA-accredited library schools would also provide useful context in this regard. These data and those currently collected on entering LIS students indicating the possession of advanced subject degrees and foreign language skills could then be used to promote area studies specializations within academic librarianship more effectively. Proposals for new fellowship and residency programs and modifications to LIS curricula to attract more subject Ph.D.s to library schools and the results of these projects would make extremely valuable contributions to the recruitment literature. It is also incumbent upon more individual area studies library groups to begin researching the recruitment issue in the context of needs particular to their specialties, as Brewer and Knowlton have done for Slavic and East European studies and Latin American studies, respectively. As these groups begin to focus more intently on professional recruitment, periodic reports from individual and collaborative efforts will emerge. Lastly, updated qualitative and quantitative survey data from area studies librarians similar to those gathered for the Area Librarianship Conference in 1995 are needed, preferably distinguished between librarians at Title VI and non-Title VI institutions. These data should include trends regarding changing job responsibilities for area studies librarians—including those implemented after hire—and their impacts on retention. Tying this all together would be further updated data from library directors (including, but not limited to, ARL libraries), deans of LIS programs, and area studies center directors used as the basis for informed recruitment choices throughout the profession.

CONCLUSION

The imminent wave of retirements in academic libraries expected to occur over the next decade has brought the issue of recruitment into sharp focus. Since its inception, area studies librarianship has experienced difficulty recruiting qualified new professionals and today faces a critical shortage of candidates to fill vacancies. Negative perceptions of academic librarianship, a narrow interpretation of qualifications, deterrents of the LIS curriculum for subject Ph.D.s, and the shrinking number of dedicated full-time positions all conspire to inhibit recruitment efforts in area studies. To counter these obstacles, educational incentives must first be provided to encourage more talented individuals with the requisite skills to enroll in library school and in conjunction more post-MLS fellowships and residencies made available to give recent graduates the needed experience to secure professional positions. Furthermore, area studies library organizations must make professional recruitment a stronger focus by looking beyond those already enrolled in an LIS program or otherwise committed to librarianship and in addition targeting individuals from cognate subject areas with advanced academic credentials and language backgrounds. The future of area studies librarianship is also dependent on recruiting experienced librarians into leadership positions within academic libraries who can advocate most cogently for its continued importance and support. Today's geopolitical climate and the spread of globalization mandate more than ever a redoubled effort to collect, preserve, and make available materials dealing with other parts of the world.

Among area studies library organizations WESS has been in the vanguard in its commitment to professional recruitment. From its origins as a subcommittee, the Recruitment Committee has become an established presence within WESS and its members active in liaising with learned societies and promoting academic librarianship through presentations and publications. Its web site has developed into a useful hub of frequently consulted information and the gateway to the Committee's recruitment initiatives. The Recruitment Committee's future plans include another round of promotional contacts with learned societies and library organizations, renewed emphasis on personal recruitment efforts by Committee members, refinement of the Job Shadowing Program, and proactive collaboration with other area studies library organizations to promote professional recruitment through venues such as ALA's Recruitment Assembly. It is my hope that by shedding light on the urgency of the recruitment problem in area studies librarianship and the role WESS has been playing to address it, this chapter can make a modest contribution to the literature and at the same time initiate wider dialogue and collaboration among area studies library organizations in their recruitment efforts.

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ENDNOTES

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1 It should be noted, however, that several universities that do not specify dual-/joint-degree master's programs with LIS do articulate the availability of dual-/joint-master's degree programs on an institution-wide basis in their policy documents.

2 The long-standing argument in favor of mandating the MLS as a means of socializing students into the profession and imparting them with an essential service philosophy loses ground in the face of today's proliferating distance education programs in which cohorts seldom if ever meet in person and may never come into contact with a library during their program.

3 For a useful chronology of WESS, see Barbara L. Walden's presentation at http://

www.dartmouth.edu/~wessweb/wessprog/
Lkgfwd.html.

Section 2
Development

Chapter 7
The Professionalization of Knowledge Management

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ABSTRACT

Although knowledge management is becoming increasingly recognized as a critical component in the operations of both public-sector and private-sector organizations, it has yet to attain the true status of a recognized profession for information and knowledge professionals. In order to determine the emerging boundaries of this potential profession, the authors analyze the roles and responsibilities outlined in descriptions of knowledge management job advertisements. Empirical data concerning the organizations recruiting, the location of position, the qualifications needed, and the position's role and responsibilities were gathered from 1200 job postings within the United States over the course of 12 months. The content analysis of the job postings and job description are used to identify potential areas specific and significant to knowledge management as an emerging profession. Further suggestions as to potential indicators of the professionalization of knowledge management are offered.

INTRODUCTION

The emergence of the global information-rich economy, termed the knowledge economy, can now be considered essentially complete. The ability to create, disseminate, and apply knowledge efficiently is deemed essential to competitiveness at both firm and national levels (Roberts, 2001). Seminal work by Machlup (1962), Bell (1973), and Porat (1977) in identifying the various sectors of the knowledge economy led to the next four decades of scholarly attention to its different aspects, and economists are well aware that this aggregated knowledge has immediate and long-term global impact, both positive and negative (Andersen, Bollerslev, Diebold, & Vega, 2007). As information has become the key driver in the world economy, the creation and management of knowledge remains the new frontier of corporate endeavor (Nonaka & Takeuchi, 1995).

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The borders of organizations in today's global economy have become porous as a result of dissolving hierarchical structures and the adoption of open systems of horizontal communication (Montgomery & Oliver, 2007). Open systems permit people to communicate both inside and outside the organization, share their knowledge, and expand their knowledge into a variety of fields (Mack, Ravin, & Byrd, 2001). Open system organizations encourage people to increase their overall expertise and to specialize in innovative areas. They also provoke important new ethical questions regarding privacy and property rights in this sharing of knowledge within organizations (Baskerville & Dulipovics, 2006). Thomas, Kellogg & Erikson (2001) refer to this as the "knowledge community" in which people can discover, use, and manipulate knowledge. This chapter will explore the ongoing development of knowledge professionals within the corporate sector of the global knowledge community. It is intended to be useful both to the aspiring knowledge management professional and to those hiring firms planning to make use of knowledge management competencies to help achieve their organizational goals.

THE INFORMATION AND KNOWLEDGE DOMAIN

The importance of knowledge for the performance of professional work, decision making, and maintaining competitiveness has long been recognized and documented in the literature. This acknowledgement, however, has come well ahead of any recognition of formalized ground rules to establish how one can define, or become, a knowledge professional (Cortada, 1998). Despite the considerable academic and professional attention that has been given to knowledge, the term appears to be used differently across domains with each claiming that its partial understanding represents a definitive articulation of the concept. Baskerville and Dulipovici (2006b) provide an excellent overview of the wide variety of theories from different domains that are forming the theoretical foundations of knowledge management. This continues to be the case as we struggle to find consensus on how knowledge roles should be assigned and classified.

A simple delineation would be to view knowledge management as being cross-disciplinary: comprising the IT Track and the People Track of KM as proposed by Sveiby (1996). The first approach focuses on the management of information. Proponents of this view tend to be researchers and practitioners who come from computer and/or information science backgrounds. In this case knowledge management activities comprise the construction of information management systems, artificial intelligence, data mining and other enabling technologies. Accordingly, knowledge can be treated as objects that can be identified and handled in information systems. This is in line with the understanding that information is an explicit form of knowledge. In the second approach, proponents adopt a people-centered knowledge management perspective, maintaining that knowledge management is about people. These researchers and practitioners tend to come from domains such as philosophy, psychology, sociology, business, and management. They do not believe that knowledge can be captured, codified and separated from the people who possess such knowledge. The core knowledge management activities encompass assessing, changing and improving human individual skills and/or behaviour. It is a complex set of dynamic skills and know-how that is constantly changing. The assumption that information and knowledge can be treated as separate entities and evolve as a distinct profession is viewed as highly problematic.

This differentiation between the two perspectives is largely due to the confusion surrounding the definition and understanding of these terms. Wiig (1999) defines information as facts and data organized to characterize a particular situation, and knowledge as a set of truths and beliefs, perspectives and concepts, judgments and expectations, methodologies and know-how. Davenport and Prusak (1998, page 5) describe knowledge as a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. A close examination of these definitions indicates a great degree of overlap in the use of the terms information, know-how and knowledge. This is because the terms information and knowledge are so interrelated that one cannot exist without the other (Al-Hawamdeh, 2002). Therefore, any reference to the information domain must include knowledge and vice-versa, making the argument of which comes first irrelevant. While in this chapter we discuss knowledge management as an emerging field, that does not exclude the information domain and does not in any way replace or supersede the information profession.

Although some have argued that knowledge management is simply a new name for a variety of well-known information management and business management practices (*e.g.*, Vasconcelos, 2007), others point out that the concept of knowledge management has become increasingly attractive to modern organizations precisely because it suggests the ability to address a wide variety of information opportunities and threats in a comprehensive and collaborative fashion (Jashapara, 2005) as they discover, create and utilize their formal and informal knowledge resources (Hansen, Nohria, & Tierney, 1999). Zack (1999) notes further that the efficient and effective management of knowledge-based resources can differentiate one firm from others. Boisot (1998) observes that knowledge-based resources are often difficult to imitate and reproduce, and, because of that, firms that are able to identify and organize these intellectual assets can produce and sustain a long-term competitive advantage. Empirical evidence is now available to support this assertion (Karaszweski, 2008), while theoretical efforts are underway to identify a "missing link" between superior knowledge management performance and an organization's bottom line (Holsapple & Wu, 208) There appears to be little doubt at this point that knowledge management is a significant, if far from well-understood, set of organizational phenomena and practices (Vorakulpipat & Rezgui, 2008).

Knowledge management is far from simple. Managing knowledge involves an active knowledge process that is mediated, situated, provisional, pragmatic, and contested within a specific organizational context (Blackler, 1995). While information technology can assist in those processes, it cannot replace them (Kumar & Thondikulam, 2005). Self-styled "learning organizations" are becoming increasingly aware that by increasing their ability to support knowledge activities among their employees they will be able to derive more value from these knowledge management initiatives (Thompson & Walsham, 2004). However, it is becoming apparent that knowledge management practices can incur serious risks and even damage to the organization (Alter, 2006). Knowledge management, therefore, is a complex ongoing process, not a singular event (Alavi & Leidner, 2001). A further complication is that, unlike such broad-gauge efforts as the U.S. government's knowledge management initiatives in federal agencies and departments, in which it is expected that almost all employees will become competent knowledge management participants regardless of their specific duties (McNabb, 2006), the wide range of private-sector organizations means that not all of them are suited for such an inclusive approach to knowledge management, so a more targeted approach towards selecting knowledge management-oriented employees is necessary.

It is now clear also that knowledge management is developing as a separate field with its own concerns rather than simply being an outgrowth of other information-oriented fields such as librarianship (Rowley, 2003), information science (Zhang & Benjamin, 2007), information technology (Andriole, 2006), management (Seers, 2007), or records management (Choksy, 2006). Knowledge management, however, draws from all of these fields, as well as requiring new competencies (Al-Hawamdeh, 2005; Grossman, 2007; Hawamdeh *et al*., 2004). Although graduate-level knowledge management programs have now been established across the country at such schools as Dominican University, George Mason University, Kent State University, the University of California at Northridge, the University of Oklahoma, and Rochester Institute of Technology, as Sutton (2007) notes, there is no standardized curriculum upon which all these schools agree, and there is no officially recognized association that accredits knowledge management degrees in general.

As there is no single recognized educational credential that qualifies someone for a knowledge management position within a firm, it is especially useful to study a variety of job descriptions to determine what exactly firms are looking for in these positions. This approach has previously been employed successfully in such fields as management information systems (Lee, Trauth & Farwell, 1995) and systems analysis (Lee, 2005). The analysis described below, therefore, assists in the effort to identify the composition and structure of the emerging knowledge management field by first grounding itself in actual job posting requirements.

ANALYZING KNOWLEDGE MANAGEMENT PROFESSIONAL REQUIREMENTS

There have been many attempts to define a set of competencies for information and knowledge professionals, yet emerging trends in the job market and the variety of knowledge management job titles makes it difficult to peg one specific set of skills. In an attempt to provide a baseline for further research on occupational education for knowledge management, this study identified a large, diverse sample of KM-oriented positions over a span of twelve months to collect a broad set of job positions and skills. Specifics of the content analysis methodology employed are fully described in Thompson, Van der Veer Martens, and Hawamdeh (2008).

1200 job postings from 135 organizations in the U.S. were collected from career placement and corporate websites over the course of 12 months. A variety of industries were represented: however, the dominant industry by far was that of information technology, representing knowledge management's origins. However, ten other industries were also represented: aerospace, consulting, design, engineering, finance, health care, law, management, manufacturing, and strategy/planning, indicating that knowledge management has now diffused into many other areas.

Knowledge management still does not have a clear set of specific job titles, as it is not a single field of expertise, but rather a combination of essential skills. The job titles for knowledge professionals vary, as some are titled specifically for knowledge workers and some are defined for a particular specialty. The words "knowledge management" are not always indicated in the job title. Because of this, the job title alone was not sufficient enough to identify knowledge management jobs, so a more detailed analysis was undertaken. This variety of titles is a result of the emerging nature of the field. Examples of specific job titles are listed in Table 1.

The job titles of knowledge workers reflect a need for professionals with experience, aptitude, and senior level authority. They demonstrate the value and importance organizations place on knowledge professionals. The exact job title varied from company to company, though certain words occurred frequently in a variety of titles. The word "Management" occurred in over 25% of the jobs, which indicates that knowledge professionals are expected to have skills in leadership and communication. Knowledge professionals should also possess broad business skills in analysis, consultancy, and project management.

Table 1. Sample job titles listed in KM professional advertisements

Categories	Job Titles
Business/ Competitive Intelligence	Business Intelligence Analyst Competitive Intelligence Manager
Business Development	Business Development Manager Strategic Development
Client Relationship Management	Client Relationship Manager CRM Implementation Consultant
Content Management	Content Manager - Senior Consultant Knowledge Management Content Manager
Data Management	Data Analyst Database Architect
Document & Records Management	Certified Records Manager Records Management Coordinator
Information Architectures	Application Architect Information Architect
Information Security	Security Information Specialist Security Specialist
Information Systems	Principal Systems Analyst Systems Implementation Director
Knowledge Management Practices	Knowledge Management Business Analyst Knowledge Management Specialist
Knowledge Management Processes	Knowledge Engineer Knowledge Support Systems Manager
Project Management	Global KM Project Manager Project Information Management
Risk Management	Business Risk Services Manager Risk Manager
Technology	Business Technology Analyst Systems Engineer

The words "Risk," "Content," and "Intelligence" were not extremely common, but their frequency shows a growing trend towards incorporating risk management, content management, and competitive intelligence into knowledge management jobs. The most frequently used terms in KM job titles were as follows:

Management which occurred in **364** jobs
Analyst which occurred in **200** jobs
Security which occurred in **142** jobs
Consultant which occurred in **112** jobs
Architect which occurred in **99** jobs
Knowledge which occurred in **97** jobs
Project which occurred in **93** jobs
Systems which occurred in **79** jobs
Data which occurred in **68** jobs
Risk which occurred in **38** jobs
Content which occurred in **28** jobs
Intelligence which occurred in **21** jobs

The education requirements listed for knowledge management jobs were similarly advanced. A bachelors degree was the minimum requirement. Master's degrees were highly coveted for knowledge workers and many job descriptions indicated MBAs as the preferred graduate degree. If an MBA or related degree was not held, the descriptions required some degree of business experience. Ph.D.s were appreciated, but not required or requested by many of the jobs. In lieu of a Ph.D., many of the jobs would accept a master's degree plus a designated amount of years of experience. Specialty jobs, in fields such as law, engineering, and finance, also listed specialty requirements relevant to their particular field. Project management jobs wanted applicants that were PMI or PMP certified, information security jobs desired candidates with CISSP certification, and tax-related jobs wanted potential employees to have CPA certification. The nature of these certifications reflects the multifaceted skills and characteristics coveted in knowledge professionals.

Almost all the jobs were listed with experience requirements, ranging between 1 and 14 years of experience. The most common experience requirement was 5 years, occurring in 45% of the jobs that listed experience requirements. Many of the jobs not only required experience with knowledge management specifically, but also required experience within the industry in which the job was categorized. None of the jobs that were listed in this study were entry level positions, making the job market look very competitive for new knowledge management graduates. This, of course, is consistent with Koenig's (1999) observation that the field is and continues to be defined by senior knowledge management professionals in active practice.

As KM evolved from the field of information technology, technology is a major component of knowledge management. Technology not only helps with knowledge sharing, but also with knowledge discovery, acquisition, storage and retrieval, making it an essential part of the practice of knowledge management. Knowledge management technologies are helping organizations to expand internationally, enabling them to coordinate their activities worldwide (Marwick, 2001). The Internet and information and communication technologies enable organizations to share knowledge about their own company and their competition (Al-Hawamdeh & Ritter, 2000). The most-frequently named technological applications listed in the job descriptions were Microsoft Office, SQL Server, and Project Server, Java, XML, Unix, Linux, and Oracle, SharePoint, and Verity. Certain applications were also required for some jobs, and some jobs required the applicant to have the ability to program their own applications.

This analysis found that knowledge management positions were advertised as being located in 37 of the 50 states, including California, New York, Texas, Virginia and Florida, with the majority in large cities and areas in which many Fortune 500 corporations are also located.

Finally, from the 1200 job descriptions, 1100 unique job skills were collected. Table 2 represents each of the subcategories within the major categories and the percentages of skills in each category.

The knowledge management specific categories of KM Practices, Processes, and Technologies are combined to form the largest skills category, totaling just over 23%. These major categories include sub-categories of skills such as KM Design and Development Services, Knowledge Management Strategies, Global KM Networks, the KM Processes of Knowledge Discovery, Capture, Organization, Sharing, and Retention, and the KM Technology skills. The KM Technologies category included a variety of skills, some specific

Table 2. Job skills categories relevant to KM positions

KM Technologies	8.4%
KM Practices	8.0%
KM Processes	6.8%
All Knowledge Management Skills	**23.2%**
Client Relationship Mgmt	8.9%
Business Development	6.0%
Risk Management	4.0%
Competitive Intelligence	1.9%
All Strategic Management Skills	**20.8%**
Information Security	8.5%
Information Architectures	7.5%
Information Systems	3.5%
All Technology Management Skills	**19.5%**
Data Management	10.0%
Content Management	3.0%
Document/Records Mgmt	2.5%
All Information Management Skills	**15.5%**
Project Management Skills	**14.0%**
Miscellaneous/Other Skills	**7.0%**

Table 3. KM practices, processes, and technologies job skill categorization and examples

Major Categories	Sub Categories	Skill Examples
Knowledge Management Practices	**Global KM Networks**	Understand and apply the collective functional, industry and country-related business considerations to the development and implementation of global knowledge management process, culture, content strategy and change management initiatives
	KM Design and Development Services	Designs the data marts and/or tables to be used in the delivery of the Knowledge Management products
	Consultancy & KM Services	Provide highest quality and value driven consultancy for integrating content into clients' knowledge applications and workflows.
	Leadership & Guidance	Leads knowledge management teams to design, develop, integrate, and deploy knowledge management solutions
	Knowledge Management Strategies	Develop and implement knowledge strategies, plans and processes for the acquisition, storage and use of internal knowledge and thought leadership through networks
	Best Practices and Lessons Learned	Apply understanding of best practices and industry standards in records and information management and related disciplines to design and implement successful client solutions for complex problems. Develop leveragable intellectual capital to contribute to the growth of the practice.
Knowledge Management Processes	**Knowledge Organization**	Demonstrated experience with metadata creation and meta tagging; indexing; database creation and maintenance; knowledge management initiatives
	Knowledge Capture	Assist organizations with the process of capturing, cataloging, and maintaining critical application attributes
	Knowledge Discovery	Domain and driving the creation of new knowledge objects (white papers, position papers, journal articles, research analyses, methodologies, analyst reports, and other publication types) aligned with current client issues and the annual knowledge management strategic plan
	Knowledge Sharing	Must possess excellent business and technical writing skills and strong discipline to document designs, ideas and changes for knowledge management and sharing
	Knowledge Retention	Train and implement tools to support a strong "Knowledge Management" program which will be a process to help people create, capture, organize, share, and leverage knowledge and experience
KM Technologies	**Knowledge Sharing Technologies**	Prioritize and manage technology projects & issue resolution for the Portal Management program. Coordinate with IT development for technical execution
	Portal Technologies	Provide technical leadership in the inception, analysis, and design of enterprise software solutions in the areas of identity management, portal, J2EE applications and middleware framework, and other JES centric solutions
	Technology Management	Evaluate business processes for the purpose of identifying and implementing improvement opportunities in technology, work process, and content
	Design, Development and Implementation	Function as integrators between business needs and technology solutions
	Technical Requirement & Customer Needs	Defining systems strategy, developing system requirements, designing and prototyping, testing, training, defining support procedures and implementation
	Technology Training	Analyze emerging trends and technologies and translating implications/impact of new technologies for existing policies, standards and architectures. quickly
	Technology Trends	Advising on use of evolving technologies to support the platform, including technologies for collaboration, knowledge management, portals and reporting
	Knowledge Management Tools and Technologies	Contribute to the ongoing development of solution/program offering approaches, methodologies, techniques, and business development tools

Table 4. Strategic management job skill categorization and examples

Major Categories	Sub Categories	Skill Examples
Business Development	Business Development Tools	Work directly with end users and management to identify opportunities for improvement, gather requirements, develop a plan of action, and implement the solution
	Business Improvement Opportunities	Support the development of metrics to measure, analyze, and recommend improvement strategies on operational processes to include productivity models, resource allocation models, metrics and measures
	Develop Improvement Strategies & Strategic Planning	Surveying/interviewing leadership, senior partners, subject matter experts, strategic marketing, and other functions where applicable to understand "top-of-mind" client issues requiring new knowledge development
	Knowledge Development	Lead and assist with integration and application development projects related to infrastructure, reporting, presentations, and professional services tools, including remote client tools, networking, location manager, and wireless.
	Project Development	Define, develop, and document business and system requirements
	System Development	The individual will be responsible for bridging the gap between the developers and the business analyst. The person will be responsible for performing system and business impact analysis on the legacy portfolio management system vs. the future portfolio management system
	Requirement Analysis	Apply understanding of best practices and industry standards in records and information management and related disciplines to design and implement successful client solutions for complex problems. Develop leveragable intellectual capital to contribute to the growth of the practice
Client Relationship Management	Client Needs Assessment	Leverage/enhance the existing information solutions and be designed to fit within the overall information management goals of the client
	Client Business Solutions	Ensures that client issues and technical problems are handled effectively by frequently reviewing team performance against department goals.
	CRM Tools	Apply excellent customer relationship skills, experience with system integration, and prior experience
	Customer Service	Responsible for evaluating client inquiries with the goal of providing new product concepts to management
	Administration and Support	Develop and manage key relationships among assigned key accounts
	Clients Engagement	Identifying and qualifying opportunities, delivering product presentations and software demonstrations on-site at customer locations in the district
	Administration and Support	Develop and deliver presentations on knowledge management to all levels of the organization and external clients.
	Customer Knowledge Management	Prepare strategic competitive analysis for incorporating into each Segment's Quarterly Operational Review and ad-hoc competitor or product/feature requests.
Business/ Competitive Intelligence	Competitive Analysis	Evaluation of information and sources for accuracy, validity, credibility and relevance; compilation of intelligence data on current events, developments and trends
	Data Assessment and Gathering	Working and interfacing with Business Unit leaders, fellow Business Intelligence team members, and others in identifying, understanding, rationalizing and documenting business intelligence requirements
	Intelligence Analytic Solutions	Promote the use of intellectual capital in internal information systems within specific content areas and apply taxonomy to content correctly and consistently.
	Intelligence Knowledge Utilization	Coordinate the content development of knowledge and information as a core business function for all Customer+ business units

continued on the following page

Table 4. continued

Major Categories	Sub Categories	Skill Examples
Risk Management	**Risk Exposure**	Assess change readiness among stakeholder groups and identify potential barriers/risks, develop and plan implementation activities and design and deliver communications to obtain awareness, understanding, buy-in and support for business change
	Project Risk Management	Resolve project risks and issues configuration management practices and quality control
	Risk Analysis	Provide analysis and thought leadership in the development of strategies to increase cyber and IT resiliency and reduce risk. Participate in planning and supporting conferences, meetings, and exercises
	Risk Management Tools	Develop and document risk management products, including risk registers, risk scoring templates, risk mitigation plans, and contingency plans. Integrate technical performance impacts in the analysis of baseline cost estimates and critical path schedules
	Trends & Best Practices	Stay abreast of relevant industry trends such as risk management best practices and regulatory trends affecting risk positions of companies

to KM and others specific to IT. Sub-categories of Knowledge Management Tools and Technologies and Knowledge Sharing Technologies are specific to knowledge management, though the fact that KM evolved from IT is obvious in this area. Knowledge professionals implement technologies to help the organization capture, organize, and share its knowledge resources, so skills in technology are imperative for knowledge professionals. All of the above skills were the most coveted and sought-after skills for hiring organizations, as they essentially define the knowledge management-specific competencies.

The sub-categories of the major categories also included some similarities. Consulting services, design and development strategies, and determining best practices were common skills to appear as sub-categories of each category. Many of the sub-categories were specific to the major category, but not specific to knowledge management. Other sub-categories included more generic skills, such as Analysis, Leadership, and Training. The sub-categories are a reflection of the diverse requirements of knowledge professionals (see Table 3).

The Strategic Management category shown in Table 4 encompasses environmental aspects critical to managing the organization, and might be said to better represent a firm's knowledge "flow" rather than does the knowledge "stock" category as represented by codified data, records and archives. This important category consisted of approximately 20.8% of all skills in the job descriptions. Business Development, Client Relationship Management, Risk Management, and Competitive Intelligence all relate to an organization's ability to assess and react to information about its external environment. By combining skills in these emerging fields with knowledge management skills, knowledge professionals become very desirable for hiring organizations.

As noted above, information and technology skills are necessary but not sufficient to knowledge management as a profession. The technology-related skills category shown in Table 5 consists of approximately 19.5% of all job skills. Information systems are vitally important to knowledge management activities, so, naturally, the ability to design, develop, and implement information architectures and systems appeared in many job descriptions.KM professionals are responsible for an organization's intellectual assets, and the security of these assets

Table 5. Technology-related job skill categorization and examples

Major Categories	Sub Categories	Skill Examples
Information Systems	**Systems Engineering**	System engineering functions include gaining an understanding of the processes that generate information, assessment and documentation of capability requirements, and articulation and description of technology implementation recommendation.
	Systems Design	Taking responsibility for all components of our database systems, including design, architecture, hardware, upgrades, functionality, builds and tuning
	Systems Strategy Development	Develop system strategy for developing a utility based model for computing across our client's major data centers (application platforms and various tiered storage technologies
	Systems Architecture	Works with the work process leaders and I/T product management organizations to develop the systems architecture and plays the lead role in facilitating cross-process and cross functional issues that impact the systems architecture
	Systems Documentation	Activities include; system documentation review, validation of processes and procedures, vulnerability assessments, and penetration testing; write test and penetration plans as well as document your results both for the technical and non-technical audience; analyze and evaluate the suitability of proposed security architectures for new IT systems and networks
Information Security	**Security Standards & Policies**	Maintain a process for planning, implementing, evaluating, and documenting deficiencies in security policies, procedures, and standards
	Risk Assessment and Monitoring	Assess risk, evaluate security, identify vulnerabilities and corrective actions, and review for compliance with security policies and practices
	Security Management	Responsibilities may include intrusion detection process management, antivirus/antimalware program management, security patch management, vulnerability assessment and remediation
	Design & Implementation	Participate in the selection and implementation of technologies and security solutions
	Processes and Best Practices	Deliver projects related to identifying effective controls connected to IT operations, business processes, security, and data integrity for ERP systems, networks, and overall IT architectures for clients
Information Architectures	**Application Architecture and Design**	Work closely with the architecture team to create the application design
	Architecture Frameworks and Methodologies	Lead definition and implementation of Application Architecture operating framework: establish processes, roles/relationships, tools and metrics necessary for successful IT project implementations
	Architectural Standards	Responsible for project compliance associated with technical architecture standards.
	Architectural Technologies	Develops advanced enterprise level information technology system architectures, system concepts, system designs, requirements and requirement allocations
	Customer Driven Architecture	Undertake a review of KM information architecture and conduct regular user needs analyses
	Design and Development	Responsible for architecture, design, and development of Information Management and Knowledge Management software systems
	Administration and Support	Provide architectural guidance, direction, and oversight for solution architects and product engineering groups responsible for solution delivery

is paramount, so information security skills were often desired as well.

Table 6 shows the closely-related information-related skills of Data Management, Content

Table 6. Information-related job skill categorization and examples

Major Categories	Sub Categories	Skill Examples
Data Management	**Data Analysis**	Analyze company, customer and external data to understand existing and changing load and energy buying behavior of customers; perform database mining, analysis, modeling and reporting
	Data Tracking & Data Processes	Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming
	Data Storage	Creating/sizing database storage structures and database objects; Monitoring database usage and optimizing database performance; Planning for and actual backup and recovery of database information
	Data Warehousing	Demonstrated knowledge of data warehousing concepts
	Database Creation & Maintenance	Demonstrated experience with metadata creation and meta tagging; indexing; database creation and maintenance; knowledge management initiatives
	Standardization	Work with the business unit to understand their data requirements and have a pulse on the market needs to facilitate data strategy
	Administration and Support	Perform accurate analysis and effective diagnosis of client issues and manage day-to-day client relationships at peer client levels
Content Management	**Development and Implementation**	Work with Content Management team to create meaningful information architecture and user interface design
	Use and Evaluation	The content management process manager provides leadership and project management for development and implementation of Enterprise Content Management and Output processes
	Content Project Management	Gather and analyze data, research troubleshooting options, design and implement content solutions
	Knowledgebase Content	Deliver user-friendly content documentation to business owners and technical development teams for approval and implementation
	Administration and Support	Clear understanding of the issues surrounding knowledge management, internal document management, and web content management in a global environment
Document & Records Management	**Content and Document Management**	Act as the subject matter expert while developing automated information sharing and alerting other NetOps centers of severe or critical issues with a method of information sharing, joint collaboration or other online capabilities.
	Manage Records & Archives	Thorough knowledge of requirements gathering and documentation and demonstrated ability to translate requirements into design
	Document Management	Clear understanding of the issues surrounding knowledge management, internal document management, and web content management in a global environment

Management, and Records/Archives Management made up 15.5% of all job skills. All of these three sub-categories can be considered as important components of a firm's codified knowledge, but should be considered as "stock" rather than "flow" and therefore do not represent its total knowledge at any one point in time.

Table 7 shows the Project Management category, which totals 14% of all the job skills. Many hiring organizations commonly combine knowledge management and project management expertise within their organization, as they are complementary skills. Many of the skills for the project management category related specifically to KM tasks. Knowledge Collaboration and Sharing and Knowledge Documentation and Retention were seen as important skills for project managers.

Table 7. Project management job skill categorization and examples

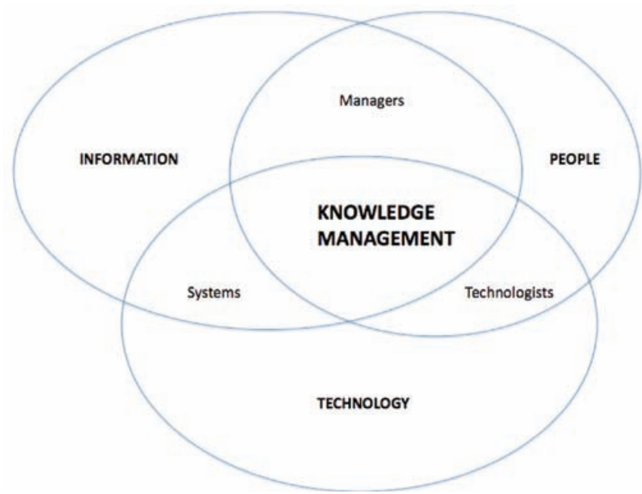
Major Categories	Sub Categories	Skill Examples
Project Management	**Project Life Cycle**	Evaluates project life cycle and uses broad knowledge of various management functions to anticipate organizational impact
	Leadership	Provide leadership and mentorship to project team members
	Scope and Deliverables	Responsible for defining scope and content of project and identifying work deliverables and milestones. Leads proposal definitions and develops statements of work
	PM Tools & Software	Manage and assist with internal projects using project management methodologies and enterprise project management software
	Track Project Status	Project assessment and initiation, resource procurement and planning, project implementation, leading and motivating a cross-functional team, milestone planning and tracking, ensuring that projects are progressing according to quality standards
	Risk Assessment	Resolve project risks and issues configuration management practices and quality control
	Policies & Guidelines	Establish project management policies and guidelines that improve an organizations ability to execute IT projects with greater consistency, accuracy, and efficiency
	Provide Consulting & Develop Strategy	Provide project management consulting support to federal government agencies. Provide project implementation support, including the development of project scopes, estimating, and the development of communication plans and procedures
	Management and Coordination	Works closely with sponsors, stakeholders, users, technical team leads, and management to coordinate project activities and provide support for core project management functions
	Knowledge Collaboration and Sharing	Must possess excellent business and technical writing skills and strong discipline to document designs, ideas and changes for knowledge management and sharing
	Knowledge Documentation and Retention	Manage the implementation of change management projects including stakeholder management, organizational development, knowledge management, resistance issues, cultural issues, and communication issues

The key finding that emerges from this analysis is that, unlike research that posits a so-called "knowledge chain model," attempting to identify so-called "primary" and "secondary" activities in knowledge management (Holsapple & Jones, 2004, 2005), the actual job skills required in knowledge management positions are so inextricably interwoven among the diverse activities that engage people, information, and technologies within an organization that a better way of visualizing them is the Venn diagram shown in Figure 1.

THE FUTURE OF KNOWLEDGE MANAGEMENT AS A PROFESSION

There are two important points to be made about the findings from the job analysis. The first is that, as explained above, knowledge management involves an integral interweaving of an usually wide variety of skills, both hard and soft, which may explain why it has not to date been easily recognized through the customary means of a single educational credential. The second is that, despite the fact that much emphasis in the preceding has been on identifying major competency areas, there remains a critical issue in the development

Figure 1. The knowledge management environment



of knowledge management as a profession to be discussed.

If knowledge management is similar to such previous short-lived fads such as re-engineering and total quality management, its espoused practices will be largely imposed by top management and hired consultants and will be unlikely to become embedded to the organization itself or persist over time. The people filling the various positions described in the job postings analyzed above will tend to consider themselves as practitioners of specific skills, such as data management, supposedly relevant to the production of "commodified knowledge" (Bryant, 2006). In that case, there would be good reason to agree with those critics such as Wilson (2002) who argue that knowledge management is simply a novel term for existing information management practices, and that the business of corporations continues to be the production of goods and services rather than any meaningful form of "knowledge." However, the fact that the major categories here are such key organizational components as "management," "strategy," and "information" highlights the opportunity that exists for knowledge management as a true profession. If those people bearing the "knowledge management" title do in fact begin to think of themselves as knowledge management "professionals" involved in the ethical and mindful sharing and development of information by knowledgeable people throughout the organization (Sheffield & Guo, 2007), it is possible that they will begin to work towards the development of a knowledge management "ethos" that will focus on all aspects of knowledge management, not merely the profit-making and taking ones (Harris, 2005). The emergence and increasing membership of the new knowledge management associations are is very positive signals in this regard.

In his influential work on the development of professions, *The System of Professions*, sociologist Andrew Abbott (1987) argued that most professions emerge over time from actual problem-solving in a particular area and struggle to claim jurisdiction over a given field of problems. Abbott emphasized the role played by efforts to control new technologies and new kinds of knowledge in these struggles. In one of the book's case studies, Abbott explored the evolution of the "information professions" in both the "qualitative information task area" (*e.g.*, librarianship) and the "quantitative information task area" (*e.g.*, accountancy), and came to the conclusion that the potential areas of information jurisdiction were too broad to be claimed by a single constituency within the information professions. In the 20 years since the publication of *The System of Professions*, new technologies, new kinds of knowledge, and new problem-solving opportunities have arisen in today's organizations, leading to this focus on knowledge management (Prusak, 2001).

The question of what exactly defines a "profession" and, specifically, a "knowledge professional" in today's knowledge community remains an open one (Darr & Warhurst, 2008). But, as Lester (2000, p. 91) points out, it also provides the opportunity for:

[A] reconstructed professionalism [in which] professionals might typically: be engaged in problem-setting or identification and "managing messes", as well as problem-solving and developing creative ways forward; demonstrate autonomy of thought and decision-making within the context of working with other professionals, clients or employers as partners in an agreed endeavor; be able to transcend the boundaries of their discipline or specialism, and work with issues holistically while contributing their particular expertise and skills; engage in continual learning and development at a number of levels, from basic updating to re-evaluation of their overall practice and envelope of capability; go beyond uncritical acceptance of a professional code, to a deep-rooted commitment to personal ethical standards and professional practice principles.

The "problems" and "messes" that await a true knowledge management profession are indeed largely found in today's management, strategy, and information practices involving the aggregation of knowledge in both the public and private sectors. The recent catastrophes in the credit, energy, financial, healthcare, housing, security, and transportation areas all attest to that. Peter Drucker, who coined the term "knowledge worker" in 1959, said some 40 years later: "[T]here is no such thing as knowledge management. There are only knowledge people. Information becomes knowledge only when it is in the hands of somebody who knows what to do with it" (Drucker 1959, 1999). The question remains as to whether knowledge management can emerge as a profession that is willing to deal with all the implications of knowing what to do in order to "manage" knowledge.

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Chapter 8
Global Issues in Human Resource Management and Their Significance to Information Organizations and Information Professionals

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ABSTRACT

This chapter examines global challenges identified in contemporary human resource management literature, and discusses selected challenges as they relate to information organizations and information professionals. The challenges include skills shortages, talent management, shifting demographics, work/life balance, and managing intergenerational and intercultural work groups. Approaches to these challenges are discussed as reported in the literature of human resource management, library management, and information technology, as well as those suggested by the author. The chapter may be of interest to employers, managers and supervisors of information professionals; emerging, entry-level and senior information professionals at all career levels and in all types of information organizations; human resource managers in all types of information organizations.

INTRODUCTION

As a discipline, human resource management (HRM) has a lot to offer, both in theory and practice, to information professionals and the organizations they support. Although major thought in HRM is developed largely in and for corporate settings, the principles and practices have import for non-corporate organizations such as public libraries, academic libraries, libraries within government agencies, and many special libraries of all types. Examining information organizations from an external HRM perspective affords the evaluation of trends and issues and to identify the themes most relevant to information professionals, their workplaces and their larger organizations. This chapter discusses global challenges identified within the HRM literature as they relate to information organizations.

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The challenges include skills shortages, talent management, shifting demographics, improving work/life balance, and managing an intergenerational and intercultural workforce.

Critical Issues in Human Resource Management

In alternate years, the Society for Human Resource Management (SHRM) reports global trends based on forecasts developed by 13 expert panels, each of which reports its consensus on one aspect of HRM. The most recent report, the *Workplace Trends List for 2007-2008* (2007) emphasized the following key themes: globalization and immigration, demographic change and its impact on diversity and labor availability, increasing health care costs, skills shortages and increased emphasis on talent management, the influence of new technologies (especially social networking), and a greater reliance on metrics to assess human capital and the effectiveness of human resource departments. SHRM also surveys its membership directly, identifies and ranks critical issues, and publishes a related report, the most recent of which is the *SHRM Workplace Forecast for 2008-2009* (2008). In contrast to the SHRM *Trends List*, economic issues received greater attention, and were highly ranked as issues, certainly reflecting the global economic downturn of 2008. The ten *Forecast* challenges in order of importance were:

- Continuing high cost of health care in United States
- Large numbers of baby boomers (1945-1964) retiring at around the same time
- Threat of increased health care/medical costs on the economic competitiveness of the United States
- Aging population
- Growing need to develop retention strategies for current and future workforce
- Federal health care legislation
- Preparing organizations for an older workforce and the next wave of retirement
- Threat of recession in United States or globally
- Labor shortages at all skill levels
- Demographic shifts leading to a shortage of high-skilled workers (p. 6)

Yet a third report, *Creating People Advantage* released by the Boston Consulting Group and the World Federation of Personnel Management Associations (2008), echoes similar themes, noting:

In the near future, companies will face eight particularly critical HRM challenges that fall into three strategic categories:

- *Developing and Retaining the Best Employees*. The first category consists of the challenges of managing talent, improving leadership development, and managing work/life balance.
- *Anticipating Change*. The second category encompasses managing demographics, managing change and cultural transformation, and managing globalization.
- *Enabling the Organization*. The third category consists of becoming a learning organization and transforming HRM into a strategic partner." (p. 4)

HRM Trends of Greatest Concern in Information Organizations

Most libraries or information centers are located within larger organizational or institutional structures and are not in control of their own salary and benefit programs, e.g., contracting for health insurance and retirement programs, determining furlough or general pay reduction schemes, establishing cost-of-living and performance pay increases. However, the library is still expected to change along with the parent organization and respond effectively to whatever HRM policies are adopted to cope with a recessionary economy. In short, library and information professionals usually do not make HRM decisions that involve continuing employment costs and have little control over health care costs, federal health care legislation and the general economic competitiveness of the United States.

However, the library has immediate control over the "people" or "soft" aspects of employment that account for much of an individual's productivity and contribute to organizational success—recruitment, selection and retention; leadership and expertise development, and job satisfaction. These functions constitute the library's effective HRM span of control, and library leadership has great influence on them.

A number of the global trends identified earlier relate directly to factors within the library's span of control. Expected retirement trends and continuing technological change will raise the issue of general skills shortages, both for traditional and new or emerging skill sets. This will make retaining talent or "high potential" staff members even more important if skill shortages continue. Offering opportunities to high potentials for developing leadership and/or expertise early in their employment is one of the essential techniques of talent management. Because of demographic and economic trends, the workplace is expected to become more intercultural and more intergenerational and this pluralism will require greater knowledge, understanding and sensitivity. As a result of these demographic, economic and generational changes, the ability to establish a realistic balance between work and life will become a major determinant of job satisfaction. This chapter discusses the challenges further, and in detail specific to libraries and information organizations.

General Skills Shortages

Most HRM forecasts predict retirements will continue despite the economic downturn, although age at retirement may increase slightly. The expected "baby boom" wave of retirements is the basis of the general skills shortage prediction, although the demand for research-level scientists in the hard sciences, technology, engineering, and math has been affected by decreased supply in addition to anticipated losses from retirement. The skills shortages concern indirectly relates to another high-concern issue, the increasing costs of health insurance and health care. *SHRM Workplace Forecast* identified the top three challenges as the continuing high cost of health care in the United States, the large number of baby boomers all retiring during a relatively short span, and the threat of increased health care/medical costs to the global economic competitiveness of the United States. These challenges all turn on the impending demographic shift caused by an aging workforce.

The Employee Benefit Research Institute (EBRI) publishes an annual *Retirement Confidence Survey*®. The 2008 survey found that overall retirement confidence, the percentage of workers who were *very* confident about having enough money for a comfortable retirement, experienced the biggest one-year drop (9%) in the 18-year history of the survey. (p.1) Given recent declines in consumer confidence, worries about health costs, a devastated economy and shrinking job market, and the decline in home values, it is only reasonable to expect those in good health might delay retirement. For many recently-retired persons, and those who are presently considering retirement, health insurance and health care influence retirement confidence. EBRI (2008) further reports: "Workers continue to try to push back their expected retirement age, often with the intention of improving their current financial situation or to increase their financial security in retirement. The typical worker expects to retire at age 65, and 20% of workers plan to push on into their 70s." (p. 5) In general, there *will* be shortages of skilled employees, but predicting exactly when the shortages will begin, how long they will last, and what jobs will be affected, is impossible. Shortages are often a local or regional phenomenon and may not reflect gross national indicators, but thinking through the general HRM framework allows managers and individuals in information organizations to estimate the scope of the effect and to do some individual interpretation based on the factors most relevant to their situations.

Skills Shortages in the Information and Library Professions

Are there shortages, and will there be shortages of information technology (IT) and library professionals? In both fields, prediction and debate have been ongoing for at least ten years, and certainly the 2008 economic downturn will continue to moderate earlier predictions of workforce supply and demand.

Information Week featured a point/counterpoint debate on the credibility of claims about workforce and skills shortages. Hira (2008) argued that despite a 40% drop in the number of US undergraduate computer science majors during 2001-2006, there was no real shortage. He noted that wages were holding steady with only modest growth beyond inflation, and that college enrollments had bottomed out and stabilized. He blames the "train wreck of 2002-2004," or the "dot com bust" with introducing such a high degree of risk and uncertainty into IT careers that it became unattractive to potential students. Compounding the supply problem, many senior workers laid off during the train wreck years never returned to IT. Hira also suggested that it might benefit large IT companies to promote an impression of shortages in order to soften the blow of large-scale outsourcing to other countries; the real goal being to access cheaper labor rather than to fill shortages. He was also suspicious of industry's motivation for supporting an increase in the number of H-1B visas, which would increase the number of guest workers in the United States. He suggested that companies who argued for increases to prevent foreign outsourcing actually wanted to use guest IT workers to suppress salaries in the US. In short, his opinion was that there was no shortage of skilled IT professionals, and no immediate risk of shortages.

Luftman (2008) countered that not only was the skills shortage real, but it would only get worse, given the 70 million baby boomers exiting the work force in the next 15-30 years. He cited facts familiar to educators about math and science education in the United States, e.g., only 13% of graduate degrees are awarded in the sciences, most middle school teachers are not certified to teach math, and about one-third of high school students drop out. All true, but not shocking to most educators and librarians involved in education, and hardly trends of recent vintage. Perhaps some of the difference between Luftman's and Hira's opinions arises from Luftman's longer and more historic perspective. Luftman's timeline began with the "space race" years of US dominance in science and technology, and continued beyond the retirement of the very youngest baby boomers. He looked at long-term peaks and valleys, while Hira looked at the immediate past. Information organizations, especially within small companies and public institutions, are largely unable to plan their workforces as far out as the large global IT companies, and may be better advised to rely more upon the "no immediate shortage" prediction than Luftman's predicted "skills famine."

Within the IT profession in general, specific skills are more desirable in the current environment, and these "hot" skills may offer hints about the direction retraining and professional development for existing staff in information organizations should take. Reporting in *Computerworld*, Hoffman (2008) enumerated the nine "hottest skills" for 2009. The top skill in both 2008 and 2009 was identified as "SAP." SAP stands for Systems, Applications and Products, also called "enterprise software." These applications aim to solve organization-wide or functional problems common across organization type, e.g., managing and producing accounting and financial information, human resource information, customer service/management systems, etc. Library equivalents might include various information search and retrieval systems for large databases, online catalogs, image or media storage systems, and digital repositories. Other 2009 hot skills for which strong need was expected, along with a rough library equivalent in parenthesis, included help desk/technical support (telephone and online reference or technical assistance provided 7/24), project management (digitization projects, implementing new systems or software versions), network convergence (portal building), and business intelligence (management information systems for assessment, evidence-based planning, and accreditation of educational institutions). Designing and using Web 2.0 applications was seventh "hottest skill" in the *Computerworld* forecast, and one that appears to be of high interest to information organizations serving young populations.

Where do information professionals learn these skills? The identity crisis in library education may be resolving itself and the evidence is the "iSchools" Caucus (2009). The iSchools are 21 library education programs interested in the relationship between information, people and technology. This is characterized by a commitment to learning and understanding the role of information in human endeavors. The iSchools take it as a given that expertise in all forms of information is required for progress in science, business, education and culture. This expertise must include understanding of the uses and users of information, as well as information technologies and their applications.

Certainly the iSchools movement in library education has produced graduates eager to apply technology in the service of libraries, but libraries have not been entirely prepared to embrace them. Often, traditional department names and job titles do not describe the role or purpose for which these new professionals were trained. Perhaps they should be considered something more like internal technology "consultants" and be involved in activities that we usually think of as administrative or managerial – in planning and strategy, internal research, marketing and assessment—as well as specific duties like database management, web design, and user instruction.

It is interesting to note that as undergraduate enrollments in computer science have declined, graduate enrollments in library education programs have increased. Does this mean the emphasis on information technology in iSchools attracted at least some who had considered and rejected computer science? We may be at the point that it is time to stop predicting a shortage of librarians and use the workforce already prepared by iSchool*s* and more traditional library educational programs. A shrinking market for librarians and information professionals could be an opportunity for the two roles to merge. If there can be school library media specialists, why could there not be library information specialists?

Stanley Wilder (1995) did the profession a great service by identifying a coming shortage of academic librarians. Based on all the demographic indicators, it was a timely and accurate prediction. Wilder has revised his position since, and given the events of the last 14 years, this is only natural. Wilder (2009) now asks:

What would delayed retirement mean to academic librarianship? The first to go would be the projections of the age profile of U.S. ARL librarians developed in conjunction with my two reports for ARL, which would become obsolete should retirement behavior change significantly. Next, it should be said that delayed retirements would not affect all librarians equally. For example, ARL directors may have already begun to delay: in 2000, 2% were 65 and over, jumping to 9% in 2005. In functional areas of the academic library, catalogers were not far behind at 7% but the impact is negligible on IT professionals, the youngest job category in the ARL data. …I have been saying that the anticipated shortage of librarians is unlikely, but a bad economy with delayed retirements would make it harder still to imagine generalized labor shortages in our profession. We are far more likely to see large applicant pools chasing a reduced number of openings.

His comments introduced a string of blog postings from academic librarians, both employed and unemployed. Many noted that delayed retirements were not the only factor making jobs scarce—hiring freezes and losing vacant permanent positions altogether were compounding the difficulty of finding that first professional position. A 2008 post on the Law Librarian Blog invited discussion on the question, "Do senior librarians have a moral obligation to retire?" The consensus was a resounding belief that newcomers had no entitlement to jobs, but the secondary theme was strong resentment of incompetence and "deadwood" at any age.

If recruitment for open positions is less difficult because of the overproduction of graduates, and fewer permanent positions are being retained, then staff rosters stabilize and talent management becomes a more pressing challenge than skills shortages.

Talent Management

Talent management is the art of retaining and developing the best employees, who are often called the "high potentials." The Conference Board defines *talent* as "individuals who have the capability to make a significant difference to the current and future performance of the company." (2004, p. 3) Talent goes beyond simple competence and skill to include an employee's long-term potential for contributing to the organization. Talent management was first applied at the managerial and leadership levels, but has since been involved at all levels of the organization. The hallmark abilities of high potentials are problem solving, motivating and influencing others, and generating innovation. Key attributes of high potentials include strong work habits, the ability to get along with others, and the desire for continuous learning. Some companies who depend upon innovation to stay in business hire for these abilities rather than for knowledge, skills and experience. Their competitive edge is based on capturing talent and then determining how best to deploy it within the organization. Libby Sartain, former HRM leader at Yahoo!, predicted: "In the future, HR won't respond to requests from line managers to find a particular type of applicant. Instead, and especially as talent becomes more scarce, HR will scout out great talent, hire them and find a job for them within the company." (Davis & Mirza, 2008)

This is rarely possible in a culture typical of non-profit information organizations and unionized workplaces, which carefully draw pay steps or career bands and set expectations for predictable, measured advancement. Other than in some corporate settings, libraries probably do not have yet what HRM literature calls a "talent mindset," which is a fundamental belief in talent as a construct, coupled with viewing the organization not as a group of individual employees, but as a general pool of capabilities that can be identified, inventoried and developed. However, such an organic perspective may be better received during budgetary recessions. During these periods, staffing changes can be extreme, and innovative responses are more likely to be permitted. To be blunt, one of the few times creativity appears to be encouraged in public sector institutional HRM is during difficult economic times.

The important tasks of talent management are two: Optimizing the entry experience of new staff members, and developing the skills of existing staff members. Markgren, Dickinson et al. (2007) surveyed 464 new and early career librarians to explore the prevalence of what they called the "five-year itch," or "when a librarian purposefully switches jobs or roles at least once within his or her first five years as a professional." (p. 71) They found that 28% of the librarians who had worked less than one year had already changed jobs; by the third year, 59%, and by the fifth year, 81%. "Job change" included lateral moves, promotions or role changes, noting that "Overwhelmingly, new librarians move to new jobs or roles with different institutions." (p. 73) Half of the respondents had considered leaving the professional altogether. Questionnaire comments revealed such dissatisfactions as lack of support for professional development and of opportunities to be mentored, rigidly defined work roles without latitude for exploration or innovation, perceived lack of professional respect from senior peers, and negative attitudes toward collaboration or change.

Newhouse and Spisak (2004) documented many of the same complaints among public librarians who had been working one year or less. The authors summarized the difference between the attitudes of new librarians and more experienced ones as "They will not accept the traditionalist nature of librarianship. They are unhappy with the way libraries are run and operated. They dislike the lack of openness to new ideas and new colleagues, the low pay they are forced to endure, and the true shortage of jobs." (p. 45)

Poor retention rates are expensive and disruptive to service organization. They leak talent out of the organization, and alarmingly, out of the profession in general. The accepted rule of thumb is that recruitment and initial orientation/training of a new professional employee costs about 150% of the annual salary of the position. Even if not a direct cash loss, it is certainly an opportunity cost to be avoided when possible.

The combination of generations in the workplace, a cohort of senior workers delaying retirement alongside a cohort of junior workers eager to blaze new trails, probably accounts for some of the work disenchantment of both groups. How can information organizations retain the "high potentials" and motivate maximum performance among mid- and late-career members?

Addressing the needs of new professionals reported anecdotally by the earlier studies would suggest that they feel somewhat abandoned by leadership after a brief time on the job. Regular, periodic contact with leaders should be maintained during the first year through face-to-face meetings. If the organization is large enough, new employees should be encouraged to meet together at work or socially, which will encourage affiliation with individuals, as well as with the larger organization. Professional development opportunities personally selected by new employees should be supported with a minimum of paid time off, and partial or full reimbursement for registration or tuition. Most performance reward systems offer regular pay increases doled out each year, and do not emphasize the first five years of employment. Higher percentage increases during this period might encourage new employees to stay longer—long enough to move up in the organization. Lateral moves during the first five years should never be considered losses. In fact, they help prepare early-career employees for later vertical moves. Temporary or "stretch" assignments should also be considered professional development opportunities and cost little to nothing. Rather than ignore the ambition of high potentials, leadership should consciously help them plan their futures within the organization and the profession.

Mid-career and retirement-age employees can suffer from boredom and might appreciate opportunities for temporary assignments or lateral moves also, but the expectations must be clear and specific. They should have equal access to professional development or retraining programs, and since they often represent middle and higher management, they should receive training in intergenerational leadership. Mentoring and reverse mentoring (when new employees help senior career employees develop technology or other new skill sets) can be effective. Just as organizations should help prepare their high potentials for future careers, they should help career-mature employees ensure their last years in the workplace are as productive as possible. Many wish to transition to retirement after their careers instead of moving directly from full-time work to full retirement.

This accounts for the success of early and phased retirement programs, part-time work (immediately before, and even after retirement), and seasonal appointments (working full-time, but for fewer than 12 months a year). The Pension Protection Act of 2006 made such arrangements easier for employees with defined benefit retirement plans by easing IRS regulations on pension benefits paid to retirees continuing to work. Prior to the Act, organizations were not allowed to pay retirement benefits from these plans before termination of employment. The Act allows payment of benefits to in-service workers age 62 or older, making it practical to live on a combination of retirement benefits and reduced salary.

Shifting Demographics and the Intergenerational/ Intercultural Workforce

The workforce in general, and in information organizations, is becoming more intergenerational and intercultural, and this trend is likely to continue. Different generations value different benefits and rewards. Older employees typically place higher value on employer stability and job security, health coverage, and retirement benefits. Younger, entry-level employees tend to place higher value on flexible scheduling, meaningful and creative work, good professional development opportunities, and paid time off. (The Segal Company, 2008) However, despite the service orientation that career mature professionals often expect of newer professionals, compensation may be more important to attracting and retaining newer workers. Frequently single with one income, and with less savings and more debt (school loans), new professionals need to earn realistic starting salaries. (Markgren, Dickinson et al., 2007) Of course, these are generalizations based on age, but there are some consistent generational differences that merit HRM consideration.

Conflict between age cohorts can surface if there is a perception of unfair treatment or that one group receives an "automatic" privilege, such as longevity pay or increased vacation leave for senior staff, or "better" professional development and training opportunities for junior staff. Even when employment benefits are based on years of service rather than chronological age, the two are often simultaneous conditions. Younger workers can become frustrated if they believe their own advancement is slowed because older workers are hanging on to higher-level, better-paying positions, especially if the perception is that incumbents are outdated, stagnant, or sluggish performers. It is possible for younger workers to develop "technology egos" and overestimate the value of their skill sets. This can be especially dangerous thinking because specific technology applications are notoriously frail and short-lived. The age of a person or his/her educational preparation and career maturity are not reliable indicators of interest and adeptness with technology. However, having grown up with advanced technology as an integral part of life, e.g., cell phones and texting, the Internet, Facebook, etc. does tend to establish an early comfort level and self-confidence about learning and re-learning the uses of technology. It is equally possible that senior workers might react to junior workers' expertise with technology as a threat, and respond by hoarding whatever is thought to be their strong suit, e.g., finance, administration, policy development. This strategy is equally dangerous for the organization. Expertise and intelligence critical to the organization should never be confined to a single person or held by a small group. No one works forever and no one lives forever. The best approach to talent management is to propagate as many competencies as widely as possible throughout the organization.

The best way to encourage a perception of fairness is to be fair—to establish policies and practices that are age-blind, but also consider the needs of individuals at various career points.

AARP (2007) published a white paper that enumerated some best practices for managing an intergenerational workforce, which included:

- Training managers to lead multigenerational teams
- Training staff on generational communication styles, values, and workplace motivators and de-motivators
- Developing life-cycle employment and benefits programs that suit various age groups
- Creating work/life and wellness programs of all types
- Offering continuous professional development opportunities for all
- Conducting an ergonomic needs analysis for all employees
- Studying the generational composition of the workforce and using it to guide HR strategies, and for comparison with the organization's customer base (p. 21-24)

In addition to becoming intergenerational, the workforce is expected to become intercultural as immigration and globalization continue to increase. This also has implications for language and communication, EEO compliance, and policy-making. In smaller workplaces, it may mean respecting individual customs or manner of dress, making sure employees have time off for spiritual or religious events, and checking more often to verify that communications were understood correctly, but it also means understanding the complex nature of our own cultural expectations for workplace behavior. Grove and Hallowell (2002), an interculturalist and an anthropologist, developed a highly-adaptable cultural values perspective about the meaning of "professional" behavior. Beyond defining professional as a type or status of work to be performed, it also refers to the set of personal behaviors we consider appropriate and even admirable in work situations. This set of behaviors is so complex that it requires striking an expert balance between sets of contrasting values. Grove and Hallowell called them the "seven balancing acts" of professional behavior in the United States. Restated briefly, they are:

- **Individualistic yet restrained.** The ability to maintain one's intellectual independence and individual modes of expression without becoming offensive, annoying or "out of line."
- **Egalitarian yet respectful.** The ability to recognize when it is appropriate to defer to someone in a higher position, and when it is appropriate to interact informally with that person.
- **Assertive yet sensitive.** The ability to be assertive, but not cross the line to aggression or behaving abrasively.
- **Accurate yet tactful.** The ability to wield facts or business information effectively, but in ways that do not damage others, shame them, or cause them to lose face.
- **Punctual yet patient.** The ability to respect the others' time and schedules, but to be understanding when they are unable to respect yours due to their burden of work.
- **Warm yet cool.** The ability to maintain a relaxed and rational impression and even convey interpersonal warmth when upset, surprised or angry.
- **Optimal yet practical.** The ability to aspire to perfection but settle for timely and beneficial results.

Perhaps many cultures have the same "balancing acts," but with different acceptable balance points. Simply being aware of the cultural expertise required to negotiate such intricacies may help immigrant and international employees and their US co-workers better understand the difficulty of working outside the "home" culture.

Work/Life Balance

Although no longer a "feminized" profession, the majority of information professionals are still women, who at different points in their careers may have greater need to balance work with their "real" lives. Satisfaction with work, for men as well as women, includes equitable pay and the opportunity for advancement, but also the ability to balance career with children and/or aging parents.

Library workplaces are still predominantly populated by women, who often assume major roles as caregivers for children or parents, and more often use Family Medical Leave Act (FMLA) benefits for childbirth or adoption than do men, despite the benefit being available equally to male employees. The lack of universal preschool and increasing commute times in urban areas do not make the problems any easier for women and families (Katz, 2007). Libraries, like many other organizations, have also become increasingly staffed by an intergenerational workforce, and the life challenges faced by different age groups vary. For younger workers, not just women, paid time off and flexibility in scheduling are higher contributing factors to job satisfaction than older workers, who tend to place higher value on health benefits than leave benefits (The Segal Company, 2008). So, there can be two age cohorts within the same library, and even within the same work group, who need and want flexibility in terms of reporting, albeit for different reasons.

In addition to more flexible work hours, the literal concept of "workplace" as a bricks and mortar office is changing. Brian Schipper, senior vice president of human resources at Cisco Systems believes that "workers, especially young workers, are revising the term work/life balance to mean 'working whenever, wherever.' If work can be done from a home office, PDA, cell phone or web cam, "why be physically present?" (Davis and Mirza).

Care should be taken to ensure that flexible work arrangements apply to all functional units, e.g., front and back of the house. Discrepancies can arise from the essential duties of public service positions, i.e., being available to serve during a set of ever-expanding hours, but does not excuse the library from optimizing flexible scheduling for public service staffs, or from enforcing core work times for technical service staffs. To do otherwise could support an argument that treatment is disparate if it happens to coincide with membership in protected groups, e.g., race, gender, disability, age, etc., or between lower-paid and higher-paid workers. In addition to improving general morale, paying attention to work/life balance issues for all employees is good for the user base. When staff are unhappy, this can be transmitted to users as disrespect for the library or co-workers, distracted or discourteous treatment, or simply bad service.

The umbrella organization or library system may have implemented work/life balance programs already, but less often has promoted them before the point of immediate need. Library staff may not recognize them as tools to balance work and life, or may think of them as programs only for those extremely affected by critical health challenges. In fact, they are benefits designed to attract, retain and avoid the termination of employees. The most familiar ones include paid sick and vacation leave, leave for child or school functions, flextime, compressed work weeks, e.g., working four ten-hour days, intermittent or temporary work-from-home arrangements for stranded caregivers, wellness programs, shared or donated leave banks, bonus pay or partial retirement credit for unused sick leave, and employee assistance programs (EAPs). EAPs can be powerful, but are frequently underutilized because they attempt to provide assistance with problems that have been stigmatized (substance abuse, family violence, chronic depression) and problems that are difficult for a person to admit and for the supervisor to broach in conversation. FMLA leave can be used multiple times by eligible employees if necessary, and can "bridge" an employee through childbirth or adoption, difficult medical treatment, or severe illness for self or immediate family members.

Whatever the generational or cultural makeup of a specific group of employees, offering work/life balance programs becomes the "human face" of the organization, and can be expected to become more important in the future as supplemental compensation.

SUMMARY AND CONCLUSION

Global trends in HRM make it clear that organizations of all types face new challenges in retraining, retention and development of employees. Each trend has special implications for library and information organizations and their personnel. By their very nature, information organizations should be flexible, adapt well to change, and welcome new ideas and new ways of doing business. Information organizations can position themselves to take advantage of the global trends in HRM, for each trend offers an opportunity to enrich the workforce.

The first step to address the challenges discussed in this chapter would be to interpret them in a specific work group and environment. A good start would be drawing a generational chart of the current workforce. Taking note of the knowledge, skills and capacities of each age/experience cohort should reveal future needs for retraining and for redeploying people or positions. It may reveal overdevelopment in some skill areas, gaps in others, and give some indication of the potential need for succession planning. It may suggest directions for reshaping current HRM strategies such as work/life balance programs, reward systems and performance evaluation to better fit the group's needs.

It would also be useful to broaden the range of staff development opportunities beyond advanced technical training to include "soft skills," e.g., interpersonal communication, the principles of intergenerational and intercultural understanding, and making sure employees were aware of benefit programs already available within the organization. Depending on the composition of the workforce and the level of tension or outright conflict, such training may be well worth the cost.

The final suggestion is for all information professionals at every level of the organization--the *human* resource discussed so casually in this chapter: Your greatest assets are your flexibility, your creativity, and your willingness to experiment. These should be applied vigorously to the workplace challenges of the future.

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Chapter 9
Trends in Integration-Based Orientation in Academic Libraries

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ABSTRACT

When new employees join an organization, a great deal of information must be provided to support their success. While clarifying job duties, outlining operational procedures, and reviewing benefits details are priorities, integrating employees into the culture of the organization is perhaps the most critical, and most often overlooked, aspect of orientation programs. In the ever-expanding field of information science and knowledge management, it is imperative that organizations provide comprehensive orientation programs that not only welcome new employees but successfully integrate them to their long-term contributions to the organization and the profession. This chapter examines the importance of orientation programs and discusses how current orientation programs in several academic and research libraries are effectively focusing on organizational culture and employee integration.

INTRODUCTION

Positive or "good turnover" in organizations is the combination of voluntary and involuntary turnover that keeps the organization "refreshing" itself. This turnover can be made up of poor performers who leave or it can be a manageable rate of turnover that brings in employees with new skills, insights and motivation. "Bad turnover" is when people we wish to retain leave or when turnover is so high that it results in poor morale, poor service to patrons, and other negative impacts. Testa (2008) states that in the U.S., workers in their early 20s move from job to job with just 10% staying with an employer for two years. Comparable data is not readily available for librarians, and while we might disagree on what constitutes the perfect balance between "good turnover" and "bad turnover", the authors believe that we would all agree that losing 90% of a young workforce within a two-year window is unhealthy for any organization. In a recessionary economy,

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workers are much less mobile, but retention programs are no less important than they would be during periods of strong economic growth.

By devoting the necessary time, resources and energy into developing and delivering a comprehensive retention program, it is possible to reduce the amount of "bad turnover" in your library. A holistic retention program includes well articulated components like: integration-focused orientation to the organization and the position; training, staff and organizational development; mentoring, performance coaching and evaluation; structured rewards and recognition programs; remuneration packages; and, exit interviews. This chapter focuses on integration-focused orientation programs, explores the connections between employee retention and successful integration, and discusses how current orientation programs in several academic and research libraries are effectively focusing on organizational culture and employee integration.

ORIENTATION, INTEGRATION & RETENTION

Increasing Employee-Organization Connections through Orientation

Many factors contribute to why librarians leave their libraries. Turnover studies in academic librarianship (Christopher, Tucker, 2008; Colding, 2006; Luzuis, Ard, 2006) cite reasons such as taking a position elsewhere, retirement, job satisfaction, unpleasant work environment and compensation as being major factors in why librarians leave their libraries. While well-structured orientation programs will not address all of these issues, they might increase employee loyalty to the organization, increase job satisfaction, and improve the work environment, thereby mitigating some of these reasons.

Most large organizations, including academic libraries, have new employee orientation programs. Orientation programs range from an introductory session focusing on the completion of human resources paperwork to integration-focused programs that are a part of the more comprehensive retention programs mentioned in the introduction. Most new employees will have some sort of "training plan" that focuses on the elements of the specific position they were hired to do, but orientation programs are also a perfect opportunity for the organization to share its mission and values with new hires, to celebrate the arrival of a new colleague, and to show the new employee how their position fits into the organization as a whole. Initial impressions can be the key to a successful relationship between the new employee and the organization and can influence the employee's decision regarding how long they will stay with the organization. Well-structured orientation programs communicate to the new hire that the organization is committed to their success and is willing to provide them with the tools needed to achieve that success (Mossman 2005).

One key to the success of any orientation program is having full participation and engagement from all levels of management. Library management and supervisors should understand the importance of such programs and completely support program goals and objectives. This support can be as simple as having library management send a welcoming email to the new hire or as involved as having them participate in the development and delivery of the program. It is not uncommon for supervisors to celebrate when a long-term vacancy has been filled by taking a much needed break. They take vacation missing important days in the orientation of the new employee and this can make a negative first impression of the supervisor's work ethic, management style, and personal commitment to the employee. These first days are opportunities to have the new employee connect with new colleagues, and to get very early on, information on performance expectations, departmental culture, and the like.

Many organizations rely on "gut feelings" about their programs. In other words, they believe that what has worked in the past will continue to work in the future. Or, it was good enough for me and I was successful; it will be good enough for our new employees. Orientation programs are often so tightly constructed that they do not offer flexibility in how they are presented. Many are still paper-based checklists. While checklists can be effective, the newest entrants into our workforce prefer both online, self-paced activities, as well as learning conducted in collaborative ways, so programs should be developed to not only take advantage of new technologies, but be delivered in ways that meet multiple learning styles.

Orientation programs with structured components will also create on-going opportunities for supervisors to provide feedback on how well the new employee is adapting to the broader organization and meeting expectations. It also provides the employee with a safe environment to explore organization topics not directly related to their position. Like on-boarding programs in the business sector (McCool, 2008), orientation programs then become the mechanism an organization can use to deal with any issues the new employee may be having before the situation becomes uncorrectable. The newly formed relationship should be mutually satisfying for both parties.

The failure of orientation programs can be attributed to the inability of the organization to sustain an engaging program over time. Successful, long running programs are ones that include a rigorous assessment component designed to keep the program germane and to insure that it continues to meet organization goals. With the information from assessments, the program can be modified, as needed to meet changing organization and new employee needs. By implementing a process of "design, implementation, feedback/assessment and modification", our orientation programs will remain vital and relevant.

Exit interviews data can be used to identify: internal practices that affect retention; training and organizational development opportunities; morale and negative environmental issues; and, other key areas (Neal, 1989). Exit interview data can also be invaluable in providing content as we develop integration-focused orientation programs for our libraries.

Integration-Based Orientation in Academic Libraries

Effective orientation programs include several components, including clearly defined topic areas, checklists of activities and information, presentations, and handbooks or other welcoming materials (Shea, 1981; Smith, 2001). Several academic and research libraries employ orientation programs that specifically emphasize organizational culture to improve employee integration. Such organizations include University of Arizona Library, University of Maryland Libraries, North Carolina State University Libraries and University of California, Irvine Libraries. While each library has tailored orientation programming to their organizational priorities and philosophies, strategically the approaches are similar. Each of these libraries bases their program on the idea that orientation must be much more than routine paperwork; the organization must proactively consider culture, systems, and in what ways the organization facilitates employee learning and integration.

University of Arizona Library

The University of Arizona Library operates on a team-based organizational model, as opposed to the traditional hierarchical model of many academic libraries. Discussion with a representative of the Library's Human Resources and Organizational Effectiveness (HROE) team revealed that the Library's new employee orientation program connects new employees to the organization's team approach to conduct library business. Several years after the initial transition to a team structure, the Library's leadership observed that the team culture was beginning to erode. Anecdotal indicators included a divergence in the work of various teams and a perceived loss of understanding of organizational history. Investigation indicated that this erosion may be due, in part, to a lack of training on team culture since the model's initial implementation.

In 2003, the Library created a new employee orientation program focusing on the team philosophy of the organization, emphasizing the Library as a consensus-based learning organization. The program also focuses on team behavior and team goal development, laying the groundwork for new employees to build relationships and successfully function in the team-based model. Therefore the orientation program not only integrates new employees into the organizational culture, but it also helps to sustain the organization's team structure.

To develop the sessions, HROE team members sought methods to address common concerns. A survey of new employees was implemented to identify orientation gaps. Team leaders were consulted on what the hiring teams needed. As a result, the HROE team created a New Employee Workbook, instituted the designation of a "buddy" in the hiring team, and created a checklist of activities for hiring teams to provide during the first six months of employment. The New Employee Orientation program was expanded to include more information and opportunities to practice collaborative team skills, and team leaders were encouraged to take a more active coaching and mentoring role.

In addition to a formal review of employment policies, benefits, and compensation, the Library's orientation efforts include New Employee Orientation Foundation Sessions, which are five in-person group sessions offered twice per year by the HROE team. All new employees, librarians and non-librarians alike, are required to attend these sessions, and ideally they do so during their first year of employment. Sessions address the university and library systems model; the Library's mission, vision, team structure and team culture of learning; effective teams and team exercises; how to facilitate meetings; and creating respectful workplaces. In addition, the Library offers an optional sixth session on identifying and understanding personality types to further improve team interaction.

Sessions are open to more seasoned employees as well, creating opportunities for new hires to learn from and build relationships with current employees and new hires from other teams. Since the program's implementation, the Library has observed an increase in employee integration in and understanding of the organization's team culture. HROE staff continue to monitor and assess the program and indicate that they may publish their findings on the effects of their program, (M. Ray, personal communication, December 16, 2008).

University of Maryland Libraries

University of Maryland Libraries' orientation program focuses on integrating new employees into the culture of a learning organization. The program is designed to not only provide policy and procedural information to new employees, but to also emphasize the Libraries' commitment to continuous improvement and learning. The Libraries highly encourage all employees, current members as well as new staff, library faculty and graduate assistants, to engage in learning opportunities for their personal growth and development.

The orientation program includes three in-person sessions. Human Resources staff review information on payroll, benefits and other personnel policies and initial paperwork. The new employee's supervisor provides an in-depth orientation to the employee's division, department and unit, and together they carefully review the new employee's role and connections to the operation of their division. The Coordinator of Personnel Programs provides an overview of the Libraries' mission, services, policies, programs, and professional development opportunities through an in-person group orientation session.

To further integrate new employees, the Assistant Dean for Organizational Development introduces new employees to the Libraries' organizational development efforts. The Associate Dean's presentation is part of the Overview session held by the Coordinator of Personnel Programs. During this presentation new employees are informed of the Libraries support for professional development and learning, which includes funds for each employee to use toward development activities (e.g. trainings, workshops, conferences, etc.) as well as eight hours of release time per month for professional development. Employees may use their release time to engage in external training, or they may attend workshops and/or training sessions offered through the Libraries' Learning Curriculum.

The Learning Curriculum is the staff development program managed in-house and designed to support both individual learning and organizational development, (Staff Learning & Development, December 16, 2008, http://www.lib.umd.edu/groups/learning/learningcurriculum.html). The Curriculum provides new employees with direct access to professional development resources. Employee participation in Learning Curriculum sessions is included in regular performance reviews. The review process is clearly explained to new hires, and highlights that individual development is an important aspect of each employee's role in the organization.

By introducing new employees to the Libraries' learning and growth opportunities early in their employment, new staff members become directly connected to the organizational culture. New staff members also gain an understanding of their role in a learning organization. The Coordinator of Personnel Program is consistently revising and updating their orientation program, and continue to collect feedback from new hires so that the program meets organizational needs. (J. Love, personal communication, December 16, 2008).

North Carolina State Libraries

North Carolina State Libraries' orientation program emphasizes the idea that early socialization of new employees can increase their organizational commitment and job investment. An effective orientation program can thereby advance new employees' success and increase retention in the organization. The Libraries' Staff Learning and Development Committee (SLDC) has created a three-pronged program consisting of an in-person group orientation session, orientation checklists, and one-on-one meetings between new employees and organizational members who are directly connected to the new employee's work, (Ballard and Blessing, 2006).

All new employees, both librarians and support staff, are invited to attend the all-day orientation session. Sessions are held during each month that three or more new employees join the Libraries. As reported by SLDC members, the chief function of the session is to integrate new employees in the organization's culture and thereby facilitate their adaptation to their new position. The session agenda includes a series of activities that introduce the Libraries' mission, vision and values and help to familiarize new employees with the ways in which these statements connect to their roles in the organization.

While all aspects of the session are designed to increase employee's socialization, two components in particular provide vital information about the connections between employees across the organization: the 'Welcomed, Valued, Respected' presentation and the tour of the main library building. The 'Welcomed, Valued, Respected' presentation focuses on the organization's commitment to diversity and inclusiveness. Attendees learn about diversity initiatives at the Libraries and on campus and also have an opportunity to explore diversity issues with fellow new employees. The scripted tour led by SLDC members, guides new employees through departmental workspaces and service areas. Staff in selected areas provide demonstrations or brief presentations about their work. The tour not only reviews the physical spaces but also provides new employees with a better understanding of work outside their home departments and connects them with current employees across the organization.

To further connect new employees with the organizational culture, all new employees have an opportunity to hear from one of the Libraries' Associate Directors during the in-person session. Associate directors discuss the organization's structure and current events and projects, giving the "big-picture perspective". Additionally, the Director of Libraries joins new employees for lunch during the orientation session. There is no structured programming during lunch, allowing new employees to connect with and talk to the Director socially. These interactions are important opportunities for new hires to build rapport with organizational leaders, (Ballard and Blessing, 2006).

New employees are asked to complete an evaluation at the conclusion of the group session. Their responses to a series of open-ended questions are used by SLDC members to continually revise the orientation program. SLDC members and other key human resources staff regularly review the checklists and other program materials to ensure that the information is current and supportive of the socialization objective. In the future, SLDC plans to conduct structured interviews with program attendees to assess the impact of the program on their experiences in the organization, specifically related to their integration and job satisfaction, (Ballard and Blessing, 2006; L. Blessing, personal communication, December 17, 2008).

University of California, Irvine Libraries

The University of California, Irvine Libraries' orientation program was redesigned and launched in 2008. The program centers on four organizational themes, and directly connects each employee in their new role to these themes and the larger context of the Libraries. By focusing on a few core concepts, the Libraries increase the likelihood that employees will retain these themes as priorities, and in this way, the organization is able to lay a consistent foundation for new employees across the organization.

The orientation program includes two parts. Part I is conducted by the employee's supervisor, colleagues, and human resources staff and is designed to support the integration of new employees in their home department and division. Part I is comprised of checklists of information and action items to be addressed during a new employee's first day, week, and month at the Libraries. The checklists include procedural, job-specific and departmental information, emphasizing clear communication about job responsibilities and expectations between the new employee and their supervisor. Part I also includes the New Employee Reference Guide which is provided in electronic and paper form to new employees. The guide outlines the orientation program and includes a glossary of terms and other useful information about the Libraries. New employees review this guide during an in-person meeting with the Libraries' training staff and are encouraged to consult the guide throughout their orientation.

Part II is designed to integrate new employees at the organizational level. Part II includes a series of four in-person modules familiarizing new employees with the organization's history, plans and structure. Modules are managed by the Libraries' Training & Organizational Development Officer and are presented by the Libraries' training leaders well as current librarians and staff. Both new hires and more seasoned employees are invited to attend all modules, providing opportunities for new employees to build relationships with and learn from experienced employees as well as other new hires. The Libraries also hosted sessions exclusively for current supervisors. Supervisors received program messages first-hand, ensuring greater consistency in the messages conveyed to new employees.

Module 1 includes a review of the Libraries' leadership and guiding documents. As the Libraries' vision, mission and values are presented, four concepts are identified as important organizational themes: knowledge development, user focus, staff support and campus connections. Attendees are asked to discuss in small groups how these themes connect to their role in the organization and the work of their departments. Later, while reviewing the strategic plan, attendees are asked to find evidence of the four themes in the plan's goals and objectives. As attendees share their ideas with the larger group, new employees gain a better understanding of the organization's culture.

In Modules 2 through 4, new employees are introduced to the organization's divisions and the wide-range of work done across the Libraries. Librarians and staff from each division present information about their units. As the divisions are reviewed, their work is linked back to the four themes, and new employees have an opportunity to consider and discuss how their departments and divisions fit into the bigger picture.

As a large academic and research library, the organization's divisions and many departments perform a variety of functions to meet an array of deliverables. Linking each unit's work back to one or more of the four organizational themes allows new employees to realize connections between their work and the work of others across the organization, and provides a strong foundation and context for new employees in their new role. Further, presenting this information via in-person sessions which include large and small group discussion allows new employees to learn directly from employees in each division and to pose questions in a safe environment.

Following each session, attendees are asked to complete an electronic evaluation. The Libraries continue to update the modules according to employee feedback and organizational needs. Current supervisors were also invited to share their feedback, connecting management to the development of the program.

The Libraries' integration-based orientation program is designed to positively affect turnover and retention at the Libraries. To further this effort, the Libraries have linked their new employee orientation assessment to a new, comprehensive exit interview process. After two to three years of implementation, the Libraries plan to conduct a comprehensive evaluation to better assess the effects of all aspects of their programming.

Implications

The orientation programs discussed here focus on specific aspects of each organization's culture, with the goal of more effectively and more consistently integrating new employees. By implementing an integration-based program, organizational leaders seek to increase their impact on new employee learning by focusing that learning on organizational priorities and culture.

The organizations discussed here provide these focused learning opportunities to librarians and paraprofessionals alike. As job duties, such as providing reference service or managing complex cataloging, are increasingly shared among librarians and paraprofessionals in academic libraries, it follows that effectively integrating all employees, regardless of title, is imperative. Additionally, including experienced librarians and paraprofessionals in the learning process, as either meeting/session leaders or participants, creates additional opportunities for cultural integration, which may positively impact employee retention. During orientation activities new employees can connect with employees across the organization and observe how colleagues model aspects of the organization's culture, (Ballard and Blessing, 2006).

FUTURE RESEARCH

Measuring the Impact of Integration-Based Orientation on Retention

Human resource professionals both within and beyond the field of information science recognize the importance of orientation programs to support new employee success, (Shea, 1981; Fowler, 1983; Weingart, Kochan, and Hedrich, 1998; Smith, 2001; Pynes, 2004; Arthur, 2006.) However, it is quite difficult to measure the impact of orientation and integration programs on job satisfaction and retention due to the number of other factors that affect employee experiences, including relationships with supervisors, workload, salary, among many others, (Ballard and Blessing, 2006).

While the four library organizations discussed here have utilized various assessment tools to collect participant feedback, including surveys, and routinely monitor and update program content, additional evaluation is necessary to draw firm conclusions on the effects of integration programs in academic and research libraries. To effectively measure the impact of integration-based programs, the authors recommend that evaluation efforts include both qualitative and quantitative efforts, with particular attention paid to the effect of these programs on retention. In-depth interviews or focus groups with new employees are effective ways to gather evidence, anecdotal or otherwise, of the impact of orientation programs on integration. Such data collection allows participants to share if and/or how the orientation experience contributed to their integration, and specifically what aspects of the orientation process were most effective. This also allows evaluators to further investigate employee impressions and responses in real time. Longitudinal evaluation through the course of employment could reveal the impact of orientation efforts as employees learn more about their work and build working relationships with colleagues, and may lead to an understanding of the impact of these types of orientation programs on retention. This may also reveal other aspects of the employee's organizational experience that contribute to or prevent effective integration. For comparison, evaluators may also consider conducting interviews or focus groups with more seasoned employees who did not participate in the integration-based orientation program. Finally, carefully crafted exit interviews will assist in determining the impact integration programs may or may not have had on employee retention. Although there are many evaluation strategies, formal evaluation is necessary to determine the effectiveness of integration-based orientation programs and explore their impact on retention.

CONCLUSION

Academic libraries are increasingly looking toward integration-based orientation programs as a way to immerse new employees into the work of the library and into the organizational culture, and in the long term, improve employee success and retention. Many organizations have considered culture, systems, employee learning and integration to develop multi-faceted orientation programs. Future research on the effectiveness of these integration-based orientation programs should shed light on the effectiveness of integration-focused programs as well as the relationship between such programs and retention in academic libraries.

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Chapter 10
Teaching New Librarians How to Teach:
A Model for Building a Peer Learning Program

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ABSTRACT

Librarians enter the academy with little background in the pedagogical and theoretical intricacies of teaching and learning. With library instruction responsibilities on the rise, institutions are searching for ways to encourage librarians to engage in the process of learning how to teach. Instruction librarians and coordinators can build a peer learning program that incorporates a progressive teaching structure where librarians graduate from shadow teaching to team teaching to solo teaching. By combining support in the classroom with a dynamic mentoring environment, librarians work as a team in order to provide students with high quality instructional experiences that promote lifelong learning. Formative assessment is built into the mentoring process while simultaneously providing analysis of the program. Suggestions for professional development and a reading list are included.

INTRODUCTION

Each day in the classroom is as much a learning experience as a teaching experience. (Vidmar, 2006, pp. 140)

As access to information grows increasingly more complex and the scope of inter-disciplinary and multi-disciplinary studies change the landscape of research and information management, academic librarians are in the classroom more than ever. Unfortunately, most library science programs don't formally prepare students for the inevitability that instruction will be a part of their job responsibilities (Julien, 2005; Westbrook, 1999). Lacking a foundational repertoire of teaching skills, new librarians are at a clear disadvantage in the classroom. A teaching portfolio includes, at minimum, a diverse array of pedagogical strategies, presentation skills and assessment techniques. Many new librarians are tossed into the fray of teaching instruction sessions with little or no guidance on the mechanics of how to

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teach. To complicate matters even further, there are many types of library instruction for which to be prepared including course-integrated, workshops, discipline specific, online instruction, reference interactions and library tours. This practical guide will be relevant for instruction librarians and coordinators in all types of academic libraries, whether a library includes two teaching librarians or twenty-five. The chapter will describe the process of building a supportive peer learning program where new librarians can gain on-the-job training while finding their own teaching voice. It will also promote the development of a reflective learning community by including the following elements:

- Building a progressive teaching environment in and out of the classroom
- How to develop mentoring relationships between new and experienced librarians
- Professional development within and outside the organization
- Assessment of a peer learning environment

Literature Review

There is a debate raging among librarians. The future of how academic librarians promote information literacy in the academy is being questioned within the larger context of higher education (Elmborg, 2006; Jacobs, 2008; Ward 2006). The outcome will depend on how librarians adapt to their roles as educators in the 21st century.

Through a content analysis of job announcements in the 1990's, Lynch and Smith (2001) concluded that virtually all reference jobs included instruction responsibilities, predicting that the development of job titles that include 'instruction' (e.g. bibliographic instruction, information literacy) would quickly become common place in the academic library. Avery and Ketchner (1996) confirmed that employers do indeed value instruction skills in new librarians, while Shonrock and Mulder (1993) explored what proficiencies were valued for instruction responsibilities and how they were acquired. Kilcullen (1997) highlighted the changes necessary to the LIS curriculum while outlining a pedagogical start for new librarians. If instruction has become paramount in the desirable characteristics of public service positions, how prepared are new graduates? How have library schools adapted to this evolution of needs in the academic library? Julien's (2005) examination of LIS curricula confirms that most library and information science graduates do not receive any formal education on "basic information literacy concepts, outcomes evaluation, needs assessment, or Web-based instructional strategies" (p. 214). She goes on to conclude that "in an era of accountability and within a context in many libraries of limited resources, both financial and human, the need to demonstrate positive outcomes from all library services would appear obvious" (p. 214). Institutional assessment and accreditation standards indicate that it is increasingly essential for new graduates to enter the profession already prepared with a background of pedagogical knowledge and an array of teaching skills. Once the librarian is on-the-job, she or he can draw upon a secondary support system, professional development opportunities. Professional organizations and institutions have acknowledged this gap by offering a plethora of supplementary educational opportunities including professional literature, programming at annual library-related conferences (e.g. the ACRL Instruction Section's Discussion Groups held at both ALA Annual and Midwinter Conference) attendance at instruction-based conferences (e.g. LOEX and WILU) and participation in programs such as ACRL's Information Literacy Immersion program. However, Jacobs (2008) argues that "unless skills, practices, and ideas are used in relevant ways and developed in reflective creative environments, instruction and pedagogy courses in MLIS programs may suffer the same fate as decontextualized 'one-shot' information literacy sessions" (p. 257). The same can be said for job responsibilities in the workplace – the theory of learning through professional development opportunities is best realized by an alignment between practical and reflexive practice in order to promote true growth as a teacher. Elmborg (2006) refers to this connection as "developing a critical practice of librarianship—a theoretically informed praxis" (p. 198). Furthermore, on a practical level, "How can librarians without training in effective instructional techniques be expected to plan, deliver, and evaluate their instructional efforts effectively?" (Julien, 2005, pp. 215).

What does an example of the practical application of teaching pedagogy look like? As LIS students, Meulemansa and Brown (2003) shared a unique case study of planning and teaching a semester-long information literacy course through the framework of a practicum. Their introduction to teaching included classroom management, understanding student perspectives, applying information literacy competencies, the development of instructional materials, assessment of student learning and the development of collegial partnerships and leadership skills. As duly noted by Elmborg (2006), however, what practicums such as these do not provide, is a deep conversation about how information literacy fits into the broader educational mission. Recognizing that the road to becoming an authentic teacher remains a lifelong pursuit (Palmer, 1998) coupled with library school education that is beginning the process of responding to the need for teacher education, the academic library can respond by offering an in-house training program for all librarians with instruction responsibilities. In other words, the individual institution can intentionally attend to the needs of instruction librarians, ensuring that they are well-versed in the theory, the pedagogical strategies and the realities of being an educator.

Overwhelmingly, librarians have responded to the need to oversee the development of lifelong information literacy skills as embedded into the higher education curriculum (American Library Association, 2000). Most recently, the Association for College and Research Libraries took this belief a step further and approved the *Standards for Proficiencies for Instruction Librarians and Coordinators*, a document that is "intended to help instruction librarians define and gain the skills needed to be excellent teachers in library instruction programs and to foster collaborations necessary to create and improve information literacy programs" (ACRL 2007). How can we apply these values to our institutional learning environments? Brookfield (2006) reminds us that "teachers are themselves adult learners engaged in a continuous analysis of their practice" (p. xv). In his encouragement that we become reflective teachers, Brookfield proposes that we "accept that sometimes we are the experts on our own teaching" (p. 13). In this same vein, Walter (2005) asked academic librarians what activity they deemed would be most helpful in improving their teaching. Of the range of lifelong learning strategies cited, consultations with colleagues rated the highest. "The focus on peer interactions also reflects the importance of providing opportunities for substantive discussion among colleagues of teaching and of issues related to instructional performance" (p. 372). Since this learning strategy is applicable to daily work, librarians can set themselves up to succeed in the classroom if they can combine their theoretical work with their daily practices.

Peer Learning

What is a peer learning program? Often used as a student-centered approach to facilitate academic growth among college students (Boud, 2001), peer learning presents an informal, safe environment for individuals sharing a learning experience to grow with and learn from each other while stimulating open discussion. Parallel to peer learning is peer coaching, a learning environment which is "non-evaluative, voluntary and controlled largely by the learner" (Gottesman, 2000, pp. xiv). Levene and Frank (1993) provide a detailed framework of peer coaching using a foundation of confidentiality and non-evaluative feedback, “To coach one another, instruction librarians form pairs, select focus areas, and observe one another’s classes. The coaching process allows librarians to work together, refining, extending, and building new skills” (p. 35). In order to build on the existing relationship among colleagues, Vidmar (2006) proposes the ideal setting for formative peer coaching:

Central to the process is creating a non-threatening relationship that encourages conversation and collaboration between peers without necessarily having a colleague go into the classroom of another to “evaluate” the effectiveness of an individual session. The relationship between peers is collegial. There are no mentors leading or providing guidance. Peers are self-directed partners in learning. The conversations are directed toward articulating intentions prior to a class session, then reflections afterwards (p.136).

Peer learning, sometimes referred to as “cooperative learning methods,” can be part of daily on-the-job training and relies on time, planning and cooperation. A progressive peer learning program integrates two components. First, a teaching and learning structure is established that scaffolds the mastery of teaching skills from one phase to the next. Second, a safe environment is nurtured in which new and experienced librarians can share their teaching and learning experiences through an extensive conversation on the pedagogies and theories of learning.

Other disciplines have used similar techniques to provide teacher training at the graduate student level. Stenberg and Lee (2002) challenge the assumption that professors should be wholly embedded in their discipline of research, ignoring the intricacies of how to become a good teacher, and this is especially true for librarians, except that instead of research, most are distracted by the daily realities of librarianship. Their intimate case study reminds us that “conditions need to be established between teachers so that sharing a problem about one’s class—or opening up a class in progress (with all of its messiness) to another teacher—is a normalized part of enacting and developing pedagogy for both teachers involved” (p. 336).

And finally, ACRL’s *Standards for Proficiencies for Instruction Librarians and Coordinators* (2007) offers two cogent indicators for developing a peer learning program. First, under assessment and evaluation proficiencies, an instruction coordinator, “Develops and implements iterative peer instructor assessment models in order to provide constructive feedback to librarians on teaching effectiveness. Stresses commitment to improving teaching, rather than exclusively evaluating job performance” (Indicator 2.2). Second, under the rubric of teaching skills, the effective instruction librarian, “[s]hares teaching skills and knowledge with other instructional staff” (Indicator 12.7). Under this rubric, instruction coordinators and librarians can develop a formal programmatic initiative that will recommence prior experience a librarian may have gained from her or his education or previous employment.

In developing a peer learning environment, there are four elements to consider: building a progressive teaching environment in and out of the classroom, developing mentoring relationships between new and experienced librarians, professional development within and outside the organization and assessment of a peer learning environment.

Building a Progressive Teaching Environment In and Out of the Classroom

The challenge in learning to teach is profoundly summed up by Parker Palmer, “good teaching cannot be reduced to technique: good teaching comes from the identity and integrity of the teacher” (p. 149). How can we, as experienced teachers, help to foster this reflective process for new librarians and in turn continue on the journey of learning for ourselves? There is much written on peer-to-peer learning in student environments as well as the aspects of mentoring; this practice attempts to bring both facets together in order to provide an on-the-job professional development model for teacher librarians at various stages of their careers.

Upon entering the classroom, many new librarians have not yet had the opportunity to ask themselves, "What kind of teacher do I want to be?" much less how to develop an effective curriculum or think about assessment techniques. Unlike campus faculty who teach semester long courses, the librarian most often teaches the "one-shot," a single guest speaker session where the librarian is asked to demonstrate library databases and searching strategies. To complicate matters even further, it is possible to get through an LIS program having never been in front of a classroom. How can new librarians be introduced to teaching without entering the classroom overwhelmed? A progressive approach through shadowing, team teaching and solo teaching would allow the librarian to graduate from one stage of learning to next at their own pace.

First, shadowing a class can help ease the unpleasantness of public speaking jitters, demonstrate various examples of teaching styles and assist new librarians in gaining confidence while working peripherally with students. In this role, the neophyte librarian "shadows" the more experienced teacher leading the class, providing general support and answering informal student questions, perhaps one-on-one, as activities unfold during the session. At this point, the balance of support coming from the experienced librarian may more closely resemble that of mentor. Pre- and post-teaching conferences can add to this experience by giving instructors a chance to debrief about the session, exchange impressions about what went well or what could be improved, and possibly more inspirational conversations such as how to build creative environments for discovery or how to communicate the value of the instruction librarian to campus faculty.

Once a librarian is ready to advance in their training, the next step is team teaching. In this model, two or more librarians share responsibility for learning outcomes in the classroom. Each librarian may choose to teach a part where they feel the most comfortable, moving into more unfamiliar arenas as confidence increases. The relationship between instructors at this time is reciprocal, "Instructors are both teachers and learners—simultaneously engaging in a very personal activity to enable them to construct and reconstruct knowledge and meaning while teaching" (Vidmar, 2006, pp.138). While the experienced librarian does not need to offer themselves up as the expert, the program is gradually moving toward Vidmar's model of peer coaching, that of "self-directed partners."

The third stage in this process is solo teaching, setting the librarian free to explore a personal teaching philosophy. It is time for the librarian to express her or his own strengths and ideas in the classroom, including building learning outcomes into the curriculum, designing active learning strategies, employing independent assessment techniques, etc. Even though the librarian has now graduated to the third stage, she or he will consistently "address and self-monitor their teaching practice on a continual basis, ultimately learning not by experience alone, but through critical reflection upon their experiences" (Vidmar, 2006, pp. 136). Since the librarian was brought into a collaborative teaching environment, they will become a catalyst in the peer learning program for newer instruction librarians. The cycle completes itself when the newly minted expert librarian becomes the mentor for incoming librarians.

Mentoring implies that one person is more experienced than the other, but in a collegial environment teaching is a continuous learning process, promoting cooperation above a traditional, lecture-hall "sage on the stage" model. It may be assumed that the skilled teachers model established teaching behaviors, while the new librarian generates fresh ideas and questions the status quo, however room can be left for the opposite to occur as well. For example, as the landscape of academia changes, all librarians can contribute their knowledge of the systems, tools and technology used to promote the authentic student learning experience. Similarly, as new librarians gain experience with the instruction program and its goals, they will be expected to collaborate on the development of teaching strategies and curriculum. Most importantly, each individual will be sharing their firsthand experiences as part of a collective knowledge base.

The intent of a peer learning program is more than "teaching" librarians to teach, rather the goal is educative, to construct an environment in which librarians can converse about the pedagogical and presentation strategies used in the classroom, continuing to build upon the ebb and flow of an ever-changing higher education experience. A peer learning program is not individualistic, rather it fosters collaboration from which to draw upon as library instruction programs continue to gain strength within the larger agenda of the higher education curriculum.

How to Develop Mentoring Relationships between New and Experienced Librarians

The second element in building a progressive teaching environment is to cultivate the theoretical conversation that may have begun for some new librarians during library school. Academia has "privatized" the classroom, creating an "academic culture [that] builds barriers between colleagues even higher and wider than those between us and our students" (Palmer, 1998, pp. 142). How can librarians overcome this challenge and interpolate information literacy within the academic community? In charting a path toward integrating information literacy proficiencies into the higher education curriculum, Ward and Raspa (2000), not only suggest that librarians find ways to collaborate more frequently with campus faculty but insist this model has the most potential for elevating lifelong learning skills in information literacy. Oftentimes, librarians develop a synergy with teaching faculty, who may be willing to engage in a mentor relationship. However, credibility is established when librarians can demonstrate expertise in foundational teaching pedagogy. Since many librarians have little or no teaching experience, how can they build intensive pedagogical skills? One facet to improving teaching skills is to foster in-house mentor-mentee relationships. Mentoring relationships can improve quality of teaching by "maximize(ing) all the money and time which has been spent on training, retraining, staff development, or skills enrichment" (Gottesman, 2000, pp. 6). The purpose of this premise is not to elaborate on the complexities of mentoring relationships, rather the focus will be on creating constructive dialogue while providing feedback and insights into teaching and learning.

In order to institute a safe and cooperative learning environment, "The coach's responsibility is to encourage the instructor to talk, to purposefully listen to what the instructor says, and to build trust by not responding by correcting, suggesting, or taking over the conversation" (Vidmar, 2006, pp. 142). It is commonplace in peer coaching structures to hold a series of brief meetings prior to and following the instruction session, providing a venue for all librarians to ask a medley of questions. Levene and Frank (1993) suggest a combination of community guidelines, carefully choosing a partner, a pre-observation conference, observation that includes "pre-chosen skills to target," and a post-observation conference. Some examples for constructive conversation include why learning outcomes are constructed in a specific way, how active learning vignettes will be handled in a session or addressing why a particular assessment technique was chosen. Vidmar points out that "by making the collegial conversations part of instruction, instructors build upon the everyday classroom experiences, complementing class time with the conversations before and after teaching" (p. 136). In taking the time to reflect on teaching experiences together, a team of librarians can find common ground by investigating how they will "become specialists in coaching intellectual growth and critical development" (Elmborg, 2006, pp. 198).

Trust is arguably the most essential aspect of a mutually beneficial peer learning atmosphere. There are several tactics which can be engaged in order to authenticate trust among colleagues. For example, a team of librarians can work through a series of illustrative exercises that emphasize positive interactions while investing in the legitimacy of a program as well as each other. Below are some ideas:

- Establish a structure of pre- and post meetings (Vidmar, 2006)
- Brown bag lunches on a variety of pedagogical topics with librarians trading the responsibility of discussion
- Co-develop or share curriculum, active learning strategies and assessment
- Support professional development on-campus and outside the institution
- Forge relationships with campus teaching centers, e.g. Centers for Teaching Excellence
- Invite campus faculty to visit and discuss their identity as a teacher
- Encourage informal hallway conversations about teaching and learning
- Video/audio tape sessions for informal discussion and review
- Institute reading groups, e.g. teaching and learning publications, communication strategies
- Develop teacher portfolios
- Compose teaching philosophy statements
- Journaling teaching and learning experiences (Farrell, 2004)

For example, journal writing can be personal or shared as a group. By writing in a journal, Farrell (2004) states there is more time for reflection on teaching experiences, the ability to collect data in order to find patterns in our teaching habits, and the clear identification of successes. He also suggests that journals could be written together, compiling entries as if constructing a group essay. Some examples of writing topics include approaches to and methods of teaching, evaluations of teaching, theories of teaching, self-awareness as a teacher and questions about teaching (Farrell, 2004). By engaging in a spectrum of systematic inquiry and analysis of one's teaching, a librarian can gather information and formulate a plan for consistent improvement.

The practice of being a reflective teacher, with consistent support from colleagues who engage in the same behavior, may challenge basic assumptions and beliefs regarding teaching and learning but it also empowers risk-taking. This risk taking can help librarians deal with common problems confronted in the classroom. Since concerns inevitably arise, it would be advantageous for teacher librarians to use these situations as a brainstorming session, commiserating over the quandaries. Difficulties in the classroom can include professors that dump their classes at the library, interference from professors, challenging questions from students, apathy in many forms (e.g. emailing, texting) and much more. If librarians have created a bond among colleagues, handling situations such as these becomes easier.

One last aspect worth mentioning, is the tone in which conversations occur in peer coaching situations. In Palmer's "Ground rules for dialogue," he elaborates on the need for careful approach and chosen words among colleagues. Specifically, he calls for absolute confidentiality and an avoidance of offering advice. Garmston (1997) reiterates this notion, adding that self-reflection is more apt to emerge when intrinsically motivated. Active listening skills can also be encouraged, acknowledging that "true learning is enhanced when the teacher reaches the conclusion himself" (p. 67). Peer coaching is at its finest when participants remember that their role is coach, rather than teacher. Effective feedback qualities include constructive, solicited, and reciprocal discussion. By establishing a praxis-style learning environment for instruction librarians, we create what Palmer (1998) defines as "the inner ground from which good teaching comes and to the community of fellow teachers from whom we can learn more about ourselves and our craft" (p. 141).

Professional Development within and Outside the Organization

By supplementing a peer learning program with a variety of professional development opportunities, the organization is ensuring success by interweaving a body of knowledge throughout the professional experience. These opportunities can occur within the library, in collaboration with institutional organizations such as Centers for Teaching Excellence, and from professional organizations inside and outside the library profession. A triad of continuous learning strategies will not only build upon experiences in the classroom, but will stimulate innovative ideas and contribute to the theoretical conversations inside the library.

There are an abundance of learning opportunities geared toward instruction librarians. First, the Association of College and Research Libraries (ACRL) Instruction Section invites membership, offers programming at national conferences, recruits committee and task force work as well as produces formal documents from which to draw instructional expertise, e.g. *Analysis of Instructional Environments* and *Instructional Technologies Tips and Trends*. The Library Instruction Round Table (LIRT) is another professional organization that supplies librarians with a network of national colleagues, committee work and conference programming. Others organizations include the International Federation of Library Associations and Institutions (IFLA) Information Literacy Section and the National Forum on Information Literacy (NFIL). If funding is a concern, many organizations are now offering virtual options for participation, at conferences and as virtual committee members. If these options are not currently available, ask for them. Conference attendance is an opportune way to share ideas with other instruction librarians and to find out what other institutions are doing to improve their teaching programs. There are also conferences and workshops geared primarily toward instruction librarians including Library Orientation Exchange (LOEX), Workshop on Instruction in Library Use (WILU) and LOEX-of-the West. ACRL's Institute for Information Literacy Immersion Program now boasts four separate tracks including teacher, program, intentional teacher and assessment. These intensive, four day programs are competitive and "immerse" their participants by focusing on best practices and instruction related activities. State associations also sponsor conferences and instruction librarians will often find programming that is applicable to their work. Also, look outside the profession, oftentimes conferences in other disciplines are especially relevant for instruction librarians (e.g. EDUCAUSE).

At the campus level, many institutions offer faculty institute days, retreats and symposiums. When calls for proposals are announced, academic librarians can submit proposals, present, participate and build relationships across campus. Some ideas include stimulating conversations on teaching and learning, information literacy, the use of technology in the classroom and perhaps most importantly, sharing the complexities surrounding library-related issues as well as a narrative on how the library plays an crucial role in higher education. Proposals can take many forms including presentations, round table discussions, poster sessions and informational tables. Each opportunity presents a chance to forge new teaching alliances with campus faculty while stimulating the institutional conversation on broadening information literacy initiatives.

At the library level, forums and discussions can be informally put together with a little ingenuity. Start by asking a question related to teaching proficiencies. For example, "How can we assist new librarians in becoming better orators?" Developing presentation skills is one of the most common hurdles for any librarian, even the most experienced librarians can benefit from the chance to reflect on new presentation styles. Topics to be considered could include physical presence (e.g. inflections in voice, hand movements, roaming, and pronunciation), slide development strategies, analogies in the classroom, etc. Other relevant forum topics include active learning strategies, how to encourage students to participate in discussion, assessment techniques, etc. Inquiry sparks the imagination!

Assessment of a Peer Learning Environment

The question is not "How do you convince a librarian to be a better teacher?" Rather the question is "How can you spark the motivation of librarians to pursue a medley of activities surrounding teaching and learning?" As previously mentioned, ACRL's *Standards for Proficiencies for Instruction Librarians and Coordinators* offers a network of proficiencies that "could be used to guide peer evaluations in order to provide librarians with constructive feedback" (ACRL, 2007). The list of proficiencies include skills in the areas of administration, assessment and evaluation, communication, curriculum, information literacy integration, instructional design, leadership, planning, presentation, promotion, subject expertise, and teaching skills. By combining these fundamentals with the illustrative exercises previously suggested (e.g. pre and post instructional meetings and journaling), instruction coordinators can dual purpose these efforts and provide a foundation for integrative formative assessment.

What does formative assessment look like? "In a formative environment, teaching is a continual progression toward improvement in which the instructor regularly engages in activities integral to personal growth and learning" (Vidmar, 2006, pp. 138). By consistently asking questions about how and why learning happens and how librarians can foster the growth of lifelong learning skills, formative assessment will produce results that frame a pattern of growth for instruction librarians. For example, an observation form can be designed to examine the myriad of details that go into teaching a library session. Sections of this form can include: administration (keeping track of time, outlining the agenda), communication with students (repeating student questions, using humor appropriately), preparation (well-organized lesson plan, avoiding library jargon) and delivery (paused to give students time to reflect on questions asked, used a variety of active learning strategies). More open questions might include, "What did you struggle with most during today's teaching session?" or "What did you observe in your partner's teaching today? What compliments and/or suggestions do you have?" By exchanging observation forms, team teachers will gain from positive reinforcement as well as constructive suggestions.

Does summative assessment play a role in learning how to teach? Summative assessment is most frequently employed by administration for formal evaluation purposes and used in the tenure and promotion process. It only accentuates a small piece in the larger context of a teaching philosophy, pedagogical strategies and theoretical beliefs that create a complex learning environment. On the other hand, Vidmar (2006) argues for formative assessment where, "The primary goal is to facilitate change toward personal growth and development" (p. 137). Formative assessment will build assessment into the daily process of a peer learning program. As we continue to create environments in which students learn, we can also create environments in which teachers can learn.

Future Research Directions

Given the fact that librarians are increasingly responsible for teaching in higher education, it seems necessary to continue to pose the question, "What will library instruction look like in the future?" Future research directions could include delving deeper into the assertion by Elmborg (2006) that librarians need to engage "aligning the values of critical literacy with the day-to-day work" (p. 198). In other words, information literacy is a single ingredient among many literacies in higher education. How can librarians work across campus to build upon and within the education of the 21st century?

LIS programs are developing courses, offering practicums and independent study as a way to fill the void in teaching librarians how to teach, and in turn, institutions are fostering environments where lifelong learning permeates itself into daily on the-job activities. Future research directions could assess variations on peer learning programs as adopted by various higher education institutions and explore the specificities of case studies. In unraveling the efforts made by individual programs, librarians can share their experiences with colleagues across all types of libraries. Emerging trends could include collaborative seminars and symposiums among educators, faculty and librarians as well as examining the future role of literacy in the academy.

CONCLUSION

While much has been written in education literature about retaining teachers through mentoring programs, little has been written exemplifying the experiences of teacher librarians. While many of their shared personal experiences parallel that of librarianship, most librarians do not spend entire days in the classroom. Our instruction experiences wax and wane with the research assignments of the semester.

Peer learning environments can create a vibrant structure for learning and reflecting on teaching practices, ensuring success and longevity by drawing upon internal and external resources. In providing leadership to the new teacher librarian, students will benefit from an authentic voice in the library instruction process. Stenberg & Lee (2002) legitimately ask, "Why are we so quick to assume that we learn teaching best on our own, and that it is not a social process?" (p. 338). This chapter is not meant to be prescriptive, rather a starting point in a conversation about how to build a learning community among librarians in which teaching is the focus. In continuing to learn how to learn, we model the investigative process for our students whom will, in turn, be the future teachers of our society.

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Chapter 11
The Career Development Compass:
Roadmap to Building a Diversified Portfolio of Professional Capabilities for Information Professionals

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ABSTRACT

Due to constant change and intense competition within the information environment, developing a diversified portfolio of professional capabilities ensures employability and career mobility for future Information Professionals (IPs). Capability development begins with career development planning. However, without the proper navigation device to guide future IPs, career plans can go awry and career opportunities may vanish. Because the IP's role is constantly changing, unforeseen opportunities exist for those who address career development planning beginning the first day of graduate school. This chapter provides future IPs with a navigation tool and roadmap to develop career plans in an unpredictable environment and discusses implications for the future viability of the profession.

INTRODUCTION

Initially, future Information Professionals (IPs), sometimes referred to as nontraditional librarians, may feel lost or confused about career direction primarily due to the transitional nature of the library and information science world. Dority (2006) states "that familiar MLIS designation signifies that we possess a stunning diverse skill set, that can be deployed in an equally stunning number of places, positions, and opportunities" (p. 1). Many IPs graduate disillusioned and ill prepared to manage their careers effectively because, while in graduate school, they neglected career development planning. Some were too busy to plan; some waited too late to plan; some did not know where to begin; and some were unsure of the path to follow. As a result, possible career opportunities may have vanished. Just as navigational devices, such as the compass, the map, and the GPS were created to help travelers find their destinations, the objective of this chapter is to provide future IPs with a navigation tool and a roadmap for developing career plans by developing a portfolio of professional capabilities to ensure

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career success. Additionally, this chapter assists future IPs in plotting a course to respond to changes in an unpredictable environment, by utilizing a career development compass that directs them to their desired destinations.

BACKGROUND

Career development planning in the information profession, a new flexible profession, should begin prior to obtaining the Master of Science in Information Science. The Special Libraries Association states that:

An Information Professional (IP) strategically uses information in his/her job to advance the mission of the organization through the development, deployment, and management of information resources and services. The IP harnesses technology as a critical tool to accomplish goals. IPs include, but are not limited to, librarians, knowledge managers, chief information officers, web developers, information brokers, and consultants. (Special Libraries Association, 2009)

To take advantage of opportunities in this diverse profession, information professionals must chart their career paths through a sound career development plan. Gordon (2008) suggests that career planning should not be happenstance but that one must take time to plan and study the possibilities that exist to map out a successful career. Priscilla Shontz (2002) suggests that assessing one's goals, skills, and the job market are important components of career development planning.

According to Gordon (2008), "LIS career choices and potential career paths are now continually expanding to encompass new skills, new knowledge, new generational viewpoints, and myriad new opportunities" (p. xi). By developing a diverse portfolio of professional capabilities, an information professional ensures employability, career mobility and guards against environmental threats. This cannot be accomplished without career development planning. Pantry and Griffiths (2003) suggest that career development begin at the onset and should be assessed regularly to determine where you are going, and advocate developing a portfolio career, a tool to give employers an in-depth picture of one's skill sets. Simonsen (1997) states, "just as organizations need to do strategic planning to anticipate and prepare for market changes and competition, so do individuals need to plan their careers strategically. Career development planning is the first step in managing one's career strategically" (p.7).

THE CATALYST FOR CHANGE

Librarianship is often characterized as reactive, complacent, and obsolete. Ross and Sennyey (2008) discuss how in the midst of increased competition, the profession continues to tweak outdated service delivery models based on old assumptions, rather than reexamining assumptions and redefining delivery models based on the current environment. The implication is that not only are new models necessary to address changing customer needs and burgeoning competition, but new skills are required for effective implementation. Additionally, Campbell (2006) asserts "given the events [the technological revolution] of the past decade, academic librarians perhaps know better than anyone else that the institutions they manage – and their own roles – may face extinction over the next decade" (p.28). However, the competitive challenges faced by the profession are not unique. The need to refine and redefine traditional business models has affected every profession and every industry. All professions that exist to provide products or services to customers must continually deliver increased value in an unpredictable marketplace to maintain a competitive advantage; this applies to libraries as well. As new business models for delivering information services have emerged, libraries have witnessed significant erosion of its foundational business. According to Campbell (2006), "The library is relinquishing its place as the top source of inquiry. The reason that the library is losing its supremacy in carrying out this fundamental role is due, of course, to the impact of digital technology" (p.16). Campbell (2006) further asserts, "As this change [shift to digital technology] has rushed upon us, academic libraries have continued to operate more or less as usual" (p.20). It appears three key issues threaten the future viability of the profession: 1) diminished competitive position, 2) relevance to a single environment, 3) inability to differentiate services.

Diminished Competitive Position

The information marketplace has transformed significantly over the past twenty years. Much has been written discussing the impact technology has had on business, including the information profession. Information innovators, like Google, Microsoft, and Yahoo have transformed information distribution by leveraging technology to meet customer demands. To some degree, libraries once enjoyed an artificial information monopoly. Ross and Sennyey (2008) assert, "Libraries are no longer islands of information, but one among many nodes through which information flows to users" (p. 146). Libraries did not represent a true monopoly because they were created to be freely accessible to all stakeholders, rather than as for profit entities designed to dominate the information industry. Urs (2006) states, "the focus of libraries and librarianship has always riveted around three facets – preservation and archiving, organization, and access" (p.199). Perhaps, the lack of a profit making intention has made the profession more susceptible to intense competition. Unfortunately, over time, the perceived value of traditional services provided to customers within public, academic, and special libraries has diminished because of technological innovation:

Libraries now face competition as information providers. The academic audience is no longer captive. Students and scholars can increasingly bypass the library to satisfy their information needs. These changes are disruptive, as they challenge the traditional role, purpose, and operations of the library, which together amounts to a paradigm shift. (Ross and Sennyey, 2008, p.145)

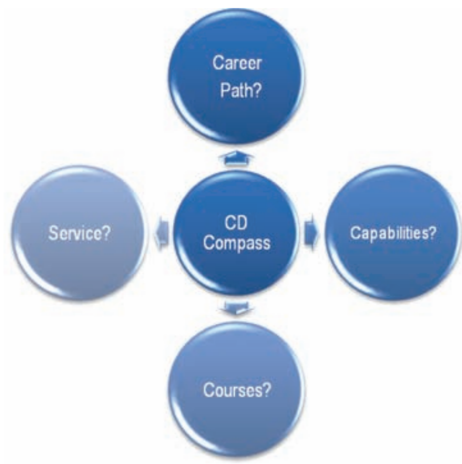
Relevance to a Single Environment

Despite the rapidly changing competitive and technological landscape, Ross and Sennyey (2008) affirm, "much of the profession remains tethered to a set of assumptions that are no longer valid" (p. 146). Based upon the transition from analog to the digital environment, Ross and Sennyey (2008) highlight three critical areas – service, collections, and space -- where the profession continues to operate under old assumptions. For example, Ross and Sennyey (2008) suggest that traditional cataloging and reference are less relevant in the digital environment because customer consumption has shifted to competing alternatives, yet many libraries continue to operate under the old analog model. Additionally, Campbell (2006) suggest that these services, designed for print environments, do not scale particularly well when applied in the digital world. To remain relevant libraries must redesign space and services to accommodate the learning needs and styles of their users. Furthermore, Freedman (2000) asserts, organizations unable to capitalize quickly on opportunities and counter competitive threats will perish.

Inability to Differentiate Services

Due to the ease of replication, technology no longer provides a sustainable competitive advantage. Yet many solutions, proposed within the profession to counter competitive threats, center on technology. Deltor and Lewis (2006) propose that libraries respond by building "robust library websites" (p.

Figure 1. The career development compass (CDC)



251). Because libraries lag behind their competitors, technological improvements provide little differentiation and accelerate commoditization. According to Dawson (2005), "as everything else becomes commoditized [driven by technology], what will remain as a source of differentiation are the things that are most human [people]" (p.320). Within the information profession, people are the strategic differentiator, not technology.

The current environment presents both opportunities and challenges. In terms of opportunities, the profession possesses the foundational skills that can be applied in new ways to deliver increased value. The challenges involve keeping pace with change and not staying rooted in traditions without reexamining the purpose of those traditions.

THE KEY TO FUTURE VIABILITY

For future IPs, taking a proactive role in managing their careers is vital. The Career Development Compass (CDC) (*Figure 1*) is a navigation tool, created by the author to assist future IPs in obtaining skills necessary to develop their careers and to ensure future viability in the profession. The CDC asks four key questions: (1) What career path should one pursue? (2) What capabilities should one develop? (3) What courses should one take? and (4)What service opportunities should one pursue?

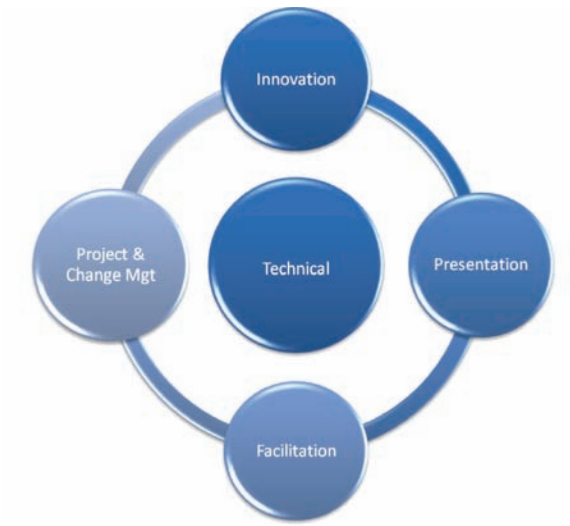
What Career Path Should One Pursue?

Where do see yourself in five years? Who really knows and why should the future IP care? Other than being able to answer the question for an interview, do not waste precious time trying to figure out a detailed plan for the next five years. Popular literature advocates planning career paths in a narrowly defined, linear fashion using a long-range planning horizon, i.e. five to ten years. As with all forecast, the longer the planning horizon the less accurate the forecast. Because the future is too uncertain, why bother trying to forecast far into the future? Today, careers rarely follow a linear path, thus making it difficult to plan careers using this traditional approach. Linear career planning may work for some but not for everyone. In fact:

The concept of following a set career path doesn't work today because the organization is flatter and jobs change so rapidly. You can't count on a targeted position being there when you want it. Instead, people need to build a portfolio of skills and to continually add value. This provides more flexibility—so individuals are better prepared to respond to opportunities as they occur. (Simonsen, 1997, p. 189)

As the market changes and demands new capabilities, career plans must remain fluid. Simonsen (1997) suggests employing a strategic career management process for "planning, implementing, and monitoring career progress in ways consistent with the direction and needs of the organization [or profession]" (p.189). Rather than focus on obtaining positions, future IPs should focus more

Figure 2. Capability development model (CDM)



on "building a reputation in one's field, profession, or industry" (Simonsen, 1997, p.22).

The decision to pursue careers in traditional or non-traditional settings is a matter of preference. However, one should not overlook potential opportunities in non-traditional settings to apply capabilities in new ways. Permenter (2004) identifies numerous opportunities in technology and research related career paths. Some include:

- Information Architect
- Knowledge Manager
- Information Manager
- Business Research Analyst
- Strategic Research Consultant

The potential paths are numerous, especially for future IPs intent on developing the right capabilities.

What Capabilities Should One Develop?

When preparing for a career, capability development is the most important question by far. Capabilities determine market value. Future IPs must enter the workforce armed with the proper capabilities coupled with the ability to adjust quickly to the demands of a dynamic market place. Freedman (2000) discusses how the U.S. Marines must "keep an eye on the changing landscape and reassess the question of which capabilities provide the greatest edge" (p.30). For future IPs staying relevant means constantly updating or adding new capabilities demanded by the fluid market.

In order to become a "capability based" professional, the future IP must make the proper investment in developing the right skill sets applicable to multiple environments, thus assuring numerous career options (Freedman 2000). To guide future IPs in developing competencies, the author created the Capability Development Model (CDM) (Figure 2). The core capabilities to be developed are*:*

- Technical
- Innovation
- Facilitation
- Presentation
- Project & Change Management

Technical capabilities represent the specialized foundational skills developed for initial employment. The remaining leadership capabilities compliment the technical and are regarded as most essential based upon conversations with Library Administrators (M. Bedard personal communication, June 30, 2005; Edwards personal communication, July 7, 2004; A. Hallam personal communication, July 2, 2004; L. Thompson personal communication, June 24, 2004). The outer ring connecting the capabilities represents the information market. The information market represents the hiring organizations desiring specific capabilities. In essence, all capabilities developed should be highly valued capabilities within the information market.

Technical Capability

For entry-level professional positions, organizations will hire future IPs partially based upon their technical capabilities. For example, a position involving developing web based communications applications might require technical expertise, such as information architecture or usability testing. For future IPs, developing a strong technical expertise combined with high demand capabilities, such as those outlined in *Figure 2*, places the IP in a position to pursue a variety of professional opportunities. Over time, new capabilities can be added as the market changes. Keeping technical capabilities up-to-date is critical to the career development of IPs. Information professionals can keep their technical capabilities current by reading relevant technical literature, taking online tutorials, attending training sessions and workshops, and taking relevant courses. Teresa Dalston, IP currently serving as a Project Manager at INFUSE, suggest "constantly expand the tools you use but establish a core set of tools that meet your daily needs; and be the expert on those tools" (personal communication, August 13, 2006).

Innovation Capability

For the future IP, professional responsibility goes beyond providing customers with raw data. Data is abundant. However, customers possess problems that require utilizing data strategically to solve problems. Often problem solving requires innovation and represents a core competency future IPs should master. For perpetuation, all organizations must make innovation part of their DNA. Kaplan and Norton (2004) state that, "organizational culture must emphasize innovation, disruption, and change as core values" (p.153). Time, money, and people always will be resource constraints. However, those who are able to create solutions to overcome resource constraints will be valued highly. Much to their own detriment, organizations too often become consumed with the day-to-day operations. Kaplan and Norton assert, "Despite their importance, innovation processes often receive far less management attention than the more visible, repetitive, and predictable operating and customer management processes" (p.15). Leading organizations realize that if they do not continuously innovate the competition eventually will surpass them. The "Risk Factors" section of Google's (2007) 10K reads, "If we do not continue to innovate and provide products and services that are useful to users, we may not remain competitive…." Innovation is not about technology; innovation is a mindset transformation that leads to new insight. To develop innovation capabilities, obtain exposure to various methodologies of thought generation. According to Michalko (1998), "If you organize your thinking around these strategies [creative thinking strategies], you will learn to see what no one else is seeing and how to think what no one else is thinking" (p.8).

Facilitation Capability

Facilitation, as defined by Lauge Rasmussen (2003), "is a process guide of creative cooperation …to meet the challenges of intra- and inter-organisational cooperation" (p.1). Facilitation often conveys negative images of time wasting meetings. Yes, some meetings are a waste of time because participants leave without receiving value from the meeting. However, without good facilitators most meetings have little chance of being productive. The facilitator employs the core capabilities of facilitation, which according to Rasmussen (2003) are awareness, a flexible use of creative methods, an affiliation, a resonance and tacit knowledge" (p.9) to ensure meeting objectives are accomplished. Driven by increased emphasis on the bottom line, organizations openly embrace facilitation as a means of obtaining increased productivity, efficiency, and value leading to a competitive advantage (Silver & Woods, 1995). According to Silver and Woods

(1995), "You can facilitate just about anything that involves a group of people with an objective" (p.304). The IP must be able to coordinate meaningful interactions with the various groups (s)he leads. To learn and/or enhance facilitation capabilities, the IP can attend professional facilitation workshops or courses, such as those offered by professional organizations, including the Villard Group, Resource Advantage, Leadership Strategies, and the BPM Institute. Additionally, courses offered occasionally by divisions of the Association of College and Research Libraries, short courses at colleges and universities, and in-house training provide excellent venues for developing facilitation skills.

Presentation Capability

For maximum effectiveness, quality presentations are structured, impactful, and simple (Friga & Rasiel, 2001). Without good presentation skills, selling ideas to diverse audiences may prove difficult. According to Friga & Rasiel (2001), "A poor presentation can make a good idea tough for an audience to grasp. Conversely, a well written presentation in service to a good idea can be a powerful instrument of change" (p.108). Friga & Rasiel emphasize two key rules when developing presentations. First, make presentations logical and easy to follow. Second, during practice, videotape the presentation and critique to identify areas of improvement. Another good method of developing or enhancing presentation skills is to note those presentations that made an impression, and then ask the question, why? Next, pattern the good features you remember from the presenter. Finally, read resources designed to improve presentation capabilities.

Project Management & Change Management Capability

Project management and change management are interconnected. Project management focuses on the desired output of change, i.e. technology implementation, new product design, etc. Change management addresses the psychological impact of change on people. According to Richman (2002), "project management is one of the most important management techniques for ensuring the success of an organization" (p.11). Without a project management discipline, organizations cannot respond effectively to market threats, launch new products or services, or improve processes. Yet many organizations lack strong project and change management capabilities. Moulton-Reger (2000) asserts, "Most companies struggle with change management; consequently, most projects fail to achieve their objective on schedule and within the originally established budget" (p. 445). A high degree of correlation exists between good project management and strong leadership. Project Management Consultant, Ed Boyden (personal communication, May 13, 2002; July 11, 2002) affirms, "Project management is all about leadership. Being a good project manager requires strong leadership skills. Understanding and applying [project management] determines how successful, productive, and effective you become as a leader [and an organization]".

Developing project and change management capabilities places the future IP on the leadership path. In the book *Leadership Pipeline*, Charan, Drotter, and Noel (2001) discuss the critical skills employees need to transition successfully from individual contributors to managers. Being a successful manager, among many other things, requires mastery of "planning work, filling jobs, assigning work, motivating, coaching, and measuring the work of others" (Charan, Drotter, & Noel, 2001, p.17). In essence, project and change management encompass all disciplines necessary to become a good leader. However, few take the time to master the skills. Learning the project and change management vocabulary is the first step towards mastery. Two key development resources are *A Guide to the Project Management Body of Knowledge: PMBOK Guide*, published by the

Project Management Institute and *PMP: Project Management Professional Workbook*, published by Sybex. The PMBOK guide provides an overview of the core project management processes (such as scope and time management), explains key technical terms, and describes tools of the trade. Additionally, The Project Management Professional Workbook provides practical hands-on exercises detailing guidelines for producing key outputs, such as scope management plans, communication plans, and work-breakdown structures. Armed with these two resources, future IPs can undertake small projects within the current work environment or professional associations to begin applying skills.

What Courses Should One Take?

Should future IPs specialize or generalize? In answering the question, allow two principles to guide rather than hard and fast rules. First, consider what capabilities are in high demand. Second, of the high demand capabilities, consider what is of most interest. Historically, the debate regarding specialization or generalization stems from concerns about limiting career options. One cliché often espoused within academics is obtaining a "well rounded" education. According to Merrit (2004), "a librarian with a general education may have an easier time finding a position. Staying general in your coursework can keep you from being pigeon-holed when you seek a position" (p.122). However, because functions such as reference, cataloging, and collection development are in a state of flux driven by the shift from analog to digital formats (Ross & Sennyey, 2008) taking general courses in these disciplines does not necessarily result in the future IP becoming more "well rounded" or more employable, especially if the future IP possess little interest in taking these courses. However, developing technical expertise complimented by high demand capabilities potentially reduces the risk of being pigeon-holed when seeking employment. Besides, future IPs cannot expect to learn everything they need to know in graduate school. Once employed by an organization, future IPs will need to embrace and learn the culture and protocols of their new organizations, which more than likely will be altogether different from anything learned in graduate school. Furthermore, Emery asserts:

> *It really doesn't matter that you do not learn everything you need to [for an entry-level position] in library and information science programs ..., because this is a learning profession in and of itself, and it is better to have graduates who recognize the learning aspect of their profession and are willing to find out more about the profession than to have graduates who feel as though everything is already known and therefore no longer worthy of investigation...* (2004, p. 252).

What about taking management courses? Perhaps future IPs envisions themselves as managers. Ambition is a wonderful trait. However, for many, the first professional position will not be a management position. Unless the future IP is currently a manager, leave management courses for later as part of continuing professional development. Frankly, management courses do very little in actually teaching how to manage. Instead, focus efforts on developing technical expertise within the field of interest. If interest lies in information organization, then take all the courses possible within information organization.

What Service Opportunities Should One Pursue?

Although various service opportunities exist, professional association involvement is the focus for this section. Within the profession, many organizations exist that cater to diverse interest. The major associations include the American Library Association (ALA), Special Libraries Association (SLA), and Medical Library Association (MLA). However, Hahn (2006) cautions, before committing to an organization consider interest, time, and cost to determine readiness to serve. Two key benefits of active involvement in associations are opportunities to develop new capabilities and to expand professional networks.

Professional organizations provide future IPs many opportunities to develop new capabilities in a safe environment, as well as, provide opportunities to learn from seasoned professionals. For Snoeyenbos (2004), association work allows her to explore different aspects of the profession, try innovative approaches, and learn new skills outside of her current position without fear of failure. For future IPs, the solution is finding opportunities that facilitate capability development. Suppose positions require previous experience in financial management, program planning, public relations, fund raising, or grant writing. Association work can aid in bridging the skills gap by offering future IPs opportunities to serve on committees to gain the necessary experience. For future IPs, the wisest investments in service opportunities should map to a capability (s)he desires to develop. Capability mapping ensures that the future IP will value the service opportunity and benefit from the growth experience.

Network expansion involves meeting with practitioners and others to develop professional networks. Conference attendance, for future IPs, serves as an effective vehicle for gaining exposure and involvement within the profession. Yet, according to Ron Edwards (personal communication, July 7, 2004), "students, while in graduate school, typically do not seek conference attendance." Committee work can be rewarding and enlightening. Snoeyenbos contends:

At the start of your library career, you need committee work because it helps you build connections in the profession –it teaches you things, it helps you gain perspective, and it connects you to your professional cohort (those who joined the profession at the same time you did)" (2004, p.462).

Possess a focus. Remain selective about service commitments. Make connections early and often.

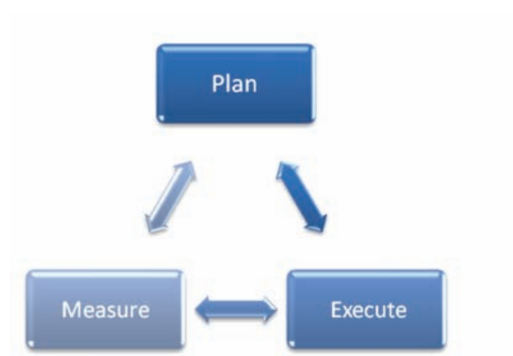
RECOMMENDATIONS ROADMAP

The roadmap proposes solutions for accelerating capability development of future IPs. In its simplicity, the roadmap (Figure 3) integrates all aspects of the CDC representing a continuous process of planning, executing, and measuring. Each stage requires specific inputs to produce specific outputs, thus ensuring alignment. Planning entails developing an initial picture of expected future accomplishments within the profession. Executing involves engaging in specific development activities to enhance or develop new skills. Measuring requires tracking progress regularly and making adjustments where necessary.

Plan

Manage capability development like a multi-million dollar project. Be highly selective and

Figure 3. Roadmap model



Process	Inputs	Outputs
Plan	Vision, career aspirations, CDC	Development activities, project plan
Execute	Development activities, project plan	Capability development
Measure	Capability development	Metrics

invest only in those capabilities that potentially provide the highest return on investment. Focus on developing the skills necessary to perform the desired type of work. For example, Library Directors may be responsible for motivating, hiring, and planning. Because these skills are subsets of project management, developing project management capabilities could prove useful in becoming a Library Director. As the project manager, the future IP is responsible for project success or failure.

Consider the next twelve months as the planning horizon. To make the project more manageable, divide development objectives into twelve monthly projects. Limit objectives to no more than three per year. Assign specific dates to each development activity. For example, if the objective is to develop knowledge in competitive intelligence, then consider monthly activities such as joining the Society of Competitive Intelligence (SCIP), attending a conference, or working on a project for a competitive intelligence firm.

Assemble an advisory board. To obtain a broad perspective, select members inside and outside the profession with expertise in desired development areas. Suggestions for board members include mentors, academic advisors, association members, or current practitioners.

Map development opportunities to capabilities. For future IPs, development experiences represent practice opportunities. Each development opportunity should align with the capability being developed.

Execute

Seek internships. Whether paid or unpaid, internships provide excellent opportunities to develop technical skills. Additionally, when organizations lack resources and expertise to address recurring problems, internships potentially present opportunities to assist in solving problems. Problem solving provides the opportunity to develop the four complimentary leadership capabilities (project and change management, facilitation, innovation, and presentation). However, future IPs must take responsibility for their own learning agendas by setting clear objectives. Obtain the organization's input but explore activities of personal interest and curiosity. Set goals and measure progress weekly. Otherwise, the experience could consist of spending the entire time performing monotonous work. The primary reason for seeking internships is obtaining experience completing assignments requiring professional level analysis and problem solving. Ask for opportunities to practice skills under "crises". For example, for a business reference position, practice solving complex research questions under extreme time constraints. Through constant practice, the simulations facilitate developing automatic responses to specific situations. Successful performance potentially generates new career opportunities.

Employ mentors. Mentoring enables future IPs to learn from the experiences of others without enduring the hardships of trial and error. If properly directed, mentoring provides an efficient process for transferring knowledge. Find mentors with the time, willingness, and expertise to teach the preferred capabilities. Agree upon knowledge transfer methods, such as working on projects together or exploring selected readings together, and identify opportunities for practical application. The process encourages future IPs to broaden their comfort zones in a non-threatening, low risk environment. Maintain a mentoring journal documenting key lessons learned and value derived from each session. Journaling improves writing and comfort with expressing thoughts and is beneficial for professional positions requiring research and publication for promotion and tenure.

Identify safe opportunities to apply new knowledge and test ideas. Professional associations potentially serve as testing labs. Committees such as fundraising, program planning, or innovation provide opportunities to develop complimentary capabilities. Upon learning new skills, the temptation exists to tackle extremely challenging assignments beyond current expertise. Often, this leads to abject failure. Be patient. Learn then test. As expertise grows scale into more challenging projects, rather than plunge immediately.

Seek speaking engagements. Delivering presentations provides a quick route to gaining a national reputation. Possessing a research interest contributes to developing subject matter expertise. Find a subject of interest and begin exploring where literature gaps exist.

Measure

Maintain a journal of all experiences. Document activities, accomplishments, issues encountered, problems solved, and value produced. Document key conversations and observations. Schedule time for weekly reflection to assess progress and determine if the plan needs tweaking. Regular reflection on successes and failures facilitates learning from experiences.

FUTURE IMPLICATIONS

The future viability of the profession hinges on the ability to expand capabilities, to seize new opportunities, and to deliver differentiated services. Strengthening and developing the profession improves competitive positioning and extends relevance to multiple environments. However, the process begins with developing future IPs. Academic institutions, information organizations, and professional associations all play pivotal roles in accelerating the capability development of future IPs by providing the proper infrastructures to support professional growth. Improved capabilities generate better ideas; ideas that could propel the profession to the forefront of the information environment. Future IPs represent tomorrow's leaders. However, without an increased emphasis on creating development opportunities for future IPs, break-through innovations will be difficult to achieve. The lack of development opportunities could negatively affect recruitment, hiring, and retention. With shrinking budgets and deteriorating economic conditions, human capital becomes the most important strategic asset. For information organizations seeking a cost effective method for developing human capital, improving productivity, and accelerating organizational learning, the CDC provides the tools necessary to develop world-class organizations.

FUTURE RESEARCH DIRECTIONS

Future research could explore four different aspects. First, future research could examine more fully the questions regarding new skills sets required by IPs as information organizations contemplate new information delivery models. For example, as information organizations adapt to the external environment what new delivery models will be adopted? What skills will be needed to execute effectively and efficiently? How will new delivery models affect the acquisition, retention, and development of information professionals?

Second, future research could analyze innovation networks. What are they? How do they emerge? In what environments are they best suited? What are the latest innovations in people development? Who are the leaders? How can organizations develop innovation processes? Because any organization's future existence depends upon delivering significant customer value, innovation should surface as a top strategic priority.

Third, future research could explore how career develop programs can integrate the CDC as part of the planning process. Additionally, the study could be expanded to consider how the CDC could be modified and applied to the entire information profession. What are the current gaps? How do individuals view career development?

Fourth, future research could consider how library and information science schools can enrich curriculum by allowing students to pursue coursework outside of library and information science for credit in order to expand capability development options. For example, innovation is not offered by library and information science programs, but normally is offered as a class under entrepreneurship within business schools. Collaborating with the business school to bolster course offerings could be a viable alternative rather than attempting to create the offering from scratch within the library and information science program.

CONCLUSION

For the future IP, starting career development the first day of graduate school provides the key to future viability and gaining a competitive advantage. The process begins with on-going career planning and development to enhance the library and information science degree. Information professionals need the proper framework for creating career development plans. The CDC provides a navigation tool to assist future IPs and can be adapted easily to accommodate IPs at various stages of their careers. Finally, the CDC can be employed by information organizations as they consider their development needs.

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Section 3
Retention

Chapter 12
Understanding Organizational Culture and Group Dynamics:
Reframing the Normative Orientation of the Role of Information Professionals within Organizations

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ABSTRACT

The field of library and information science will benefit from a greater understanding of the function of individuals in relation to organizational culture and group dynamics, including how individual experiences underlie the culture of an organization. Understanding how these factors can shape successful human resources management will help today's information science and management organizations in their recruitment, development, and retention efforts. It is suggested here that, while MLIS curricula and library organizations have traditionally focused on leadership as a function of management, a reorientation towards development of leadership skills at all levels of the organization will have a positive effect on organizational culture and group dynamics. In development of this concept, this chapter provides an overview of traditional approaches to understanding organizational culture and group dynamics and how these are applied in the information and library science literature and curricula; explores an alternate normative orientation towards the understanding of organizational culture and group dynamics as a function of all individuals in an organization and not just management; identifies ways in which information professionals and organizations can use this knowledge to recruit, develop, and retain employees in the information sciences profession; and explores future research directions in these areas.

INTRODUCTION

The library and information science profession has a history of addressing organizational culture issues in its graduate curriculum, through the literature, and within organizations themselves. Understanding organizational culture is traditionally focused in the areas of management and leadership, as is evidenced in the literature and in the library and information science curricula. A shift in normative orientation – or the assumption of what ought to be the norm – from managers as experts to individu-

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als as equally responsible for the work environment – will help create an organizational culture that encourages the recruitment and retention of employees who are well-matched to the needs, values, and goals of the organization. It is important to recognize the value for anyone, at any place in the organization to have an understanding of organizational culture. Ultimately, the culture of an organization has an effect on everyone in that organization, regardless of position or level of responsibility. Likewise, each individual has the potential to influence his or her organization. Several approaches exist which libraries should consider to reframe the understanding of organizational culture and group dynamics from a management function to a function of every individual in the organization. The approaches proposed here include *Distributed Leadership, Job Embeddedness, The Bad Apple Concept,* and *Positive Relationships at Work.* While the concepts in this chapter are just some examples of how to apply this different normative orientation, it is hoped that these concepts help merge theory with praxis – or practical application – for use in information organization settings.

BACKGROUND

Organizational Culture and Group Dynamics Defined

Understanding the field of organizational culture requires a background introduction into a broader field of study: organization theory. According to Tompkins (2005), "organization theory is the study of how and why complex organizations behave as they do. Specifically, it is the study of formal structures, internal processes, external constraints, and the ways organizations affect and are effected by their members" (p. 1). This broader field of study has three subsets: the branch of organization theory, the branch of organizational behavior, and the branch of management theory. The organization theory branch uses a macro perspective which looks at the organization itself and its structures. The organization behavior branch of study uses a micro perspective approach and looks at individuals and groups and how they interrelate. Management theory focuses on the subset of management in organizations (Tompkins, 2005). Each of these branches of organization theory provide different insights into how organizations and the individuals within them operate and mutually influence each other. The primary focus of this chapter is on the organizational behavior branch which emphasizes an understanding of how individuals and groups within organizations have an influence on each other and on how organizations function.

In addition to looking at organizational culture, this chapter addresses a closely-related concept: group dynamics. Macgowan (2009) defines group dynamics as "the internal and external forces that affect processes and outcomes in groups" (¶5) and it consists of four groups: "(1) communication and interaction, (2) interpersonal attraction and cohesion, (3) social integration (power, influence, norms, roles, status), and (4) group development" (Macgowan, 2009, ¶5). These aspects of group dynamics mutually influence organizational culture. Understanding these relationships helps inform approaches information organizations can take in adjusting their practices to work most effectively within these cultures.

History of Organizational Culture and Group Dynamics as Areas of Study

Organizational behavior cuts across disciplines using ideas from such fields as the natural sciences, sociology, anthropology, business, economics, psychology, and public administration. In the field of library and information science, much of the study into organizational culture and group dynamics is found in the management literature (Stueart & Moran, 1987; Evans, 1983; Lynch, 1985). This section explores the focus of organizational culture and group dynamics as a management function in information organizations. The next section follows with a proposed different normative orientation towards organizational culture and group dynamics for the effective recruitment and retention of information professionals.

As has been noted, organizations are often analyzed from a management perspective. In the early 1900s, Frederick Taylor used his engineering background in application to organizations (1911). His theory of scientific management sought to shape organizational culture to maximize productivity and efficiency. This approach was adopted in many fields, including libraries and library literature, as is illustrated in Dougherty and Heinritz's *Scientific Management of Library Operations* (1966). In the late 1970s and early 1980s, the study of organizational culture as a subset of the management literature emerged with influences from the fields of anthropology and psychology. Social Psychologist Edgar H. Schein provided a conceptual framework of organizational culture. The three interrelated levels of this framework include artifacts, espoused values, and basic underlying assumptions (Schein, 1992, p. 17). Artifacts are observable organizational structures and processes such as mission statements, organization charts, and meeting membership and conduct. Espoused values include the values of the organization such as annual goals, vision statements, and accepted norms. Basic underlying assumptions incorporate the underlying values in the organization which, while not expressly stated, set the guiding tone for how organizational members take action (Schein, 1992, p. 231). Schein (1992) suggests managers should use this awareness of the elements of the organizational culture framework as a tool for recruiting and retaining employees who have similar values and normative assumptions to the organization (p. 47).

Around the same time as Schein's work, interest in Japanese management techniques emerged in the U.S. management literature. The strength of the Japanese economy grew in tandem with U.S. interest in this phenomenon. William Ouchi's Theory Z compares Japanese organizational culture to American organizational culture. He describes Japanese culture as a clan culture which emphasizes trust and relationship building, while the American organizational culture tends towards bureaucracy with a basis of hierarchy rather than groups (Tompkins, 2005, pp. 369-372). This observation echoed the findings of German economist and sociologist Max Weber from decades earlier. Weber described organizations at the turn of the 20th century as being hierarchical and bound by rules with little regard for the human element (Tompkins, 2005, p. 54). Ouchi's Theory Z illumination of the rule-bound trends in American organizations led to new approaches with organizational culture and group dynamics which recognized the possibilities of addressing the individuals within those organizations, their needs, and their influences on each other and on the organization. The "Solutions and Recommendations" section of this chapter explores some of these other theories and examines how they can be applied in information organizations.

A large body of literature in library and information science focuses on the business application of understanding organizational culture. This approach has overtones of Dougherty and Heinritz's (1966) applications of scientific management of library organizations mixed with more modern elements of business. Schachter (2005) and Adyoyin (2006) exemplify how understanding and shaping organizational culture in libraries is couched in terms of managerial duties. Adyoyin states: "Library managers live within the corporate culture. They must understand it as a basis for diagnosing and solving problems and for developing new policies or procedures" (2006, p. 1). While this is a valid perspective, the aim of this chapter is to reorient thinking of organizational culture to a study for all individuals in the organization. To truly understand and enact organizational change, there needs to be understanding and buy-in from everyone involved within that organization.

Table 1. Library and information science courses with a focus on management in relation to organizational culture

• **Administration of Information Agencies:** This course focuses on the managerial role in information agencies. The purpose of the class is to highlight the core competencies necessary for information organization management, summarize some of the key theories behind management, and provide an opportunities [sic] for students to experiment with tools for improving managerial effectiveness. (University at Albany, State University of New York, 2009) • **Managing Information Organizations:** Applies theories and techniques of management to libraries, information centers, and information enterprise, concentrating on political processes, leadership, communication, human resources, organizational structure, decision making, planning, and control. Also includes elements of project management. (Drexel University, 2009) • **Administration of Libraries:** Addresses the general principles of administration and their application to the organization and management of different types of libraries. Core components include general management techniques and administrative procedures, budget preparation, human resources issues, and facilities and resources management. Students will learn how to apply standards for evaluation of libraries and how to develop functional library programs. Provides a forum for the discussion of the roles of different types of libraries in society. Includes a required field experience. (Clarion University of Pennsylvania, 2009) • **Organizational Management:** Survey of management issues common to all information environments --understanding organizations, decision making, hiring and personnel, grant writing, and marketing. (University of Iowa, 2009)

While the literature reflects the study of organizational culture and group dynamics as a function of management, the library and information science graduate curricula demonstrates this orientation, as well. The library and information science graduate programs orient, educate, shape attitudes, and provide a normative orientation for librarians for work in information organizations. Consequently, it is helpful to look at the graduate curricula for elements of organizational culture and the types of courses in which it is addressed. Currently, there are 62 American Library Association (ALA) accredited Master's programs in Library and Information Studies (ALA, 2008a). The most recent requirements for accreditation highlight issues of current importance to the profession:

The most important issues at the time of the revision [of the accreditation requirements] included: diversity, systematic planning, student learning outcomes, definition of the field, interaction with other fields of study and other campus units, distance education, globalization, management, multiple degree programs, values, and ethics. (ALA, 2008b, p. 14)

Organizational culture and group dynamics are not named specifically, but "management" is listed as an important issue. As is seen in the following sample of ALA accredited programs, human resources issues such as organizational culture and group dynamics tend to be included in courses in management, if included at all, in the curriculum. These programs include a diversity of value placed in understanding organizational culture as a key component of librarianship; demonstrate the variety of perspectives of organizational culture as management function versus an organization-wide knowledge asset; and illuminate the viewpoints of organizational culture as the role of external forces in shaping organizations versus internal forces of organizational culture having an effect upon how we serve our patrons. Many of these programs do not address organizational culture or group dynamics in any of the course description offerings. Of those that do, the majority are part of management or information organizations courses. This brief sampling (Table 1) covers the course descriptions of these programs and does not entail a review of the syllabi for these courses. It is assumed that the course descriptions provide a summary view of the normative orientation of the programs.

These courses, like the literature, reflect a traditional approach to organizational culture in library and information science curricula which emphasizes leadership as a function of management. Newer concepts and approaches to organizational culture issues may be of use in today's fast-paced information organizations, as is examined in the next section.

UNDERSTANDING ORGANIZATIONAL CULTURE AND GROUP DYNAMICS IN RELATION TO RECRUITMENT, DEVELOPMENT, AND RETENTION OF INFORMATION PROFESSIONALS ISSUES, CONTROVERSIES, AND PROBLEMS

As is seen from the review of the literature and the library and information science curricula examples, the focus of organizations and organizational culture is couched in the area of management or in the understanding of the role of information organizations in society. What is lacking in these examples is the value that understanding organizational culture and group dynamics at every level is a key component to effectively participating in organizations regardless of the type of organization or place within it. This is not just a management or an information organization issue, but it is about existence and living daily life in an organization of any sort.

Solutions and Recommendations

As noted earlier, the library and information science profession should consider alternate approaches to organizational culture which explore the role of individuals in organizations. It is useful to understand and appreciate an organization's culture and group dynamics when developing management strategies and techniques. Likewise, it is useful to recognize the value of such knowledge for anyone at any place in the organization. The culture of an organization has an effect on everyone in that organization, regardless of position or level of responsibility. Each individual has the potential to influence his or her organization. Libraries can reframe their understanding of organizational culture and group dynamics from a management function to a function of every individual in the organization. Some approaches proposed here include *Distributed Leadership, Job Embeddedness, The Bad Apple Concept,* and *Positive Relationships at Work.* A shift in normative orientation from managers as experts to an orientation of individuals as equally responsible for the work environment will help create an organizational culture that encourages the recruitment and retention of employees well matched to the needs of the organization and the orientation of the individual. The following examples of how to apply this different normative orientation help merge theory with praxis, or practical application, for use in information organization settings.

Concept of Distributed Leadership

To set the stage for this new normative orientation, it is useful to consider adoption of *Distributed Leadership* as a value. In Distributed Leadership, each individual has the potential to lead from within any point in an organization. West Chester University demonstrates this concept in the following statement:

Distributed Leadership is an attitude rather than a management technique. It means seeing all members of the faculty and staff as experts in their own right – as uniquely important sources of knowledge, experience, and wisdom. Above all, the approach allows the University's vision for the future to be shared and implemented across the campus.

Under Distributed Leadership, everyone is responsible and accountable for leadership within his or her area. Good ideas come from throughout the University, and many people cooperate in creating change. With ramifications in virtually all areas of campus life, Distributed Leadership is an environment where everyone feels free to develop and share new ideas. A central goal of the approach is for individuals to succeed in a climate of shared purpose, teamwork, and respect – an atmosphere in which we can reach out to help one another and feel free to turn to ask for help. In other words, Distributed Leadership supports and strengthens already outstanding individuals (West Chester University, 2009).

Distributed Leadership informs organizational culture and group dynamics through an approach to investing in all employees' ability to shape the organization and lead from any position. This normative reframing of individuals' roles leads to the potential successful use of the related concepts described next.

Aquinas College in New Zealand serves as an example of a library employing the concept of distributed leadership (Blackwell, 2007). Their approach to distributed leadership seeks to encourage innovation, encourage professional debate and conversation, and demonstrate trust through shared responsibilities, participation in meetings, and professional development opportunities. In this instance, the organizational culture includes expectations that all employees participate fully and that there is a dedication of organizational resources to help individuals success in that regard.

Job Embeddedness Rather Than Job Satisfaction (Or Dissatisfaction)

Shifting the focus of understanding organizational culture to meeting an individual's needs rather than as an isolated function of management is the next step in creating a positive organizational culture. Indeed, Lee, Holtom, and Mitchell observe: "a person's perceptions about alternative job prospects combined with his or her job satisfaction and organizational commitment has represented the dominant approach to understanding voluntary employee turnover." (2006, p. 318). Instead, they suggest considering the approach of job embeddedness when shaping an organizational culture. This approach places responsibilities for that culture in the hands of the employees. The critical features of job embeddedness, according to Lee, Holtom, and Mitchell include: the extent to which the job is similar to, or fits with the other aspects in his or her life, the extent to which the person has links to other people or activities, and what he or she would give up by leaving – the perks, benefits and other aspects of the job they value, such as a safe or pleasant work environment. These dimensions are called fit, links, and sacrifice (2006, p. 319).

To gauge a good fit of employees and an organization, it helps to provide a clear picture of organizational culture up front and to ask employees pre-employment questions through surveys and interview questions which address the fit with this culture (Lee, Holtom, and Mitchell, 2006, p. 322). After hiring new employees, they need an introduction to their new environment. Anderson uses a gardening metaphor to illustrate this type of orientation process. If individuals are expected to play an active role in a successful organization, then they need to be equipped with information about organizational culture but not so much information that it becomes noise. Anderson states, "'Planting them too shallow' means not providing enough information, resources, or support. 'Planting them too deep' means overwhelming employees with too much information or unrealistic initial expectations" (2006, p. 76). So, to help provide the organization culture context, Anderson suggests providing the employee with information needed to answer these critical questions:

- Who do I need to know? The people and relationships that will be most important to this person's success.
- How do things get done around here? The systems, procedures, and cultural 'rules' this person will need to understand and use.
- What's expected of me? The specifics about the performance for which this person will be held accountable, and how you'll stay in touch about those expectations (2006, p. 76).

To create links to the organization, an organizational culture which actively fosters healthy relationships can be used. For example, Lee, Holtom, and Mitchell (2006) suggest investing in technologies which keep mentors and mentees connected online when face-to-face meetings are not possible (p. 323). This could include permitting the use of instant messenger programs or wiki software to facilitate immediate feedback or knowledge building between individuals. At the author's institution, each library department holds "Getting to Know You" sessions every few years to educate each other about the roles and functions of individuals and the units in which they work. This exercise creates a link for individuals between how all parts of the organization fit together to achieve organizational goals.

A final way Lee, Holtom, and Mitchell (2006) suggest that organizations can control for job embeddedness is to create benefits which would be considered sacrifices if an employee were to leave an organization. While financial rewards are an obvious benefit employers can provide, other, less costly benefits can include an organizational culture which places value in other types of benefits. Examples may include treating employees with the normative orientation of distributed leadership as a positive value. Another example is for employees to have the opportunity to serve on committees or boards which make decisions about the roles and services of the organization. Training offerings and skill-building is another way to invest in employees and to invest in the organization at the same time. Returning to the Aquinas College example, all library employees receive membership into the regional library association to help with networking and professional development opportunities. Travel and professional leave, as is found in many libraries, is another such example of creating embeddedness. Using the distributed leadership model, organizations empower employees to decide or recommend the benefits offered to employees which are of most help and value to them; employees consider losing these benefits a sacrifice upon leaving.

Bad Apple Concept

While much of this chapter has focused on the concept of organizational culture, group dynamics has a very close relationship with organizational culture which can be seen through the research into the "Bad Apple" Concept. In their research, Felps, Mitchell, and Byington (2006) found that one negative group member can have a "powerful, detrimental influence on teammates and groups" (p. 175).

Effective groups "produce as individuals, which depends on having a team that is motivated, capable, and able to learn and change" (Felps, Mitchell, & Byington, 2006, p. 202). They also, as a group, "effectively coordinate and integrate individual action into a coherent whole constituting a group output" (Felps, Mitchell, & Byington, 2006, p. 202). In their research, they found that a negative group member, or "bad apple," can have a detrimental effect on group function. Three areas in which this type of individual can cause problems in groups include problems with cooperation, conflict, and group outcomes (Felps, Mitchell, & Byington, 2006, p. 204). Problems with cooperation occur when a negative group member undermines trust in the group by spreading gossip or taking credit for others' work, resulting in diminished trust that cooperation is for the benefit of the whole group (Felps, Mitchell, & Byington, 2006, p. 204). Conflict situations differ depending on the type of conflict. If the conflict is about a person, or relational conflict, then this can disrupt group work, can result in retaliation, and can cause the disengagement of group members (Felps, Mitchell, & Byington, 2006, p. 205). In addition, it may be a damper upon the process of task conflict (a positive form of conflict which explores ways in which to do work) or brainstorming and constructive criticism. Ultimately, the bad apple can have a negative impact on group outcomes which result in "poor performance, low viability, and an unhappy team" (Felps, Mitchell, & Byington, 2006, p. 206).

It is suggested here that educating group members about the bad apple concept and making them aware of signs of bad apple behavior can help them mitigate the effects the bad apple can have on the group before the damage to the group dynamic is irreparable. The most important bad apple behaviors of which to be aware include "the withholding of effort, the demonstration of negative affect, and the violation of important interpersonal norms" (Felps, Mitchell, & Byington, 2006, p. 207). Usually, as groups try to address or adjust to these behaviors, defensiveness occurs in individuals across the group because of a lack of control over the situation and a frustration over the time and energy required to navigate around the negative behavior. Felps, Mitchell, and Byington (2006) suggest several implications from their work which help mitigate these behaviors. First, the selection of individuals into the workplace should, ideally, not include those with bad apple orientations. Second, those who already are in the organization should have as little group process work as possible. Third, training for groups helps them become more attuned to handling destructive behavior. This last point should be highlighted as it emphasizes to the importance of empowering the group members in these bad apple situations (Felps, Mitchell, & Byington, 2006, p. 212). Individuals can work together to form coalitions or to establish unacceptable behavior in a group if they feel empowered and educated about the benefits of doing so. Organizations which have trusting groups which engage in productive behaviors rather than defensive and hostile ones will likely find increased job embeddedness and improved recruitment and retention. So, while management has some role in the hiring and training processes, the members of groups have the most control over creating positive group dynamics and in shaping an organizational culture that does not tolerate bad apples spoiling the barrel.

Positive Relationships at Work

Further commentary about organizational culture and group dynamics is couched in the context of positive relationships in the workplace. Kahn (2007) explores this in terms of positive relationships in groups and communities. Kahn (2007) presents a formulation of positive relationships in groups at work:

> People simply act in positive ways towards one another, and are enabled to do so by communal structures, cultures, and processes. These actions create relationships among people that enable them to feel valued and valuable, seen and witnessed, cared for and appreciated, productive and engaged…Members are reasonably authentic, saying what they think and feel and acting in ways that feel real to them. To do good work together (p. 277).

The challenge, Kahn suggests, is figuring out how to create opportunities to make and foster these types of relationships. He suggests four conditions which, when all met, can help achieve positive work relationships. The first condition is abundance, where people show acts of gratitude, concern, selflessness, and compassion which leads to job embeddedness and positive work engagement (Kahn, 2007, p. 278). The second condition, safety, "evolves from a series of repeated acceptances by group and community members of one another" and leads to trust, intimacy, and authenticity in groups (Kahn, 2007, p. 279). The third condition, boundaries, provides definition to groups and reinforces the second condition of safety. The final condition, positive spirals, is the constant reinforcement of positive acts being met with positive acts resulting in a momentum of positive energy within a group (Kahn, 2007, p. 281). As was found in workplaces which discourage bad apple behavior, positive relationships can increase retention and yield greater job embeddeness for employees.

Organizations can encourage positive relationships to form in a variety of ways including the creation of mentoring opportunities, retreats, and work community events such as parties and lunchtime seminars. They can also reward employees who show the courage to participate positively. Finally, assuming a model of distributed leadership is being used, every leader can help shape a positive work environment. This type of leadership includes recognizing negative spirals and interrupting their cycles, finding areas where positive spirals occur and feeding into those spirals to help them grow, and by being positive examples themselves whenever possible (Kahn, 2007, pp. 283-284). As Dutton and Ragins observe, positive work relationships "are generative in the sense of creating meaning about the self, about others, or about a collective, which in turn cultivates additional resources that make more likely other generative patterns of interaction" (2007, p. 393). If members of organizations are empowered to facilitate positive interactions, the results grow exponentially as positive experiences flow into other aspects of the organization with each related interaction. In the next section, these concepts, along with other related concepts will be explored relative to the library science curricula.

Comparison of Organizational Culture as a Function of Management versus Organizational Culture in Terms of the Role of the Individual in Library and Information Science Curriculum

In an earlier section, the ALA Accredited graduate programs were examined for aspects of organizational culture and group dynamics in their curricula. While many schools either ignore these concepts or couch them as a function of library management, some examples of these ideas are similar to a distributed leadership normative orientation. These alternate orientations are offered in comparison to the management-oriented curricula reviewed earlier in this chapter:

In Table 2, the two courses under the heading "Library and Information Science Courses with a Focus on Individuals in Relation to Organizational Culture" focus on the role of the individual. The tone of the first course focuses on empowering every information professional with the skills and abilities to become an effective leader, regardless of position within the organization and to help create a healthy organizational culture and group dynamic. The second course under that heading-couches management from any point within an organization. These two courses serve as examples of how Library and Information science programs can reorient their curricula towards empowering individuals to understand their roles as leaders from any point in organizations.

FUTURE RESEARCH DIRECTIONS

What are the future implications for research into understanding the role of organizational culture and group dynamics relative to the recruitment, development, and retention of information professionals? It is suggested here that reframing the normative orientation in library and information science curricula, literature, and in organizations themselves from focusing on these areas as functions of management to functions of any member of an organization is a useful starting point. Empowering individuals to take ownership for organizational culture and group dynamics increases job embeddedness, facilitates "good-apple" behaviors, and encourages positive relationships in the workplace. Furthermore, job embeddedness, the bad apple concept, and positive relationships in the workplace are just some examples of how organizational culture can be understood; the organizational culture and group dynamics literature offers many other potentially applicable approaches which should be considered. Given the generational differ-

Table 2. Library and information science courses: Normative orientations compared

Library and Information Science Courses with a Focus on Management in Relation to Organizational Culture	Library and Information Science Courses with a Focus on Individuals in Relation to Organizational Culture
• Administration of Information Agencies: This course focuses on the managerial role in information agencies. The purpose of the class is to highlight the core competencies necessary for information organization management, summarize some of the key theories behind management, and provide an opportunities [sic] for students to experiment with tools for improving managerial effectiveness. (University at Albany, State University of New York, 2009) • Managing Information Organizations: Applies theories and techniques of management to libraries, information centers, and information enterprise, concentrating on political processes, leadership, communication, human resources, organizational structure, decision making, planning, and control. Also includes elements of project management. (Drexel University, 2009) • Administration of Libraries: Addresses the general principles of administration and their application to the organization and management of different types of libraries. Core components include general management techniques and administrative procedures, budget preparation, human resources issues, and facilities and resources management. Students will learn how to apply standards for evaluation of libraries and how to develop functional library programs. Provides a forum for the discussion of the roles of different types of libraries in society. Includes a required field experience. (Clarion University of Pennsylvania, 2009) • Organizational Management: Survey of management issues common to all information environments --understanding organizations, decision making, hiring and personnel, grant writing, and marketing. (University of Iowa, 2009)	• Communication for Leadership: Theory, research and practice of interpersonal and group communications for collaborative leadership roles: facilitator, coach, catalyst, and leader. Includes using a variety of media for information transfer among groups; communicating a leadership stance, creating and enrolling others in your vision (advocacy), developing organization support for your vision (systems literacy) and building skills in interpersonal communications, groups dynamics, negotiations, conflict resolution and asserting influence. (Dominican University, 2009) • Management of Libraries and Information Services: Information practice demands knowledge of all aspects of management and service delivery. This course introduces selected theories, principles and techniques of contemporary management science, and organizational behavior and their application to libraries and information services. Students develop skills in planning, organizing, personnel management, financial management, leading, marketing, stakeholder management, and coordinating functions in libraries and information services. Students also have the opportunity to think critically about, and reflect upon, contemporary management practice in information organizations. Information professionals find that no matter whether they choose a career as a single entrepreneur, solo librarian, archivist, or whether they join a large organization, they become managers -- of themselves, of clients or staff, and sometimes of substantial systems and services. Through classroom instruction, workshops on specific management skills, assignments, readings and discussion, and guest lecturers, this course prepares students to assume managerial responsibilities in their work. (University of Michigan, 2009)

ences in expectations of roles in the workplace, further research into how distributed leadership might be approached differently depending on generation should be considered. Also, research into the bad-apple concept and into distributed leadership is relatively new and could be more rigorously considered relative to the information and library science profession. Additional distinctions between types of information settings, particularly considerations for public agencies should be considered and would benefit from greater integration of the public administration literature into the library and information science areas of study. While not provided here, case studies into how these concepts might be applied could help shape theory into practical application for use by the information science practitioner.

CONCLUSION

Organizational culture and group dynamics shape the world within which individuals do their work. As information organizations in the 21st century seek to recruit, develop, and retain employees, it is important for these organizations and the people they hire to be equipped with the knowledge, skills, and abilities to shape this work environment for success. This knowledge, skill, and ability can start with required offerings in the information and library science curricula and should extend into the normative orientation of information professionals within organizations themselves. It is proposed here that this normative orientation take on the approach of distributed leadership to empower information professionals to use an understanding of ideas such as job embeddedness, the bad apple concept, and positive relationships at work to influence organizational culture. Information professionals who are empowered with this information will be better equipped for successful, rewarding careers in healthy workplaces which are prepared to take information organizations forward in the 21st century.

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Chapter 13
Making the Best of the Best:
Strategies for Effective Retention

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ABSTRACT

Library success is a direct result of staff quality, engagement, and satisfaction. Careful selection and training of library staff and commitment to their growth are essential to staff retention, which bears directly on organizational effectiveness. Regardless of the type of library, accountability for outcomes has increased, placing greater importance on the quality of staff appointments, employee skills development, and how staff melds into a team in the work place. The cycle of employee excellence is fueled when supervisors provide challenges, opportunities, and recognition relevant to individual work styles. The authors describe the importance of effective recruitment and supervision to staff retention by discussing effective leadership characteristics, outlining the need for a supervisory commitment to ongoing employee training and motivation, and providing suggestions for building successful supervisor-employee relationships in libraries.

INTRODUCTION

As libraries continue to evolve to meet changing user expectations, a key component of the "re-visioning" process is staff hiring, training, and retention. As Terrence Mech points out, personnel are a critical resource for professional activity because the quality of work produced by an organization depends on the qualities of those hired (Mech, 1989, p. 63).

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To ensure staff retention, library managers need to hire well, provide relevant orientation and training, and foster a work environment conducive to the ongoing growth and professional fulfillment of employees. Sound leadership builds an effective work culture.

This chapter will discuss how employee retention is key to the success of the organization. The authors will detail effective hiring strategies and describe how work styles as well as ethnic, cultural, and generational characteristics directly impact the libraries for which employees work. Suggestions for strengthening leadership, improving employee motivation, enhancing recognition, and maintaining a cycle of excellence to ensure long term success will conclude the chapter.

BACKGROUND

Staff resources are a vital library ingredient and there are many articles in the literature that discuss the importance of recruitment and retention. During the research process for this chapter, the authors found articles in both management and library literature that provide useful guidance on effective hiring practices, supervisory techniques, and retention strategies. Gregory Raschke has neatly summed up just how crucial a quality staff is to a library's relevance: "The ability to attract, recruit, and hire top candidates is the hallmark of a successful …. library" (Raschke, 2003, p. 53). Indeed, hiring well is consistently emphasized in the literature. "Bringing the wrong person into a position is a misstep that can cost dearly. Worse yet, the problem is completely avoidable" (Bos, 2008, p. 28). The literature emphasizes good communication with candidates during the hiring process so that both sides are interviewing each other (Bos, 2008, p. 28). Patricia Moore states that an applicant's attraction to a position is frequently based on perception and when not asking about the organization's culture outright, the applicant is "most likely scanning the environment to see if the culture" is desirable (Moore, 2008, p. 71). Moore goes on to state that during the interview, candidates quickly get a sense whether or not they will fit into the organization and if their opinions and knowledge will be respected and valued (Moore, 2008, p. 71).

The literature also demonstrates the importance of sound orientation and training once an employee is hired. "An orientation is your opportunity to engage new employees and make them productive from day one" (Davies, 2008, p. 8). Effective orientation and training is an investment that significantly boosts an employee's sense of belonging (Boomer, 2008, p. 1). The supervisor plays an important role in the orientation process. "It is astonishing some managers remain emotionally ignorant and neglect to build relationships" with their new hires (Moore, 2008, p. 71).

The literature reflects the importance of good supervisor-employee working relationships. According to Susan Heathfield, employees "leave managers and supervisors more often than they leave companies or jobs" (Heathfield, 2008, p. 1). Leah Carlson Shepherd states that "about seventy five percent of voluntary turnover is influenced by managers" (Shepherd, 2008, p. 2). The myriad of reasons why employees seek jobs, leave jobs, and/or stay in jobs in which they are not satisfied are as unique as the employees themselves. Shepherd goes on to state that, at any given time, "seventy percent of all workers are poised to leave their jobs, either as active job seekers or passive job seekers" (Shepherd, 2008, p. 2). Thus, effective hiring and orientation is simply not enough. Retention of quality staff is a vital part of a successful organization and is significantly affected by leadership. Aparna Nancherla suggests that employees can feel energized by coaching, a process that helps supervisors to "more effectively communicate and engage employees in the organization's mission and values, and contributes to productivity" (Nancherla, 2008, p. 22).

Perhaps the largest emphasis in the literature is on suggested employee motivation and retention strategies and the complexities of successfully managing an increasingly diverse workforce. Several articles highlight work characteristics of the myriad of generations in the work place but caution that "blanket distinctions based on birth years are sometimes hard to make" (Sayers, 2007, p. 475). Other articles address ways to motivate and retain employees from different ethnic backgrounds. Peggy Johnson, for example, suggests that mentoring is critical in the retention of minorities. Studies have shown that minority employees are twice as likely to look elsewhere for employment if their organizations do not offer mentoring (Johnson, 2007, p. 407). The importance of employee mentoring is reiterated by Marcus Buckingham and Curt Coffman. "The manager role is to reach inside each employee and release his/her unique talents into performance. This role is best played one employee at a time: one manager asking questions of, listening to, and working with one employee" (Buckingham & Coffman, 1999, p. 58).

Employee recruitment and retention is an ongoing, multi-step process. While the literature describes successful strategies for each step of the process, little has been made of the importance of developing and maintaining leadership strength in all of these areas. A breakdown in even one step of the interviewing, hiring, training, motivating, and rewarding process can result in the loss of a good employee. This chapter will provide suggestions and techniques supervisors can use to prevent this breakdown, retain good staff, and help ensure the long term success of employees and their library.

Hiring and Retention Pitfalls

We are all very familiar with the clunky system of hiring used in most libraries. The library director receives a resignation, the department head or personnel administrator considers the job responsibilities, makes any necessary changes to the description of the job, and then recommends advertising. A search committee is appointed which reviews the ad, awaits applications, reviews the applications, asks for letters of reference for finalists, assesses the letters, tries to determine the top finalists, schedules and conducts interviews, gathers feedback, discusses the interviews, submits a hiring recommendation, gains approval for all steps in the process, negotiates salary and hiring conditions, and then appoints the replacement candidate. This is quite a process. It often takes many months, and it is surprising that it works as well as it does.

There are a number of pitfalls to this system. First, library administrators and search committee members usually have very limited information on which to judge a job candidate's potential for success. Second, the hiring process is cumbersome and takes a very long time. Third, once someone is hired, the employing library often provides an inadequate environment for success.

Management expert Ken Blanchard says, feedback is the breakfast of champions (Blanchard, 1983, p. 66). Yet in a recent survey, what surprised new librarians most was the minimal amount of feedback they receive in comparison to what they expected (Oud, 2008, p. 256).

Library employees often suffer from unclear expectations, insufficient communication, and inconsistent supervision. As a result, many find themselves lost, unchallenged, and misunderstood--feelings which impact their performance and detour their contributions to the progress of the library. A culture of support with well-defined training, professional development opportunities, and effective mentoring is essential for staff retention. A motivated employee -- given clear goals and objectives -- will usually reward the organization with focused, determined performance. With these findings in mind, library managers need to consider modifying their traditional approach.

Keys to Success

Regardless of the type of library, managers should take a proactive stance toward recruitment and management. Each step of the process -- describing the need, recruiting for the position, assessing candidates, hiring, integrating, and assessing new employees -- contributes to successful supervisory relationships. Retaining the best employees is essential to providing the value that users and governing boards expect. The remainder of this chapter will describe proactive,strategies for ensuring long-term employee satisfaction and organizational relevance.

Hiring Well

A key factor for effective retention is hiring *well*. As Raschke indicates, the ability to attract, recruit, and hire the *best* candidates is a recurring characteristic of successful libraries (Raschke, 2003, p. 53). But because the candidate is usually observing his or her "best behavior" for the event, even the most carefully planned interview process provides only a brief snapshot of the applicant's skills and assets. As such, successful hiring requires a great deal of attention to the interview process and insight into the interactions that take place between the supervisors, search committee members, and candidate.

Hiring *well* means that managers must clearly communicate all the requirements of an available position, cast the net broadly enough to attract the best candidates, make smart choices about the membership of the search committee, pose questions that allow effective assessments of candidate credentials, and adhere to an efficient timeline for the committee to do its work.

Library managers and staff devote a considerable amount of time to the hiring process. When an incumbent leaves a position, existing employees know it may be many months before another individual is appointed (Frank, Nicholson, Dickson, & Miller, 2000). Therefore, it is important that library administrators and supervisors focus on retention and utilize the most efficient and effective search process to minimize the impact of such situations. Library managers need to be willing to let go of traditional ideas, perceptions, and practices to make room for better ones to ensure a successful search process outcome.

Be Clear

Understand the needs of the position being advertised and the credentials that would best suit the job responsibilities. The advertisement for the vacancy should provide an accurate picture of the position and work environment. Include only those qualifications that are *essential* for the position and consider asking the candidate to show evidence of other traits such as creativity and flexibility. The search should be broad enough to attract a strong and diverse pool of candidates. Think carefully about the membership of the search committee. Each member should have a clear understanding of the position being advertised, the skills, abilities, and traits needed, and the functional role of the committee. Members of the committee should be given a timeline to ensure that the recruitment process does not drag on and have enough experience to judge whether the match between the candidate's qualifications and the job requirements is a good fit. Select staff to serve who understand the needs of the position and how these needs relate to the library's mission and goals.

Be Quick

Use electronic resources to speed the dissemination of the advertisement and receipt of applications for the position. Electronic recruitment reduces cost and speeds receipt of applications, review of candidate dossiers, and assessment of references. Promote online applications if possible and encourage those serving as references to make use of email or fax to expedite receipt of their letters. Keep the search committee membership small in number to maintain the quality of decision making while improving committee efficiency.

Be Communicative

Communicate with applicants frequently. In many library searches, candidates are ignored and left wondering about the status of the search. The authors' experiences indicate that one of the biggest complaints from applicants is the lack of news about the status of their application. Candidates may receive a postcard indicating that their resume has been received but then hear nothing for several months. Try sorting the pool of candidates into actionable groupings at different stages of the search. At the beginning, candidates could be divided into three groups: *ask for references*, *obtain additional information*, *do not pursue*. Then, once references are obtained, candidates can be sorted into *interview*, *hold for possible interview*, and *do not pursue* groupings. This provides a more efficient organization to the search process and allows the search committee to notify candidates in a timely manner as they move from one level to the next.

Other ways to communicate involve providing interviewees with advance information about the institution and the local community. Tell them about the administrators and members of the search committee with whom they will meet when they come to the library. Before inviting finalists for interviews, use telephone conversations and email interactions as an opportunity to ask questions and answer inquiries. Provide a copy of the position description to those writing letters of reference so they can intelligently discuss the match between candidate credentials and job requirements. Remember, recruiting is a two-way process. Libraries are searching for the best candidate while interviewees are determining whether or not they will want to join the organization and relocate to the community. See Appendix A for a sample interview schedule.

Be Consistent

Provide a common message. Tell candidates similar things about the organization and the position. Make sure they are equally informed and that each is treated in the same manner. Posing a common set of questions to the finalists will help assess their capacity for contributing to the organization in a uniform manner. Tailor questions to reflect the specific position for which the library is recruiting. There are evaluative and social components to the interview and both are important. Be sure that all questions are relevant to the position, that all individuals involved in the interview process adhere to Equal Employment Opportunity Commission/Affirmative Action guidelines, and that all policy and procedural regulations of the organization are being followed. See Appendix B for a list of sample interview questions.

Be Caring

Treat interviewees as guests. Make sure they have a host. Ask if anyone will be traveling with them and offer to include some plans for that person. A family member will often have an impact on the candidate’s acceptance or rejection of a job offer. Provide the candidate with advance information about the position, the library, and the community and offer to answer any questions or address any concerns.

It is important to remember that when applicants are considering jobs openings, they are frequently motivated not only by the position but by a host of other external factors such as geographic location, family situation, schools, and proximity to cultural events. When candidates are engaged in the interview process, it is important that the hiring manager and members of the search committee be prepared to discuss and offer information in these areas as needed. Certainly, it is inappropriate and indeed illegal for an employer to ask personal questions of a candidate, but search committee members will need to be sensitive to issues raised by the interviewee that highlight areas of personal concern. Asking open-ended questions during the process, such as “What attracts you to this position?” often results in a response that provides useful information about personal concerns. Another significant factor affecting a candidate’s decision is the employability of a trailing spouse. If an employer is able to assist the spouse with securing leads for relevant positions, this too can help attract the candidate to the organization.

Once the interview is complete, be sure to gather feedback from everyone involved in the interview process. Use a rating system to uniformly assess the candidate's strengths and weaknesses. Assess relevant qualifications for the requirements of the job and look for specific traits that enhance organizational success such as flexibility, innovation, creative attitude, and capacity to learn (Fernandez-Araoz, 1999). See Appendix C for a sample candidate assessment form.

Building Relationships

Hiring *well* is only the first step in developing and maintaining an effective employee retention strategy. Joanna Posner states that understanding and satisfying employees' underlying needs plays a vital role in helping employers hire and retain valuable employees (Posner, 2008, p. 52). Effective supervisors care for their hires by learning what they need and continuing to listen for what motivates them. Posner also states that the "number one reason people leave a company is a bad relationship, or no relationship, with their boss" (Posner, 2008, p. 52). While a supervisor does not need to be everyone's dearest friend, employees must perceive their supervisor as credible and supportive. Supervisors who possess good listening skills and view their employees as individuals, not just another cog in the organization's wheel, will find greater success in building collaborative working relationships with and among their employees. It is the synergy from these relationships that contributes to the overall success of the organization.

Laying the Groundwork

Achieving employee success requires the supervisor's firm commitment to the new hire from the first day on the job. Depending on the complexity of job responsibilities, a new employee may not be fully integrated into the organization for many months. During this crucial time, the groundwork is laid for this person to be effective and productive. It is the supervisor's responsibility to provide new employees with the tools necessary to help them achieve and maintain a high level of performance over the long run.

The first step in the supervisor's commitment is to provide a thorough and well planned orientation to the organization and its existing personnel. This in-depth orientation should provide specifics about insurance and benefits, employee leave options, and salary structure. Additionally, the new employee should be provided with organizational policies and procedures and contact information for key personnel. The employee's role in the library's mission should also be emphasized during the orientation phase, thus laying the groundwork for an investment in the organization's ongoing success. The orientation process should be consistent for all incoming employees so that everyone is receiving the same information pertaining to the organization and its personnel.

Guiding the Way

Another important step in the supervisor's commitment is the introduction of the new hire to those directly involved with and impacted by the employee's work, from senior administrators to those working on the front lines. The axiom **T**ogether **E**veryone **A**chieves **M**ore starts here, which helps the new hire feel welcomed and speeds the process of integration into the staff culture. As Joanne Oud notes, "Organizations need to understand the kinds of changes experienced by new employees during their adjustment to the workplace to formulate effective strategies for socialization" (Oud, 2008, p. 253).

Also crucial to the supervisor's commitment is the provision of a clear outline of the employee's roles and responsibilities within the organization. This provides the new hire with a clear picture of what is expected for both internal (other staff) and external audiences. Often employees receive a brief overview of the job during the interview process and then when they actually get hired and come into the organization, this information is not explicitly spelled out during the orientation phase. Utilization of training manuals, online tutorials, and physical tours of the building are excellent ways to orient new employees.

Uncovering Resources

Another crucial component of the orientation phase is briefing new employees on access to programs, funds, and other mechanisms that exist to support their efforts to achieve success: things like research funding, professional travel assistance, and paid leaves of absence. It is important to clearly convey the policies and procedures governing access to and use of these funds. Employees who are aware that support is available for their work projects, skills development, and professional initiatives often remained satisfied.

The New Golden Rule

During these initial days, the supervisor is setting the stage for the employee's understanding of the administrative structure as well as his or her own approachability. Employees are typically passionate about a particular aspect of their profession, often bringing with them a wealth of knowledge that can benefit their new organization. Thus, an effective supervisor uses the orientation phase to become aware of characteristics of the new employee. The supervisor can frequently learn a lot about employee interests by careful observation. Each employee will demand different things from the supervisor. Marcus Buckingham and Curt Coffman state that every employee "should be treated as an exception" because "each employee has his/her own filter" and "his/her own way of interpreting the world around him" (Buckingham & Coffman, 1999, p. 151).

While many think that the Golden Rule of treating others how one wishes to be treated would be at play here, the opposite is more accurate. A successful manager sizes up each employee and treats that person how he/she wishes to be treated. On the surface this may seem a daunting task for a supervisor, but it is really not that difficult. Simply ask questions of the new employee: "What are your career goals?" "What do you want/need from this job?" "How often do you feel comfortable meeting to discuss your progress?" These questions will help the supervisor to understand best how the employee wishes to be treated. Buckingham and Coffman reiterate that while there is no right way to capture this information, it is important to capture it (Buckingham & Coffman, 1999, p. 152). Armed with information about a new employee's career goals and job expectations, the supervisor will be better able to capitalize on the employee's strengths, channel talent into performance, and find unique challenges best suited to engage the new hire.

Discovering Employee Uniqueness

Today external factors, personal satisfaction, and a desire for professional advancement outweigh employee loyalty to an organization. Even with effective training and orientation, library managers can no longer rely on an employee's sense of dedication to keep him/her at their library. General employment surveys consistently find that work environment, opportunities for growth and promotion, and positive feedback are more important than salaries in retaining employees (Raschke, 2003, p. 57).

Effective supervisors provide meaningful opportunities and challenges based on an understanding of individual work styles. Supervisors begin gaining this understanding during the orientation phase and must continue to be engaged with the employee for the duration.

Managing Diverse Work Styles

Supervisors need to lead employees from a variety of backgrounds: ethnic, cultural, and generational.

Minorities often face challenges such as alienation in the organization, feelings of isolation, lack of a social connection, inability to connect with a suitable mentor, projected stereotypes, or the pressure to be the one representative minority in a wide number of assignments, all of which often lead to a higher turnover rate within the organization (Alire, 2001). Members of different generations have their own issues with which supervisors must deal.

"Live to Work" is typically quoted as the mantra of the "Baby Boomer" generation (Sayers, 2007, p. 476). These employees, born between 1946 and 1962, are perceived as being dedicated to their employer, do not jump readily from job to job, and are now frequently empty-nesters who no longer have as many pressing family obligations on a daily basis, such as picking up a child from school or day-care. Typically, these employees, are not as distracted by outside forces as are employees of younger generations. While not always comfortable with rapidly changing technology, they have been in the work force for a number of years and bring to employers a broad skill set.

"Generation X" employees, born between 1964 and1983, view their jobs as being a blended part of their lives, requiring that they juggle their personal and work commitments. They are interactive and demand from their employer the opportunity to participate in the organization's decision making process. Gen X employees are "looking for daily proof that …work matters" (Hays, 1999, p. 46). They "typically want, and will require of employers, greater give and take between their professional and personal lives" (Sayers, 2007, p. 476). According to Tamara Erickson, organizations should be sensitive to the pressures this generation feels to "be there for their kids" and that many will even take jobs at lower pay in order to gain flexibility to be with their family (Erickson, 2008, p. 64). This suggests that a supervisor should consider the option of a flexible work schedule for these employees.

"Millennial" employees, born between 1984 and 1999 and now entering the work force, are actually a generational cohort even larger than that of the Baby Boomers. They thrive on "personalized attention," are strong-willed, passionate and eager to work, and care deeply about world issues and problems (Gloeckler, 2008, p. 47). They have high expectations for their work and supervisors and expect to be celebrated and rewarded (George, 2008, p. 48). More than any generation before them, they believe that their work will make a significant difference. Not only are the Millennials more tech savvy, they are constantly seeking ways to capitalize on technology to get their work done. They are not afraid to incorporate new technologies into their jobs and are the generation of employees most likely to leave a job because they are not fulfilled. Supervisors of Millennials must recognize that these employees communicate via methods not as readily embraced by other generations: texting, virtual interaction through Second Life, and social networking via Facebook, MySpace, etc. Millenials thrive on applause and while it may seem they require an inordinate amount of attention and time, "the investment should pay off in improved morale, productivity, teamwork, and innovation" (Alsop, 2009, p. 47).

Overcoming External Challenges

External factors can often pose a threat to the productivity of employees. Many employees, due to the structure of their everyday lives, put in a full day's work even before they arrive at their place of employment -- handling household chores, participating in a home based business, caring for an elderly or infirm family member, getting children packed up and off to school, fighting heavy traffic in a long commute --, the list goes on and on. With these demands ever present, it is no wonder that they may face stress issues that can affect their productivity while at work.

But once at work, most employees want to do well. They just want flexibility to do so, to balance their outside lives and interests. It is vital for supervisors to be cognizant of the balance that employees are trying to create between their professional and personal lives and still find suitable work challenges that keep them engaged. Effective supervisors provide work opportunities which are best matched to the individual employee. Nancherla contends that thirty percent of employees did not believe their employers provided new challenges and, as a result, sought new employment (Nancherla, 2008, p.22).

Pairing Talent with Passion

Because the professional-personal balance typically blurs for employees, the reasons people leave a particular job are as diverse and unique as the people themselves. Geographic location, family issues, economics, and educational goals all tend to be driving factors for individuals seeking a job. Professionally, individuals may want a new challenge, new skills, or even a complete career change. Sadly, and perhaps more alarmingly, twenty five percent of employees leaving a job do so as a result of ineffective leadership (Nancherla, 1998, p.22).

Successful leaders develop their own style to maximize the productivity of those they supervise. Additionally, every great manager has the same goal: to turn each employee's talent into performance (Buckingham & Coffman, 1999, p. 154). But to effectively meet such a challenge is difficult. The breakdown between good hires and their lack of contributions more typically than not is attributed to poor supervisory guidance. Employees want to work for an organization where they feel valued. As such, managers need to take the time to offer their help and demonstrate their support.

A supervisor's commitment to each employee is an important component of effective leadership. Additionally, a good leader needs to be cognizant of opportunities to further the success of the organization and able to match employee skill sets and interests to these opportunities. This consciousness should be ongoing, as both organization and employee evolve. The supervisor must not let awareness of opportunities or employee skills slide. It is human nature for individuals to be a bit egocentric in their view of work and employees are often quite demanding of their leaders. They sometimes have a perception that management does not care about their interests or ideas. Supervisors may even be fighting against an unfounded prejudice based on an employee's experiences with a previous manager. Unfortunately, with the ever changing demands of information science as well as the financial cycle of "cut, build, cut," even the most well intentioned supervisor may not realize that a lapse has occurred between identifying challenges and matching employees to them (Albanese, 2008, p .38). The sad result may be that while many employees do stay in their jobs, they do so simply because something better has not yet come along. Results of a survey conducted by Nancherla demonstrated that while not all dissatisfied employees actually leave, the organization still suffers from discontented employees because only forty-three percent of employees are actively engaged in their jobs (Nancherla, 2008, p. 22).

When challenged, employees grow and so do their contributions. Libraries maintain relevance if supervisors create a culture of excellence in which staff stretch their capabilities, use their creative talents, and receive appropriate reward for contributing to the organization.

Continual Commitment

Effective leaders hire well, develop an understanding and awareness of each employee's unique work style and characteristics, and seek and assign challenges suited to the success of the employee and the organization. As stated above, an effective supervisor maintains an ongoing awareness of employees as they change and as the organization evolves. Additionally, a good supervisor continues to develop and implement training programs that will help ensure that all employees are given the opportunity to learn new skills and be professionally enriched.

Ongoing Employee Development

Engaging employees in relevant training can be expensive, depending on the nature of the knowledge sought. While some employees thrive on learning new skills via online training sessions, others enjoy meeting and collaborating at professional conferences. Some are not able to travel due to any number of circumstances and commitments. Many employees have come to expect not only release time from their employers to attend such training, but also financial support as well. Full financial support may not be possible, limiting the employee's involvement with much off-site training. In these cases, local resources may be an option. A city or county human resources department, or the training and development unit of a company, college or university, can often help raise awareness of important supervisory issues, provide beneficial training, or assist in other ways to effectively deal with human resource challenges. Regardless of expectations, financial constraints, or other concerns, it is important for supervisors to provide plentiful access to training for employees that is "directly relevant to their needs, credible, convenient, good value for money and above all, practical" (Sayers, 2007, p. 485).

Effective supervisors evaluate training and development appropriate to employees and in turn, encourage them to share knowledge gained with the organization. Doing so demonstrates the supervisor's commitment to ongoing employee training as well as continued knowledge acquisition and advancement for the organization.

Rewarding Performance

As crucial to employee success as the provision, support, and encouragement of ongoing training is the supervisor's recognition of a "job well done." Employees thrive when they are rewarded and recognized. Not only is it important for an employer to express appreciation for an employee's work, it is also important for the employee to know that others in the organization are aware of the contributions that they have made. Obviously, employee rewards improve overall morale and retention, but recognition and rewards often mean different things to different individuals.

Successful rewarding is based upon accurately identifying factors that motivate employees (Verespej, 1999, p. 14). While verbal recognition can go a long way, non-monetary and monetary rewards are also important to employee retention. While some employees may desire opportunities to travel and learn new skills that could benefit them and the organization, others may be more receptive to cash bonus incentives. Still others might "jump at the opportunity for on-site child care and extra vacation days" (Workforce management, 2006, p. 2).

Providing Feedback

Employees need to know what is expected of them and how they are doing. In order to accomplish this, supervisors should develop a general set of duties for each position, annual goals, and a mechanism for assessing progress. An annual work plan developed by the employee and supervisor will help establish a mutually agreeable set of activities to be undertaken over the year. Changes can and should be addressed mid-year and as circumstances warrant. With such a process in place, there should be no surprises when the annual performance review takes place. This process of providing regular feedback to employees throughout the year informs them about how they are doing, keeps the lines of communication open, and presents opportunities for dialogue which aids in resolving any problems and clearing up any misunderstandings. Satisfied employees are those who have a clear sense of the quality of their performance, feel appreciated for their work, and believe that they play an important role in the success of the library. See Appendix D for a sample evaluation instrument.

FUTURE RESEARCH DIRECTIONS

The challenges of evolving user expectations and increasingly diverse employee work styles are encouraging library managers to revision how they can most successfully move their organizations into the future as relevant knowledge centers. The ability of library managers to successfully serve the information and research needs of their client base in today's competitive environment is closely tied to their personnel. As increasing numbers of employees bring diverse backgrounds to an organization, it becomes more important than ever for supervisors to quickly understand the impact of varying work styles on their organization's long term success. Effective supervisors recognize differences in their employees and tailor challenges, motivations, and rewards to each person. Further study about how supervisors lead employees from diverse backgrounds could reveal new ways to successfully recruit, build, and retain a staff team to keep the library relevant. How can library managers best integrate employees of diverse cultures and backgrounds into the overall organization?

Additionally, because not every employee can or will be "the best of the best," it would be helpful to learn of more effective ways to predict an employee's long term success through recruitment and hiring practices. What can be done to improve the recruitment system in order to better predict employee success? How is talent assessed? Is the approach used the best approach? How can mentoring improve retention? For years, libraries have followed conventional interviewing strategies, yet the actual hiring of a promising individual is still somewhat of a shot in the dark. Is there a better way to link the recruitment, hiring, and staff development process to retention and organizational success?

CONCLUSION

Hiring the right people, providing the mentoring they require, and developing an understanding of their individual needs will improve employee performance and enhance retention. This means that library managers should provide a welcoming climate, interesting work, effective supervisory relationships, useful networking opportunities, and access to beneficial continuing education. In such a supportive environment new staff can then make a distinct and positive impact, spread a culture of excellence to others, and strengthen the organization.

Still, library managers need to recognize that even with the most dedicated hiring, mentoring, and reward structures, an organization cannot keep every good employee. Libraries will always, for whatever reason, have excellent staff who will want to seek opportunities elsewhere. It is one of the challenges supervisors face. Supervisors cannot meet every need or provide for every opportunity or benefit, as employees may seek higher pay, more responsibility, or work locations closer to family or cultural opportunities. However, for those organizations that develop and nurture a culture of excellence, their programs and initiatives will still move forward. New staff will be hired and the best of them will continue to add to the quality of the library.

The sustainability of every organization is based heavily on the investment supervisors are willing to make in enhancing their employees' ability to succeed. Each employee, regardless of generation, work style, external factors, or technological advancements, must feel valued as an integral part of the organization. If library managers take to heart Sayer's suggestion to "value the individual – in word and deed," then the hiring, training, and mentoring process will fuel a cycle of employee excellence in libraries and enhance organizational stability (Sayers, 2007, 484).

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APPENDIX A

SAMPLE INTERVIEW SCHEDULE

45 minutes: General information session with personnel librarians and tour of facility
30 minutes: Meeting with the director
45 minutes: Meeting with the head of the unit
30 minutes: Break. (This can be set up as time to be alone or with others in the unit. It should be a more relaxed period of time.)
45 minutes: Presentation. (Some position interviews benefit from a candidate presentation, particularly those openings that require bibliographic instruction. It is a good idea to place the presentation in the morning, after the candidate gains some perspective but before he/she is worn out from worry. Time should be provided to make sure everything works before staff arrives.)
30 minutes: Meeting with the staff in the unit
1 1/2 hours: Lunch. (This can be an opportunity for others to meet the candidate but efforts should be made to keep it from being an "interview." It should have a more relaxed feel. Ensure adequate time for getting to lunch, being served, and returning.)
45 minutes: Search Committee
30 minutes: Follow up with the director (This can be the director or the head of the unit but it is good to have a second meeting with a key administrator to allow reflection on the day and to answer any questions that have arisen during the interview.)
1 hour: Tour of town. (Candidates are frequently interested in the city where the library resides. This provides an opportunity to see some of the highlights of the community.)

Appendix B

Candidate Assessment Form

Name ____ Ranking ____________
(1=Highest, 2=medium, 3=weak)

EDUCATION

ALA MLS? Yes______ No ______ Institution _______________________________
Other ________________________ Institution_______________________________________

ABILITIES & KNOWLEDGE

- Subject background (if this position requires one, such as natural science)
- Ability to create web pages/tutorials
- Ability to work creatively/cooperatively in team environment

- Ability to work w/students, faculty, staff
- Knowledge of current trends in information literacy
- Broad knowledge of print & electronic resources
- Instructional Skills
- Commitment to quality public services
- Knowledge / skills in new technology
- Communication & organizational skills
- Ability to meet promotion / tenure / continuing appointment requirements (if these are required)

COMMENTS

Date_______________

Appendix C

Sample Interview Questions

Interview questions should be tailored to address such issues as education, work history, job performance, career goals, leadership, communication characteristics, flexibility, creativity, and interest in life-long learning. Questions pertaining to leadership characteristics will not be germane to all interviews.

1. What attracted you to this position?
2. Please summarize your education and work history.
3. What aspects of your work history have prepared you for this job?
4. What educational courses have best prepared you for this job and why?
5. What do you consider to be strengths you would bring to this job?
6. What are your long term career goals? Where do you see yourself in 5 years? 10 years?
7. What kinds of responsibilities do you feel most confident in performing?
8. Describe a creative project or endeavor in which you were involved that makes you proud.
9. Can you detail a difficult obstacle you had to overcome and how you succeeded?
10. Do you consider yourself to be thoughtful and analytical or do you usually come to a decision quickly when encountering a problem?
11. Do you prefer to work alone or as part of a team?
12. Describe a stressful situation you encountered on the job and how you handled it.
13. Please describe a significant change or update you have encountered in a job which affected you directly and how you adapted to it.
14. What types of responsibilities, tasks, and/or activities do you find most satisfying?
15. Leadership -- Please describe your leadership style.
16. Leadership -- Please describe an example of how you have managed a team that does not report to you directly but from whom you are seeking project results or a report. How did you succeed in this?

17. Leadership – Describe a long-term project you planned for your department.
18. Describe your current research interests.
19. Are you interested in pursuing additional education such as another degree, and if so, in what area?

Appendix D

Performance Appraisal

I. Purpose

Performance appraisal is an important part of staff development, helping to strengthen the quality of an individual's work and enhance library service. The evaluation process clarifies how well staff carry out their responsibilities, explains what is expected of them, and provides concrete guidance for improvement where needed. Specifically, the process is intended to provide a systematic framework for documenting performance by serving to:

- Assess work performance and service to patrons
- Establish levels of performance for any merit pay that may be available
- Clarify expectations
- Establish and evaluate goals and integrate them with the mission of the library
- Encourage individual initiative and creativity
- Assist in continuing professional development and
- Foster communication

II. Methodology

A. Responsibility

Staff performance appraisal is carried out by the supervisor and the director. Staff are expected to present factual information for the performance review.

Regular dialogue should be maintained throughout the year. The formal evaluation should contain no surprises as to expectations or judgment on performance. Rather, it should serve to document what is already known and to facilitate honest dialogue. While the process calls for annual reviews, formal written evaluations may be completed more often as circumstances warrant.

B. Preparation

It is important to be well prepared for the evaluation and to establish an environment of respect and open communication.

The performance appraisal should be based upon the stated position responsibilities, the year's accomplishments, and the work plan. It should include a review of the current description of responsibilities, an assessment of the staff member's performance, and attention to concerns with individual contributions or changes in the work plan. Comments on personality, behavior, and similar matters are appropriate only when they relate to job performance.

C. Evaluation Instrument

The library staff performance appraisal form may consist of the following parts:

Part 1: Staff Activities

Activities undertaken in library and professional service for the year.

Part 2: Performance Assessment

Criteria for the evaluation and the supervisor's assessment of the staff member's performance.

Part 3: Work Plan

Goals for the coming year, the distribution of work between the major areas of the job assignment, and the support structure for performance.

Part 4: Adjustments

Alterations to the workplan or performance issues requiring formal attention during the year.

III. Process

Staff should be evaluated annually. The evaluation is carried out by the supervisor through the performance appraisal process and is based upon evidence of performance. Staff are judged as to their degree of cooperation with colleagues and commitment to programs and patrons in all areas of their assignment.

A. Responsibility

All staff should update their job description and prepare a work plan annually. Those undergoing performance appraisal should complete an individual report of their major activities and a proposed work plan for the following year (Parts 1 & 3). Supervisors can then complete staff evaluations (Part 2) and, with the staff member, the work plan for the coming year (Part 3), consistent with goals and objectives of the department and the library.

The assessment (part 2 of the evaluation) and the individual activities report (part 1) are sent to the director. Final copies of the appraisal are sent to the staff member, supervisor, director, and staff member's personnel file.

A mid-year assessment may be performed at any time to review the work plan, address changes to responsibilities, or focus on areas of performance that need improvement. This review is sent to the director with copies provided to the supervisor, staff member, and personnel file.

When a staff member is found to be performing at a less than satisfactory level, a plan for improvement will be developed.

B. Frequency and Notification

Each year, the supervisor should meet with the staff in the unit as a group and discuss general plans for the coming year. This will assist in communicating direction for the year and in developing staff work plans. Work plans should be monitored to identify any changes that may need to be addressed.

Staff reports of activities/accomplishments, supervisor evaluations, and submission of documents follow the calendar established each year for the appraisal process.

C. Access to Evaluations

Staff appraisals are retained as part of the personnel file. Access to the evaluation is restricted to the staff member, the supervisor, the human resources librarian, and the director.

D. Confidentiality

The evaluation process and information about the evaluation should be treated as confidentially as possible within the context of the process.

Chapter 14

Use of the Evolutionary Conscious Model to Sustain a Formal Mentoring Program

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ABSTRACT

Formal mentoring programs, whether occurring in profit making organizations or existing within non-profits, have had a colorful history. Many professionals have been involved as a mentor, a mentee, or else have known individuals who were involved in a mentoring program. Whether participating on an informal basis, or engaged formally in a program arranged by an organization, not everyone who has experienced a mentoring program has a success story to tell. Based on that observation, and data collected from mentoring program failures, program challenges and successes, and research into current literature, the purpose of this chapter is to highlight a mentoring model created to assist organizations with their attempt to encourage the successful development, retention, and recruitment of professions into their organization. With this in mind, the search for the perfect mentoring model continues.

INTRODUCTION

The heart of a formal mentoring program is the relationship between the mentor and mentee. What has become apparent both through survey data analysis, observation and actual experience is that if the partners in a mentoring relationship are not compatible, the structure of the program is weakened. Due to this focused importance of a strong base, a mentoring model has been created that applies an approach which assists individuals in developing a partnership empowering them not only to establish individualized learning, but to encourage growth between them and the program's coordination, evaluation, and sustainability. Use of this approach has led to the creation, development, and the naming of the evolutionary conscious model. There are four components to this model: the partnering process, program coordination, evaluation, and sustainability. Expectedly, the objectives of this chapter are: 1. to summarize the use of the evolutionary conscious approach used in the partnering

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process; 2. to relate this approach to the other three additional components of program coordination, program evaluation, and program sustainability; 3. to assist organizations with their attempt to help their professionals acquire the knowledge, skills, and motivational measures for further successful career leadership development, and 4. to present alternative insights for organizations in order to achieve a successful mentoring program.

BACKGROUND

In order to better comprehend this particular mentoring model, there are a few points that need to be understood. The first critical piece relating to the acceptance of this particular model as it unfolds is the existence of a mentoring definition and the mandatory acceptance and agreement of this meaning by all who have a role in this program's process. Depending on the field (teaching, nursing, business management, government, etc.) the roles of the participants, especially that of the mentor are varied. A few examples of these roles include mentors assuming the role of models, counselors, advisors, teachers, nurturers, friends, and sponsors. Other organizations choose to add descriptors such as experienced and trusted advisor, or a protector that guides and supports. In any case, this created model suggests that mentors serve as a nurturing, role model; they teach, sponsor, encourage, counsel and befriend; they promote professional and/or personal development; and that there exists an ongoing, caring relationship between the mentor and protégé (Anderson & Shannon, 1995, p.29).

The second point necessary to this model's acceptance is the acknowledgement that mentoring can indeed serve as a viable career development strategy for individuals as well as becoming an employee recruitment and retention organizational strategy. Regardless of the organization, succession is a fundamental administrative component of planning, and mentoring can play a huge role in the process. "As vital to a vision of where the organization is--where it is going, when, and the impact of changes, service, products, and so on--is the element of who will lead it in the future and who is presently being trained to direct it and thus ensure its continuity" (Curran, 2003, p.35). Armstrong, Allinson, and Hays (2002) drew from three separate sectors (law and order, health, and engineering) in their research and found that as a development tool, "the mentoring process is clearly a critical element in building effective careers, and research continues to report benefits" (p.1129). Golden (2006) in her dissertation survey found that of 193 public library directors to a survey, 118 (61.1%) have indeed applied mentoring as a career strategy to enhance their own career development (p.209).

For those organizations that perhaps do not possess a mentoring program, Golian and Galbraith (1996) conclude that those organizations can at the very least, encourage the mentoring process as a developmental tool by "fostering a climate conducive for informal as well as sponsored mentoring relationships" (p.112). According to Pugh (2001), "Senior managers, working in mentoring roles: can bring a sharper focus to the thinking of mentees; can compensate for the diffused activity that may exist in management in flexible organizations; can play important roles as anchors; and can combine the skills needed for management while demonstrating political awareness and networking (p. 169).

THEORETICAL CONCEPTS OF THE CREATED MODEL

Purpose of the Model

This model is primarily built based on the creation, development, survey analysis, and observation of three mentoring programs. This author has assumed a leadership role either in their creation, and/or joined the administration of the program in the infancy stages.

The first program is the Professional Education for Librarians in Small Communities (PELSC) The three year (PELSC) program, funded through the Laura Bush 21st Century Librarians Institute of Museum and Library Services (IMLS) grant and the Tocker Foundation is built on the existing Master of Library Science program at Texas Woman's University School of Library and Information Studies, with substantial modification designed to articulate directly with—and build upon—the content of the Texas State Library and Archives' Small Library Management Training Program. The 30 public library administrators entered the program as a cohort, and will graduate as such. A major component to this program is one- on-one mentoring where Texas Library Leaders become their mentors for the length of the three-year program. (2007-2010).

The second program is the American Library Association's (ALA) Library Leadership and Management Administration (LLAMA) Mentoring Committee's program built from LLAMA's Leadership Development strategic plan. Both mentor and mentee participants in this mentoring program are current LLAMA members located throughout the United States and work in all types of libraries. The program is publicized nationally and mentees are chosen on a first come basis. This first pilot program currently runs from June 2008 to June 2009, coinciding with the American Library Association's annual conference.

The third program is a mentoring component of the Florida Department of State's Sunshine State Library Leadership Institute (SSLLI). The participants are individuals who work in all types of libraries in Florida and have/have had management/leadership responsibilities within those libraries. The mentors are leaders within the State of Florida, yet are not limited to leaders only within libraries. The program began in 2006 and ran for one full year. Additional one-year programs still are in existence but are not included in the survey data related to the development of the mentoring model.

Survey data was both distributed and received anonymously online to the participants of these three programs and as such, no identifying characteristics can be made. In addition to the surveys, data has been gathered through research into current literature, direct participator contact, and first hand observations of the programs.

The major impetus for the creating of this model began from responses given by the participants in surveys as well as information received verbally by the program coordinator(s). What became most noticeable to this author is that in all three programs similar areas tended to produce more challenges than others as the programs progressed: partnering (pairing); coordination; evaluation; and program sustainability. There are many more comments, but here are a few examples collected in surveys which lead to choosing those four areas for the model:

I think a little more structure from the program would be helpful – PELSC

The coordinator of the program ought to provide the mentors with more upfront and real time information about what the program was covering. – SSLLI

Keep enneagrams and have the mentors participate again; that was really, really useful, both for this project and for work and life in general. – SSLLI

The success level depends on the right kind of pairing. – LLAMA

I'm sure this would have been a great opportunity if my mentor and I were in the same field. My mentor is great; we just really didn't have anything to talk about past our initial meeting. LLAMA

One additional note: When asked the question: *Would you consider being a mentor in the near future?* 50% (7) of the mentees and 100% (19) of the current mentors answering the questions said yes that they would consider becoming a mentor.

Model Development

Knowing that the three programs described above are foremost in the model's design, it needs to be said that this model is in its developmental draft stage. Data is being analyzed from those three programs; SSLLI is completed, LLAMA is just wrapping up its pilot year, and the mentoring portion of PELSC will not be through until 2010. As a result any data here given has been pulled from the SSLLI final survey, LLAMA mid-way and final surveys, and PELSC's mid-way survey.

Also needing to be said about this model's development is an explanation of its name - The evolutionary conscious approach to formal mentoring. The idea behind this concept is that the partners assess their own personalities and thus learn how they fit into the scheme of things, and how they interact with others. At the orientation they share their types and as a result learn how to understand their partners, their points of view, and their motivations. In a matter of speaking, these individuals begin to grow and evolve not only individually but as contributing partners in a mentoring relationship. This understanding of one another helps the partners to consciously contribute to the evolution of a successful partnership which is the foundation of the formal mentoring program.

Model Components

The created mentoring model of a formal mentoring program consists of four parts or components. Each of these four components is designed as a focal point because these are the primary areas that weaknesses and challenges to the success of a mentoring program occur. All of them are detailed for this chapter. Based on observation, data collection and analysis, and current trends in mentoring literature, the model highlights these four components and their critical areas:

1. Partnering process: matching; and use of personality self-assessment (preferably the enneagram);
2. Program coordination: the administrative structure of the program involving the election of a coordinator, goals and objectives, a timeline, variables, and pitfalls;
3. Program evaluation: use of forms and surveys;
4. Program sustainability – techniques for organizational membership and mentoring program self perpetuation.

Component One: Partnering (Pairing) Process

There are three significant factors that comprise the partnering process (component one) of this model: an established meaning of the concept of mentoring; mentor and mentee selection; and the individual participant assessment and training process. All three of these are critical to the partnering process, also known in some mentoring circles as the pairing process.

The first factor establishes that all participants in the mentoring program must agree on the organization's definition of mentoring. Because there are such a variety of interpretations, all parties need to know, understand, and agree to the role they will assume in this program. In the model created, the definition of mentoring encouraged for use is the one given by Anderson and Shannon (1995) mentioned above, which tends to encourage the mentor nurturing role. This was chosen in particular for the information profession.

The second factor in the matching process, states that mentees must have input into their mentor selection beforehand working within the guidelines that the mentor cannot be the mentee's supervisor. This factor engages the mentee into accepting some accountability for the success or failure of the partnership. To assist the mentee with selecting a mentor, a personal career interest inventory can be administered to both mentees and potential mentors as was done in all three of the programs (SSLLI, PELSC, and LLAMA). However, of the three, SSLLI was the only program that encouraged the mentee to self choose a mentor, using program guidelines, and naturally with the coordinator having final say. PELSC and LLAMA coordinators constructed a mentor pool for the participants to select a mentor, or gave the mentees the option of being matched with a mentor from this pool based on predictability from information provided on the interest inventories. Ideally, the model encourages the procedure used by SSLLI which is that the mentee self chooses.

The third factor, which is the foundation of this entire model, details that right after the matching occurs, both mentor(s) and mentee(s) must attend the same orientation session for training, and most importantly are encouraged to learn about each other during the mentoring program's orientation session. How this is accomplished is through the use of a personality self-analysis quiz. In this case, the preferred personality quiz used by this model is the enneagram personality self-assessment (or personality self-analysis), hereto referred as the enneagram for the chapter's entirety.

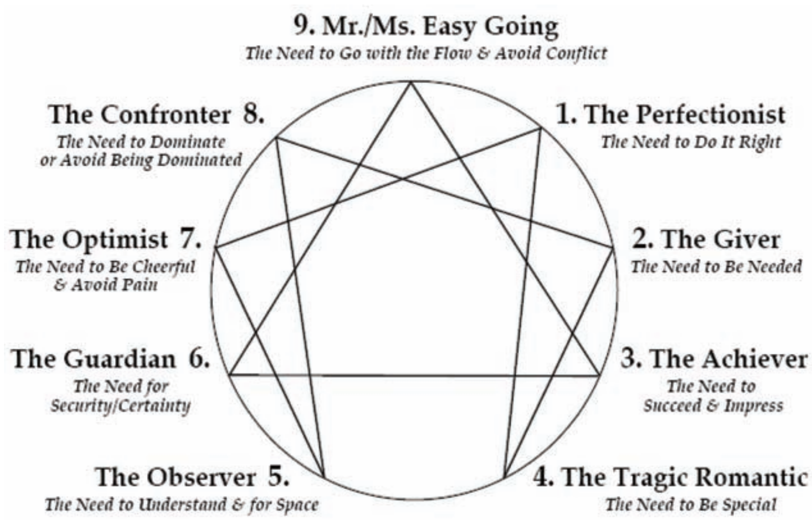
The Enneagram

In order to grasp how important this step is, the necessity arises to perhaps digress and briefly explain this personality analysis. The enneagram is considered to be not only one of the oldest ((4th century A.D.) but one of the most popular modern tools for understanding human personality. (Riso & Hudson, 1999, p.9. It is shown as a geometric figure that maps out the nine fundamental personality types of human nature and their complex interrelationships The nine basic types are numbered from 1 to 9 with these numbers not representing any kind of ranking, order, or hierarchy. (Reynolds, 2007, pp. 28-31). Illustrated below is the typical enneagram of personality figure with the lines that connect to other types that may impact the number type of another. A variety of personality labels are used by theorists, but the type descriptions are always similar. Note that these nine numbers are also grouped together into broader types as given below the figure 1.

- Emotional types: Come from the heart energy; emotionally based people. They are:
  - **Type Two – The Giver** – the need to be needed;
  - **Type Three – Mr. /Mrs. Success** - the need to achieve, succeed and impress; and
  - **Type Four – The Individualist** – the need to be special.
- Mental types: Come from the head energy; mental based people. They are:
  - **Type Five – The Intellect** – the need to understand and for personal space;
  - **Type Six – Mr. /Mrs. Responsible** – the need for trust/security/certainty; and
  - **Type Seven - the Optimist** – the need to be happy and to avoid pain.
- Visceral, willful types: Visceral or gut energy; strong will based people. They are:
  - **Type Eight – The powerful** – the need to dominate;
  - **Type Nine – Mr. /Mrs. Easy Going** – the need for peace and to go with the flow;
  - **Type One – The Perfectionist** – the need to do right (Wright, 2003, p.3, p.7).

Wright (2003) also states that the enneagram can help participants understand:

Figure 1. The enneagram. (© 2003, Chris Wright. Used with permission.)



- their unique strengths and natural gifts, and of all the people they interact with
- that people are inherently different and that each enneagram type's view of reality is equally as valid
- this knowledge enables the participant to attune to and honor different perspectives
- how the mentors and mentees communicate with each other, and what they don't communicate (and why)
- significant blind spots in individuals, couples, families, and organizations
- the interpersonal dynamics in mentoring relationships

A presentation about the enneagram is delivered to the participants at the orientation session. This provides an explanation of the history of this ancient personality typing system. In addition, using the enneagram analysis, each participant begins to assess themselves according to one of the nine personality types. This involves the sharing of the partners' types with one another as well as with the full group.

The enneagram personality assessment is highly suggested by this model in order to assist the partnered individuals with creating a clearer understanding of each other as they enter into this agreed-upon partnership. The choice was made to use the enneagram self-assessment in this created model for two reasons: first, the introductory basics can be delivered within a short amount of time with each of the participants given a short test to help them assess their own personality characteristics based on the above nine types, and secondly, unlike many other personality assessments, the literature about the enneagram states that our basic type stays the same throughout life. It must be noted however, that variations within each one of the types exist because of one's maturity, parents' types, birth order, cultural values, and inherent traits such as being an introvert or an extrovert (Baron & Wagele, 1994, pp.2-3). In itself, the enneagram personality test tells nothing about another person's history, intelligence, talent, honesty, integrity, or character. However, it does tell a great deal about how we respond to stress. (Riso & Hudson, 1999, p.16). The application of the enneagram has much to contribute to the success of the mentoring program.

Indeed there is much more involved in the study and use of this particular assessment tool, but it suits the intended purpose of this model which is to assist with the compatibility of the partners within each relationship. Even though it's been found that the enneagram of personality entails much, much more detail, space and time permits only a brief snapshot here in order to give an insight as to how and why this system helps with mentoring success.

If an organization chooses to use the evolutionary conscious approach model then it must adhere to these five requirements that are suggested as a foundation by this author for the first component: definition acceptance; direct mentee input into mentor selection; mandatory mentor attendance at the orientation session; mentor and mentee attendance at the same orientation session; and finally, the enneagram personality system presented to the pairs. When component one of the model is followed, the belief is that a strong foundation has been formed that will assist with the success of the program.

Component Two: Program Coordination

This created model is not concerned with the approval, funding, and organizational program goals of a formal mentoring program. As such all three of those are implied to be in place as the discussion continues on to component two which deals with the actual coordination of the program. A first step in the administrative process of a formal mentoring program is the mandatory appointment or election of program coordinator, which is one of the requirements of the model. The coordinator can be a single individual, or can involve a committee. As examples, in each of the three programs used for this chapter research, a coordinator(s) played a major role. In two of the programs (SSLLI and PELSC) the coordinator consisted of one person, and in the third, the LLAMA Committee served as liaisons to two to three sets of "duos".

The integral piece of this second model component is the role that the coordinator(s) assume. Linda Phillips-Jones (2003) provides a list of items that the participants of the program should expect the coordinator to provide. A few of the major ones that she mentions are: "keep confidences shared, be a sounding board on the mentoring effort and the relationship; help resolve conflicts if needed; be a liaison among decision makers, the overseeing task force, and the participants; and provide ongoing suggestions and ideas of how to manage the partnership" (p. 7).

As evidenced by the list, the coordinator's role involves a critical, regular, ongoing communication process with the pairs. In the case of SSLLI, the coordinator related to both the mentors and mentees on a regular (monthly) basis by sending quotes, suggesting pertinent articles, or just inquiring how things are going. With LLAMA, the communication plan was to have the liaisons asking "how's it going" in between the mid-way and final surveys. And with the PELSC participants, the relationships were set to work with little interference from the coordinator, since each of the students also had a faculty advisor. However, in this case the participants knew that the coordinator did exist in case of need.

Of the examples given from the three programs, the model created suggests using whatever works best, with the critical point being that the coordinator(s) subscribes to the following best practices to encourage success:

1. note the enneagram types for each partnership to help ensure appropriate communicative approaches;
2. make a plan ahead of time and communicate to the partners how often they will be hearing from the coordinator;
3. let the partners know what type of communication that they can reasonably expect; and
4. stick to a plan.

There are many other administrative responsibilities that the coordinator assumes in the mentoring process. Given below are four of these additional administrative areas that the created mentoring model focuses on and ones in which the coordinator must assume an active role: goals and objectives, timelines, variables, and pitfalls.

Goals and Objectives

Part of the administration of the mentoring program, as encouraged by this model, is working with the partners to construct goals and objectives. These goals and objectives are comprised of three types: relationship goals, mentor goals, and mentee goals. In each case the coordinator must assist with overseeing the formulation of them, whether during an orientation session (recommended) or in a partners- to-coordinator session.

Relationship goals, the first type of goals and objectives mentioned, should be goals constructed by individuals within the pair and should indicate what the partners wish to accomplish within the relationship while they are together. These are generally dependent on the guidelines set by the coordinator of the program and should include items such as how the partners will help one another as well as how they see this relationship working. In many mentoring programs, forms are already created and distributed for the pairs to complete. The second and third types of goals (mentor and mentee) are developmental goals that are "desirable, feasible, measurable, written, and work and non-work related" (Jones, 2003, 96). The key words that need to be applied to these are *effective* and *appropriate*. The mentoring model sees all three types of goals as critical to help maintain the foundation developed initially between the partners. Since mentees often have only a general idea about what they want to accomplish, mentors can help them shape these into more specific developmental guideposts. And since mentors at times never think of reaping benefits for themselves from these types of relationships, the partners need to be able to think of ways to ensure benefits for the mentor as well, which is not often done. As an example, when questioned in the survey as to why they initially agreed to be a mentor, only 4 of 20 LLAMA mentors and 2 of the 17 SSLLI mentors who responded to this question were looking to learn from their mentees. Purposely adjusting the wording of the question for the PELSC mentors to reflect what they would like to gain from their mentees, less than half (14) of the 31 polled in a mentoring application survey mentioned as gaining anything from their mentees in this partnership.

Relative to the construction of these goals and objectives there are additional caveats. The first is that the coordinator needs to be certain that immediately after they are created by the partners, these goals and objectives are physically recorded. In order to measure one element of the success of the program, there needs to be a document to aid with this process. The second is that both partners acknowledge that the mentee will drive the mentoring process in the construction of the goals as well as in the planning the partner meeting agendas. And third is that each partner must keep in mind the enneagram type of each other. This will assist with knowing how to approach one another during these discussions.

Timeline

A second administrative responsibility of the coordinator is to set the time line for the program. Based on observations made of SSLLI, LLAMA, and PELSC, this model suggests that this program run for 12 months with the partners meeting only for 10 (this includes the orientation session). For the full period of 12 months, the program needs to include initial planning time, time for data collection, analysis, feedback, and executive reporting on the administrative side, while making sure that the natural progression of the mentoring relationship is being mapped. In the case of SSLLI and LLAMA, a 10-month program worked well simply because a program lasting longer tends to get old quickly with the partners running out of things to do and say. In the PELSC program however, the mentoring timeline was set differently. The mentoring program is expected to last for two years since the overall MLS program is two years in length. One point to again mention is that these paired participants in the PELSC program do not meet as frequently as others did in the other two mentoring programs since the mentees also have faculty advisors to discuss academic course as well as possible career development issues.

As noted in current literature, the mentoring relationship should have enough stated time to experience its natural course of the mentoring phases (Megginson & Clutterbuck, 1995; Hill & Banuck, 1998). Described in different ways, in this model what this actually amounts to is that the partners: get acquainted; formulate and work on goals; maintain the partnership and learn from one another; and at the conclusion evolve into becoming peers, colleagues, friends, or just splitting ways.

Variables

With the administration of a mentoring program, the coordinator needs to be aware of a third responsibility which is the knowledge of a multitude of variables which, depending on how they are used, can either help or hinder the program's success. The mentoring model acknowledges the existence of these variables which are in all four basic areas of the formal mentoring program: matching process, participator analysis, the length of program, and the evaluation process. The listing of these four areas actually presents a basic summary of the model's suggested procedures discussed up to this point. In fact, three of the four of these areas have already been mentioned in this chapter: matching process, participator analysis, and the length of program.

In the first area, which is the matching process, variables exist relative to the technique used for matching the pairs, mentee input, and existence and content of the orientation session. The second area, participator analysis, focuses on variables applied to partner roles, goal setting, and the program's structural logistics. The third area, which is the length of the program, presents variables involving the amount of time deemed necessary to produce an effective mentoring program. And, the fourth, which is the evaluation process, is yet to be discussed in the upcoming narrative.

Pitfalls

The fourth administrative responsibility of the coordinator is to be cognizant of four cautionary areas or pitfalls. The first is the established purpose of the mentoring program. As an example, just because a staff person may have had an idea, received a grant, or needed to produce a program, perhaps a mentoring program was established – without establishing organizational need. Securing a mentoring program may have appeared to be a good idea, but in actuality becomes a purpose with money instead of the other way around. The second pitfall is a lack of a continuous buy-in by the primary stakeholders. Parties involved are absorbed by the newness of the project at the beginning, but as time progresses a lack of interest prevails. In various observations of programs, at the initiation stage, there exists a bright, new, shiny, career development idea channeled into a mentoring program. As time progresses, interest weans, and communication becomes less often between the organization and the pairs, who many times are left alone to fend for themselves. At this point, if these partners have had the enneagram self analysis, they should be able to continue on with relatively small organizational involvement. If not, this weakness will tend to crack the very foundation of the program. A third pitfall involves the coordinator. The coordination and motivational factors that were first introduced concerning this program may then become secondary to other programs, again leaving the partners to themselves for long periods of time without reinforcing efforts. Incidences can also occur where the initial coordinator might assume a position elsewhere and the incoming mentor program coordinator appointee may have a lesser amount of interest in the program. In any case, what could occur is an eventual lack of commitment. The fourth and final pitfall involves taking shortcuts. Shortcuts can and have happened in: the matching process where the partners choose whomever they wish with no qualifying backgrounds; the coordination process where the partners go for months without any communication from the organization; the length of the program where no time limit is set, thus letting the mentoring program run until it wears itself out; and the evaluation process, where only one survey is administered to the partners, thus creating little opportunity for the construction of comparison benchmarks for success measurement.

Component Three: Program Evaluation

In a formal mentoring program where goals and objectives, output measures, and participant outcomes are measured, the evaluation component is a necessity. According to the model, this component is a critical piece built to assess success of the program and to assist with the program's sustainability.

As a part of this component, the use of forms is critical. There are a variety of these that have been published and are available for purchase on the market. Many times, the coordinator's own creation suits the organization's program best. The model recommends that the coordinator use initial signed contracts for each participant, goal and objective forms, and outcome measure sheets (Phillips-Jones, 2003). However, there are also additional forms that the coordinator needs to incorporate at the very start of the mentoring program, specifically in the partnering process. These can include mentor or mentee candidate interest sheets; questionnaires involving experiences, biographical and educational backgrounds of the candidates; and open ended essay questions requesting a narrative reply to "why I want to be a mentor or mentee." The mentoring model highly suggests using a combination of interest, experience, biographical and educational questionnaires noting that all information remains internally confidential to the coordinator and possible mentee candidates.

To assist in the evaluation process there needs to be short term surveys. These should encourage anonymity, and be distributed (preferably online) to all participants at the mid-way point, which is approximately five months into the program. This survey is done for two reasons. The first reason is to substantiate a benchmark so that data collected from the final survey can be compared with information collected in this mid way questionnaire. The second reason for this survey is to provide the pairs with activities and information about what their other mentoring peers are doing. As evidenced by mid way survey responses provided in the three programs used for this model, the partners tended to exhaust their ideas concerning where to meet with their partners, and how often to continue meeting. Most importantly, the partners tended to run out of items to discuss. While it is true that goals and objectives are foremost, by this time the partners tend to become a little weary. With this in mind, the data collected from this short term survey needs to be summarized and spun back to the partners. As they review what the other partners are doing, increased motivation will occur. Ironically, what evolved from SSLLI is that when results of the mid way surveys were spun back to them, the partners not only met mentor to mentee, but joined with other partners to successfully create mentoring clusters of four to six professionals, without the program's encouragement. Note here that this was the only group to use the enneagram self analysis. Understandably this does not produce an evidenced claim that the enneagram personality assessment assisted with this last set of groupings. Nevertheless, the model will still continue testing this assumption.

The last piece which is critical to the evaluative process in this mentoring model is the long term survey created to evaluate the success of the mentoring program. These questionnaires come in two types. The first type is the final survey given to participants at the end of the program so that the collected data can be compared to the mid-way information provided by the participants. The same questions that were used in the mid way survey should be used, in addition to others added relative to goal achievement. The survey results can be used to help adapt plans for the next year's program provided the question is asked concerning what can the organization do to improve the success of the program. The second type of long term survey should be given to each participant after one, and two years have passed. This is perhaps a time when the question arises as to "Did this mentoring program serve as a tool to assist you in your career development success?"

Model Component Four: Program Sustainability

In order to maintain a cycle of mentoring programs, the organization must encourage stakeholder buy in, marketing, and program self perpetuation which all are the key elements for sustainability. Buy in must be solicited from sponsors, organizational administrators, peer groups, other staff members, mentors, and mentees. Serving as a marketing tool, the use of statistics from previous years can assist not only program success measurement, but in program promotion. The model suggests using the question in the additional comments section of the final survey: "Additional Comments: May we quote you on this?"

The use of self perpetuation, both of the organization as well as the program itself, is hopefully a resultant factor. As in the case of SSLLI and LLAMA, one year's mentees are courted to become mentors for the following year. In addition, the LLAMA Mentoring Committee formulated a program blueprint that stated that mentees and mentors can only be members of the organization, and as such, non-members in order to participate in the program, were required to join LLAMA which helped ensure the sustainability of increased membership within the organization.

FUTURE RESEARCH DIRECTIONS

As researchers continue to search for the perfect mentoring model, future consideration needs to be given to changes occurring in our global environment. The first and most foremost consideration needs to relate to the economy. Due to budget reductions possible organizational lay offs are occurring, which means possible staff reduction. However, as in the case of some organizations, (i.e. libraries), studies have shown that in poor economic times, more people use their services (Davis, Bertot, & McClure, 2008). With less staff and yet an increasing demand of services, the question comes to mind as to how much actual time and effort does the organization actually have to dedicate to a mentoring program? However, on the other hand, perhaps this would be the perfect time to rely on a mentoring program not only to attract excellent professionals, but to use as added value to the employee position. A second consideration concerns technology in terms of the way the upcoming generations interact (online vs. face to face; texting vs. online, etc.). One-on-one face-to face mentoring is now sharing the spotlight with e-mentoring, and now e-mentoring is being upstaged by text-mentoring. A third and last consideration for future research relates to the generational differences in terms of work ethics. Considerable research is being done on Gen-Xers and the Millennials in terms of career development, work standards, and organizational loyalties. For a successful mentoring program to be produced, application of this research data needs to be considered in order to ensure that the mentoring program assist with recruitment, development, and retention of these upcoming generations. Coming full circle, this is where the enneagram personality self assessment would be most instrumental in helping with the understanding of one another. As such, therein lies the beauty of the created model presented in this chapter – its flexibility to adapt to each of the future considerations listed above.

Current ideas in today's mentoring literature also involve developmental networks which include a small group of people to whom a professional can turn for regular mentoring support, and who has a genuine interest in the individual's learning and development (Kram & Higgins, 2008). A second type of popular mentoring program is called a mentoring group (ring, circle) similar to those evolving in SSLLI which is *a collection of mentoring relationships* that meets together on a regular basis for an agreed upon length of time.

SUMMARY AND CONCLUSION

Many mentoring programs succeed while others do not. And contrary to what some individuals believe, mentoring programs are becoming more and more successful as organizations are tweaking and fine tuning their processes. Just as an example, General Mills ranked 11 of 100 businesses in 2005 by *Training* magazine for their mentoring program. Selected either for innovative practices, and/or quality and thoroughness, a few of their best practices show that General Mills lists goals for their mentoring program as: "helping to enculturate new employees, bridging the gaps between genders and cultures, and giving established employees experience in facilitated coaching and knowledge transfer. They include both mentors and mentees in training in roles, listening and goal-setting; and a steering committee interviews and helps to match participants." The company also offers a guidebook that provides content and direction for conversations among mentoring pairs, including rules, a working agreement, and a workbook for recording notes on the progress of the relationship. These are all guideposts for a successful mentoring program (BMO Financial Group, 2005, pp.68-70).

As the formal mentoring programs continue to exist, the attempt to find the perfect model continues. There are national as well as international groups who meet at conferences annually to cull the best from the best. One example in particular is the International Mentoring Association whose members just their year held their 21st annual conference.

In conclusion, what has been created and presented in this chapter is one person's attempt to move a step closer to creating that perfect formal mentoring model. A number of touch points have been summarized to show where organizational mentoring programs have been observed to be at their weakest. As such, by providing a model that carries with it the use of the evolutionary consciousness approach, the hope is that the use of this model will encourage the mentor(s) and mentee(s) to get to know one another and to grow as individuals. These individuals will not only establish individualized learning and self-growth as a result of the enneagram analysis, but they will evolve within their a mentoring partnership empowering them to withstand the weaknesses and strengths of the mentoring program.

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Chapter 15
Mentoring and Supervision?
Or, Mentoring versus Supervision?

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ABSTRACT

Supportive mentors and supervisors are vital components in the career success of new librarians. The mentor relationship is generally in addition to the more formalized relationship between the new librarian and her or his supervisor. These are, inherently, two separate roles. These disparate roles, however, do intersect. When each role is taken up by a different individual, there is a possibility that there may be some tension or anxiety on the part of the supervisor regarding the mentor's influence. When the roles of mentor and supervisor combine in one person the mentor-protégé relationship may conflict with supervisory obligations. In this chapter, this potential tension and anxiety between the roles of mentor and supervisor is explored. The roles of both mentor and supervisor are pivotal in the development of new professionals. A closer examination of how these roles intersect and influence each other will provide insight into how these relationships come together and shape professional careers.

INTRODUCTION

Current literature directed towards new librarians focuses on a variety of different methods that they can employ to help them learn about and assimilate in their new working environment or their new profession. Rachel Singer Gordon, for example, devotes an entire chapter in *The Nextgen Librarian's Survival Guide* to "dealing with dinosaurs" and users who think the new librarian is still a student (Gordon, 2006, p. 69-73). In *The Librarian's Career Guidebook* (2004), a variety of authors recommend that new librarians do everything from dressing the part (wearing shirts with collars and avoiding wrinkled clothes), to actively pursuing professional development opportunities. Recent research into the experiences of new librarians indicates that workplace politics and culture, say-

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ing "no", and conflict management are some of the most difficult things for new professionals to learn (Oud, 2008). Typically, these are not issues that are part of any library education program; rather they become part of the socialization into the profession, continuing on after formal training is completed. As many workplaces fail to address these issues directly, it becomes the responsibility of individuals to discover means to develop their own skills.

A recurring, but often under-discussed, strategy helping new professionals adjust to their new workplace and its associated expectations, is mentoring. Mentors can be invaluable in the life of a new professional. MLIS (Masters of Library and Information Studies) programs undertake to teach new librarians the ins and outs of reference work, cataloging, systems, and even management basics, but they cannot prepare all students for the varieties of organizational culture they will encounter. So, while new professionals enter the workplace with the technical and theoretical tools they need to be good librarians, they might benefit from some experienced direction to help turn them into competent professionals.

The mentor relationship is generally in addition to the more formalized relationship between the new librarian and his or her supervisor. These are, inherently, two separate roles. A mentor acts as teacher, adviser, guide, role model, advocate, and cheerleader for the protégé; whereas supervisors are more concerned with the day-to-day activities and tasks that the new professional performs. In addition to this, supervisors also have legal, administrative, moral and ethical obligations to the organization they work for, adding a dimension to the supervisor-employee relationship that does not exist in the mentor-protégé relationship. Supervisors and mentors not only have different accountabilities (the supervisor is accountable to the organization, while the mentor is accountable to the mentor-protégé relationship): they also serve different purposes. For example, a mentor-protégé relationship helps develop the protégé's career in a way that is best for the protégé, whereas the supervisor must treat the goals of the organization as paramount.

These disparate roles, however, do intersect. When each role is taken up by a different individual, there is a possibility that there may be some tension or anxiety on the part of the supervisor regarding the mentor's influence. When the roles of mentor and supervisor combine in one person, when the new professional's supervisor also becomes his or her mentor, the mentor-protégé relationship may conflict with supervisory obligations. This potentially creates a different kind of tension and anxiety – a role dissonance.

In this chapter, we will explore the issue of potential tension and anxiety between the roles of mentor and supervisor. What are the implications of these tensions for the new professional? How may the roles of mentor and supervisor connect to help or hinder the career development of the new librarian? Can these tensions be resolved to the benefit of all? The roles of both mentor and supervisor are pivotal in the development of new professionals. A closer examination of how these roles intersect and influence each other will provide insight into how these relationships come together and shape professional careers.

What is the Difference between Being a Supervisor and Being a Mentor?

The roles of supervisor and mentor frequently overlap within an organization; uncertainty can result when the responsibilities are not articulated clearly or when roles overlap. Many supervisors also consider themselves to be mentors, a situation which has the potential to benefit the protégé, but also can create confusion and hurt feelings. Due to the possibility of mixed messages being offered or received, it is essential for both partners in a supervisor-mentor relationship to understand clearly which role is being enacted during in any situation.

Purpose and Accountability

The purpose and accountability of mentors and supervisors is one of the significant differences in the relationships that each has with a protégé. Although the purpose of these roles may be aligned, it is also possible that occasions may occur in which the roles are not only different, but may be in direct conflict with each other. In this situation, having both supervisor and mentor roles performed by the same individual creates the potential for considerable confusion.

A supervisor's role has a clear purpose in an organization: it is to manage the staff and the work that they do in order to meet the organization's goals. The role is defined by the position "supervisor," clearly articulated by the organization, and the accountability is not negotiable: it is upwards through the organization in accordance with organizational structure and goals. Even if the supervisor has personal doubts about the direction of the organization, these are not appropriate for inclusion in the supervisor-employee relationship. The supervisor role carries with it the obligation to require staff to work together in pursuit of one purpose, that set by the organization. Efficiency and effectiveness are the order of the day. All individuals who are supervised by the same person should be treated in the same way, with the relationship focused on observable job-oriented behavior. Supervisors are evaluated on their success in guiding people in the organizationally approved direction and providing smooth progress toward the employer's goals. Personal development issues of the people they supervise are clearly secondary to organizational requirements.

The mentor's purpose and accountability is much less clearly defined. It is established by the individuals involved in the mentoring relationship and varies according to the needs and interests of the participants. There is no over-arching organization to define the role and the accountability is to each other and tangentially to the profession. Personal opinions and thoughts are frequently part of the conversations that support the mentoring relationship. A good mentoring relationship frequently provides a safe environment for the airing of doubts or questions about organizational direction. The purpose of the mentoring role is the development of one individual, the protégé, and that development may or may not be aligned with organizational goals. There is no formal position description for the mentor and no formal evaluation; it is a de facto assessment, established by the continuation of the relationship.

Focus

The focus of the supervisory relationship is on the contribution the employee makes to the mission and goals of the employer. Attention to the behavior and development of any individual employee functions within boundaries set by the organization. The need to focus resources on the organizational goals means that investment in training and development will always be for activities that ultimately benefit the organization. Performance issues and opportunities are only relevant within that organizational context. Issues that occur in the workplace are the main focus of the supervisory relationship. The supervisory relationship only exists as long as the organizational structure does not change.

The mentoring relationship, however, is much broader. Issues to be addressed are as far-reaching as the individuals involved want or are comfortable with. The agenda of the relationship is very flexible and themes and topics can wax and wane, only limited by the participants. Many mentoring relationships explore larger career and professional issues, which may or may not be linked to the current employment of either partner. Professional development in the broadest sense is one potential goal of the mentor-protégé relationship. Discussions may include interpersonal issues, relating to how the individual being mentored relates to other people, including a direct supervisor or other person in their workplace to improving public speaking skills. They frequently include examination of career development options, including how the protégé can make him- or herself more marketable, or how she or he can prepare him- or herself for different positions, both inside the current organization or with other employers. Although, career development is a frequent topic of conversation, many mentoring relationships also focus on issues that are related to the larger profession or even on the skills development of the protégé.

Boundaries

The boundaries of the supervisor role are quite clearly defined, generally supported by both institutional rules and legislation. The relationship is appropriately limited to activities that occur in the workplace or are directly related to it. To maintain a neutral environment for performance management, many supervisors remain somewhat emotionally distant from the people they supervise. Personal matters are generally not within the purview of the supervisor's attention and will be referred to appropriate departments in the organization. In contrast, the boundaries of the mentoring relationship are set by the participants and often include conversations that are much more personal than would normally occur with a supervisor. The boundaries may be described as being quite porous, shifting as the relationship develops. It is not unusual, for example, for a mentor to provide support in situations where an individual's personal life and professional life intersect, or where an individual is trying to make a career decision that will occur outside of the current employment situation.

Nature of Relationship

A supervisory relationship, circumscribed as it is by institutional rules and legislation, tends to be quite formal. Written records are kept, and there is an assessment by one person, the supervisor, of the behavior and progress of the other. Other individuals in the organization will observe this relationship, and on occasion will become involved in it. The record keeping becomes part of the organizational record. Neither the supervisor nor the person being supervised has options about how this relationship is recorded. Expectations of both are defined by the employer. A mentoring relationship, on the other hand, tends to be more informal, without record keeping or reporting. As a result, matters that may be personal may be shared without fear of judgment. Confidentiality in a supervisory relationship is practiced within institutional bounds; information is often recorded in a file or reported to a higher level of authority. Confidentiality within a mentoring relationship can be absolute; there is no other requirement for either participant to share knowledge of what goes on between the partners with anyone.

Choice

Perhaps the most striking and important different between a mentoring relationship and a supervisory relationship is the way in which those relationships are created. A supervisory relationship is defined by the organization; people do not have the freedom to choose their supervisors, nor do supervisors have the freedom to decline a supervisory relationship with an individual. Personal compatibility is not one of the criteria for assigning supervisors. The relationship starts and ends according to a timetable set by the employer – a transfer of either individual necessarily changes the nature of the relationship.

A mentoring relationship is almost entirely a matter of choice on the part of both individuals. Even in organizations where mentors are assigned, it is generally permissible for either partner to decline, either overtly or passively by not participating. Mentors are often sought for their perceived ability to understand what an individual is experiencing, and may choose to develop the relationship when they are approached, decline it, or refer the individual to someone else. Both starting and ending the relationship is entirely within the control of the participants. Personal compatibility is often a key criterion in both developing and maintaining mentoring relationships. Either individual has the option of ending the relationship at any time, although many mentoring relationships extend over lengthy periods of time, while both individuals may experience changes in employer or position.

Role Ambiguity for Supervisors and Mentors: A Review of the Literature

It is important for a new librarian to have both a mentor and a supervisor. As discussed above, each role serves a different purpose in a professional's career. To simplify matters, mentors act as teachers, cheerleaders, guides, and role models for new professionals, while supervisors concern themselves with their day-to-day activities and performance. The research into the roles of mentors and supervisors in the lives of employees indicates that both contribute to increasing employee retention and organizational commitment. Dawley, Andrews, and Bucklew (2008) for example, discuss how both roles have an impact on the affective and normative organizational commitment of employees to the organization. Affective commitment is "the employee's state of emotional attachment to the organization", while normative commitment is the "employee's feelings of obligation and loyalty to the organization" (p. 237).

Each role addresses these forms of commitment differently. The mentoring relationship usually has a higher degree of commitment, caring, and trust than the supervisory relationship, which, in its most basic form, exists as a result of established reporting relationships (Booth, 1996). Fundamentally, the supervisory relationship, as defined by the organization, presents no reward for the supervisor who goes beyond the supervisor-employee relationship; however, some studies have shown that an employee's perception of supervisory support does have an impact on the amount of organizational commitment felt by the employee (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades 2002; Shanock & Eisenberger 2006). According to these studies, employees view their supervisors as agents of the larger organization; when employees believe that they are being treated fairly when being directed or evaluated by their supervisor then this reflects positively on the organization. Mentoring relationships, by contrast, address organizational commitment in a variety of ways. Allen, Eby, Poteet, Lentz, and Lima (2004) performed a meta-analysis of 43 studies on mentoring to discover that the most consistent benefit of the mentoring relationship for the employee/protégé is that they create affective reactions to the workplace and positive feelings towards the employee/protégé's career. One possible explanation for this is the mentor's ability to address issues raised by the employee/protégé, rather than being restricted to matters that are entirely performance-based.

Although both mentors and supervisors encourage organizational commitment from employees the types of support they give can differ greatly. Booth (1996) argues that mentors can take bigger risks in their relationships with protégés. They can, for example, assign more challenging work if they themselves are in a supervisory position or can direct the protégé to other opportunities that arise in the organization without the obligation to treat everyone equally. One of the biggest differences between mentors and supervisors is that mentors can provide emotional support through friendship. Although supervisors can also befriend their employees, the disciplinary and evaluative aspects of the role can interfere with the supervisor-employee friendship. Supervisors also have to consider the feelings of their other employees. If they are seen, for example, to favor one employee over another, jealousy or even grievances may arise (Booth, 1996).

Research into the effects of mentoring has found that mentored employees had a higher degree of organizational commitment when compared to their colleagues who were not mentored (Payne & Huffman, 2005). In addition, employees/protégés whose mentor was also their supervisor demonstrated higher affective commitment than employees/protégés with non-supervisor mentors. This may reflect the ability of non-supervisory mentors to be more critical of the organization. These findings led Payne and Huffman to wonder "to what extent should mentoring be a requirement of supervisors and considered a part of their job-related roles and responsibilities?" (p. 165). They argue, however, that mentoring should not be made a requirement of supervisors because perceptions regarding mentoring responsibilities will vary from one supervisor to the next and from organization to organization.

Although Payne and Huffman's research did suggest that combining the supervisor and mentor roles in one person could benefit the organization by creating higher affective commitment in employees/protégés, their study did not address the potential impact that combining these roles would have on the individual protégé/employee. Traditional mentor-protégé relationships are entered into voluntarily by both the protégé and the mentor. Kram (1985) identified two distinct function categories of mentoring: career functions and psychological functions. Career functions include sponsorship, exposure and visibility, coaching, protection, and challenging assignments. Psychological functions include role modeling, acceptance and confirmation, counseling, and friendship. These functions work in a variety of ways to support individual development; however, the mentoring relationship at its core is a mutually enhancing relationship for both mentor and protégé. The protégé gains advice and support entirely focused on their needs or personal directions, while the mentor gains positive feedback, often in the form of respect and recognition. The supervisor-employee relationship, on the other hand, is not a relationship entered into voluntarily by either party as it is primarily a product of an organization's structure. For the most part, supervisors are responsible for the professional activities of more than one person. Their responsibility is not primarily to the employee, but rather to the organization.

These competing responsibilities are the reason why new professionals benefit from having both a mentor and a supervisor. A supervisor who also acts as a mentor will certainly be able to provide the career functions of mentoring, as these are often aligned with the overall directions of the organization, which is her or his primary responsibility. The psychological functions of mentoring can become complicated in the supervisory relationship as conflicting priorities created by organizational responsibilities and the need to treat all members of a department equally can interfere with the focus on the protégés individual needs that are the basis of many mentoring relationships. One of the important functions of mentoring, friendship may struggle to flourish in the generally emotionally neutral climate of a supervisory relationship. The research indicates, however, that having both a mentor and a supervisor has the potential to provide new professionals with an incredible amount of support from a variety of sources. Mentors can provide both career and psychological functions, while the supervisors provide organizational support.

In addition to the reasons why it is important for the roles of supervisor and mentor to be separate for the benefit of the new professional, it is also important that these roles be separate for the supervisor/mentor. The term "role", in organizational behavior literature, can be defined as "a set of expectations applied to the incumbent of a particular position by the incumbent and by the role senders within and beyond an organization's boundaries" (Van Sell, Brief, & Schuler, 1981, p. 43). Roles are often personalized by the incumbent so even the same position within the same organization will be enacted differently by distinct individuals. Role ambiguity occurs when individuals are required to play two or more roles that conflict with each other. As s delineated earlier, the roles of mentor and supervisor have different responsibilities towards a protégé/employee. Mentoring responsibilities are personal and situational, and are negotiated and renegotiated by the mentor and protégé. The responsibility of both individuals in the relationship is towards the relationship. In contrast, supervisory relationships are entered into involuntarily and both individuals are responsible first to the goals of the organization who employs them and then to their personal relationship. If the mentor and supervisor roles were both to be held by the same person there is a real potential for role ambiguity. When, for example, is it appropriate for the supervisor/mentor to act in each role and how can they be sure that they have chosen correctly? Booth (1996) argues that an individual who encompasses both roles can take bigger risks in their relationships with employees. For example, they can assign more challenging work if they are aware of the interests or aspirations of the employee/protégé, as long as this is not in conflict with the goals and directions of the organization. There is the possibility, however, that the friendship aspect of the mentoring relationship could interfere with the organizational responsibilities of the supervisory role. How does the organization react, for example, if the supervisor/mentor assigns, or is assumed to have assigned, a challenging task to her or his employee/protégé based on friendship and not ability? While this action might be in the best interest of the employee/protégé who is given an opportunity to stretch his or her skills and gain new knowledge, it might overlook another employee who is better suited to the task and would better address organizational goals.

It is clear that in the first instance, confusion about divided loyalties and responsibilities can create a situation that benefits no one involved. Role ambiguity, however, can also have a more subtle impact on all involved parties, including the organization, the employee/protégé, and the supervisor/mentor. Research into role ambiguity indicates that its potential negative effects on the role incumbent, in this case the supervisor/mentor, include a "greater concern with own (vs. work group) performance, lower actual and perceived group productivity, less concern or involvement with the group, lower job satisfaction, anxiety, depression, and resentment" (Van Sell, Brief, & Schuler, 1981, p. 50). Additionally, role ambiguity has been causally linked to turnover and job dissatisfaction. In other words, the role ambiguity has the potential for a significant negative impact on not only the supervisor/mentor's self-perception, but also on her or his overall productivity at work.

Another lens through which to view the supervisor/mentor role ambiguity is that of the multiplex relationship, or a relationship that is based on more than one set of roles. Valcour (2002) argues that "although the negative effects of role conflict on effectiveness and morale are well documented, we know very little about how managers act to resolve and integrate the demands of multiple roles" (p. 1164). As supervisors are in fact middle managers at some level within an organization, this question also applies to them. Valcour uses the example of a manager of a volunteer organization to illustrate the inherent complexities of a multiplex relationship for a manager. These managers must function as leaders and service providers to the volunteers they oversee as well as act as employees of the organization where volunteers act as part of the governance structure of the organization. In this example:

Managers may be unable to issue commands and expect volunteers to carry them out, since many of the activities and behaviors traditionally associated with the office of manager are incompatible with the expectations attached to the other role(s) occupied by the manager. Instead of using many traditional management tools, managers in multiplex role systems must develop alternative *behaviors that are compatible with the pressures of their other roles and their subordinates' role expectations* (p. 1167).

Switching between roles can cause conflict for the manager for:

- Effective management in multiplex role systems requires first discerning the expectations subordinates hold of their own and managers' multiple roles, as well as any discrepant or conflicting expectations between roles. Managers must then use strategies to focus the subordinate's attention on the desired role for task performance, without violating the expectations of other roles (p. 1169).
- The multiplex relationship that exists in the supervisor/mentor employee/protégé association places the supervisor/mentor into a position where the individual is constantly monitoring the employee/protégé to discern her or his expectations in regards to the relationship. This scanning of the relationship has the potential to put great strain on mentor-protégé relationship as it places an added pressure on the mentor, as the senior partner, to be responsible for maintaining the relationship. It can also put the employee/protégé into the complicated situation of constantly trying to interpret whether the other individual is enacting a supervisory or mentoring role.

Mentorship and Libraries

Mentoring is broadly discussed within Library and Information Studies (LIS) literature in two ways: the general importance of having a mentor (usually described from a personal perspective) and descriptions of formal organizational mentoring programs. Articles about the importance and benefits of having a mentor are usually directed towards new professionals rather than established professionals or organizations. A recent example of this is Joanne Oud's "Adjusting to the Workplace: Transitions Faced by new Academic Librarians" (2008). In this study, Oud looked at the school-to-work transition experienced by new graduates. She discovered that most new professionals felt that they were able successfully to manage a heavy workload, to work with little supervision, to multitask and to work with others. They were less comfortable, however, with issues relating to organizational culture, including difficulty assessing and adjusting to new workplace politics and culture, feeling comfortable when saying no, and conflict management. One of the study's goals was to help libraries that wanted to develop strategies for easing the school-to-work transitions for new professionals. Oud's research indicated that a gap between job expectations and the reality of a position was one of the factors that contributed to low job satisfaction. She recommended that libraries develop or augment existing training and orientation programs to address these particular issues. But, Oud points out, most existing training programs focus particularly on local procedures and job tasks; factors associated with organizational culture "often [involve] the aspects of the workplace that long-term employees take for granted and therefore may not think worthy of mention to new staff" (Oud, 2008, p. 264). Oud suggests that mentoring functions on a variety of levels in this context. First, in its most basic form, a mentoring relationship offers a new employee someone to whom to address questions when situations are ambiguous or unclear. This is particularly important because when an employee is new to an organization, she or he may be too uncertain to ask a supervisor or another colleague for direction, or may be concerned about appearing to be less than fully competent. Having a mentor gives the new librarian someone who is there solely to answer such questions and provide contextual information. In addition to short-term orientation, mentors can also provide long-term career advice and support. They can encourage their protégé to become involved in research projects, associations, and other professional development opportunities or introduce the protégé to others in the organization who can offer opportunities. Other, less formal, examples of this kind of advice to new professionals regarding the importance of mentorships in their careers are Elizabeth J. Cox's "On Being a New Librarian: Eight things to Keep in Mind" (2008), in which she urges her readers to "pay attention to your needs and what your mentor(s) can do for you" (p. 4), and Deborah Hicks's "Negotiating Employer-Employee Relationships for New Professionals" (2008), in which the author lists some concerns that new professionals should keep in mind when choosing a mentor. The general importance of mentoring for new librarians also appears frequently in the library management literature. Concerns over the greying of the profession and a lack of newer librarians with the aptitudes and inclination to apply for management positions have lead to articles like Pixey Anne Mosely's "Mentoring Gen X Managers: Tomorrow's Library Leadership is Already Here" (2005). Using generational markers, Mosely offers advice on how to mentor Generation X librarians so that they can become effective managers.

The significant body of Library and Information Studies literature that focuses on the description of "successful" mentoring programs shares many similarities. There is usually a description of the organizational context for the library, an explanation for the reasons why the library developed the program, and a detailed account of the development and success indicators of the program. Bonnie A. Osif (2008) reviews mentoring programs from eight different academic libraries, along with a variety of other mentoring programs both outside the university and academy. Osif found that the library-based mentoring programs that she reviewed shared several common traits: generally the protégé and mentor were matched by either a single program coordinator or a panel created specifically for this purpose; generally a protégé's direct supervisor could not also be her or his mentor; mentors volunteered for the program and often had significant experience within the organization; and the relationship was created with the intent to provide guidance and support for the protégé. Some of the programs Osif reviewed were highly structured with set meeting times, lengths of the formal relationship, and even a formal evaluation process at the end of the relationship to assess its success. A fairly typical example from Osif's review was The University Libraries at The Pennsylvania State University (Penn State). Penn State developed its program to help new librarians acclimatize to its organizational culture, to successfully meet tenure requirements such as professional activities and research, while encouraging them to seek professional development opportunities. To accommodate this broad mandate Penn State developed a program in which the initial mentor match is made by the deans and is expected to last for a period of two years. At the end of the first two year period the protégé is able to select a new mentor, if desired. Mentors are expected to meet with their protégés on a regular basis with a recommendation that these meetings take place once a month for a two hour period. According to Osif, "[d]uring these meetings it is expected that the mentor will act as a sounding board for difficulties, an encourager, answer questions and suggest committees, publishing opportunities, workshops, and other activities that will enhance the [protégé]'s skills and develop the dossier" (p. 338). In addition, mentors are encouraged to meet with their protégé's supervisor to discuss progress, thus formalizing the relationship between the mentoring function and the supervisory function within the organizational structure.

One recurring issue related to formalized mentoring programs is who selects the mentor and what is their purpose in doing so? Or, in other words, what organizational goals are being addressed while arranging or supporting mentoring relationships? As the literature suggests, mentoring does have an impact on the degree of organizational commitment held by the protégé (Payne & Huffman, 2005), the personal nature of the mentoring relationship, however, may counteract the effects the relationship has on organizational and affective commitment. A potential conflict situation can arise, for example, when as a result of the open nature of the mentor-protégé relationship the mentor believes and suggests that what is best for the protégé's career or personal life is to leave the organization. If the mentor has been selected by a person in a position of power with the overt or unspoken intention that the mentoring relationship will help direct the new librarian's career and benefit the organization the loyalties of the mentor are compromised. This tension is exemplified in one of Penn State's ground rules for the mentoring relationships: "to 'espouse a positive attitude and be supportive of the new faculty member and *of Penn State and the Libraries*'" (Osif, 2008, p. 339. Emphasis added). This clearly limits the mentors' ability to provide feedback or contextual information that may be critical of the library or the institution. In addition, if the mentor, as in the Penn State example above, is expected to discuss a protégé's progress with her or his supervisor, the potential agenda on the part of the organization sponsoring the mentoring program could affect the "progress report." Although Penn State does encourage confidentiality on the part of the mentor, the possibility that something spoken in confidence by the protégé would be shared with her or his supervisor could affect what the protégé is willing to discuss, thus compromising the potential of the mentor-protégé relationship. Also, if the relationship is initiated by the organization are the mentorship activities considered to be "work"? And, if so where does the majority of the relationship take place? If they generally occur in the work environment, when is it appropriate to extend the relationship into the non-work environment? Psychology suggests that behavior is affected by the environment in which it takes place; what then is the impact of the locating the mentoring relationship and its associated activities in the workplace? It is not difficult to speculate that this, in itself, would limit the topics of discussion to those "suitable" for this particular environment.

This potential compromise in the mentor-protégé relationship raises another issue: Is there a difference in self-perception between self-selected mentors and appointed mentors? If so, do appointed mentors feel an obligation to be supportive of the administration that appointed them? Are self-selected mentors free of this obligation? Margaret Law, in "Mentoring Programs: In Search of the Perfect Model" (2001) describes the creation of a mentoring program at the University of Alberta. After two successful pilot projects with established employees, the mentoring program was extended to the Academic Library Internship Program. This program was developed to give new MLIS graduates an opportunity to gain professional experience as an academic librarian, in addition "[c]reate mentoring and networking opportunities for recent graduates as well as provide for professional development and training" (University of Alberta Libraries, ¶ 3). Initially, the academic librarian interns were mentored as a group. Monthly meetings with a combination of new and experienced librarians were held and topics, such as professionalism, career planning, research, were discussed. In her article, Law explains that the group mentoring relationship did not evolve in the same way as the later and more successful one-on-one mentoring relationships. Law speculated that this lack of cohesion may have been a result of the group itself as "the group setting meant that the kind of interaction that would result in an exploration of attitudes did not occur. Sometimes the sessions more closely resembled classes than mentoring experiences" (p. 147-148). The group activity clearly favored the more extroverted participants. One consequence of this experience was that Law recommended that for a mentoring program to be successful, the mentor and protégé must see themselves as partners or peers, in a situation where both will grow and learn. Although this outcome could occur in both an arranged mentorship and a self-selecting mentorship, the potential for divided loyalties on the part of an arranged mentor (whether real or perceived) does point in favor of self-selected arrangements. This is clearly an area where there is potential for further research.

Related to both of the issues mentioned above is the need for articulated role clarity for mentors, supervisors, and, to a lesser degree, protégés/employees. Law recommends that when a mentoring relationship is organized by a person in power such as a supervisor or dean, as in the Penn State example, it is important to set clear structure around the relationship. Some of the issues that need to be clarified are limits on time including the anticipated term of the relationship if participation is included in the work expectations of either the mentor or the protégé, how long and how often are the partners expected to meet, what are the expectations of outcomes, and to what extent is the relationship confidential? Ghouse and Church-Duran (2008) describe how at the University of Kansas Libraries (KU Libraries) the participants in the mentoring program were expected to enter into a formal mentoring agreement once paired. This agreement was drafted by the protégé, after discussion with the mentor, and identifies goals for the relationship and protocols for interaction. As Ghouse and Church-Duran describe the process of writing the agreement: "The agreement prompts discussion in several areas such as meeting style and frequency, how and when to give feedback, and confidentiality" (p. 380)[1]. The assessment or evaluation of the success of the relationship should also be determined early on in a formal mentorship relationship. Some mentoring programs require that the mentors and protégés set goals for their relationship; at the end of a year each partner writes a report on whether or not those goals were met (Kuyper-Rushing, 2001). Other programs require a less formal evaluation (Osif, 2008), and some recommend that the mentoring relationship be included in the job expectations of both participants. This allows an evaluation of the impact of the relationship to be included in the annual appraisal while the activities within the relationship remain confidential (Law, 2001).

Having clearly articulated boundaries and guidelines could help address another potential issue that arises from the mentoring relationship: jealousy. There are many potential conflicting emotions associated with mentorships. The employee/protégé's supervisor may become jealous of the mentor's influence or relationship with the employee/protégé, there is the potential for envy of other staff members if the employee/protégé's mentor is perceived as powerful or if the employee/protégé's mentor is also her or his supervisor, and even potential conflicts between mentors if the protégé has more than one mentoring relationships. The literature reviewed only mentioned the potential jealousies of other staff members and warned mentors to be aware that of this particular conflict (Booth, 1996); however, the experience of those involved in mentoring relationships suggests the need to explore the additional jealousies detailed here.

Further research is required to investigate the impact of the jealousy of a supervisor towards a mentor. This has the potential to create the most difficulties for the employee/protégé, and to have a negative impact on the organization. The differing conditions surrounding the supervisor-employee and mentor-protégé relationships could easily lead to situations exhibiting negative emotions such as fear or jealousy. As discussed above, the mentoring relationship often has a higher degree of interpersonal commitment, caring, and trust than the supervisory relationship, which, in its clearest form, exists as a result of established reporting relationships (Booth, 1996). The supervisory relationship presents no reason for the supervisor to go beyond the supervisor-employee relationship. This does not mean, however, that the supervisor will not want to move beyond the established reporting relationship or that the supervisor will not be affected by the perceived impact of the mentoring relationship on the employee/protégé. The supervisor might view the mentoring relationship as a threat to her or his influence over the employee/protégé or the supervisor may be concerned about what the employee/protégé shares with her or his mentor, in particular concerns about the organization or the supervisor. Such insecurities on the part of the supervisor could have an impact, however unintentional, on the perceived supervisory support on the part of the employee/protégé and thus would have a negative impact on the employee/protégé's organizational commitment and perception of the organization (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades 2002; Shanock & Eisenberger 2006).

Many of the issues and concerns outlined above lead to the recommendation that, for the benefit of all of the individuals involved and the larger organization, the roles of supervisor and mentor should be enacted by two different people. The more fluid nature of the supportive mentoring relationship and the hierarchical requirements of the supervisory relationship are difficult to maintain when the roles are combined into one person. When two different individuals fill the roles of mentor and supervisor, however, the potential for confusion necessitates that the mentoring relationship have clear boundaries and rules, especially if the relationship is arranged by the organization, so that the supervisor's position is not threatened. The research indicates that the combination of a strong mentor and a supportive supervisor is the best model to support the needs of the employee/protégé and of the larger organization (Payne & Huffman, 2005). By separating these roles into two different people both the needs of the employee/protégé and the organization are better met.

FUTURE RESEARCH DIRECTIONS

The LIS literature on mentoring primarily focuses on the personal impact of mentoring, the general importance on mentoring, and detailed descriptions of specific mentoring programs (Osif, 2008; Ghouse and Church-Duran, 2008; Hicks, 2008; Cox, 2008; Mosley, 2005; Kuyper-Rushing, 2001; Law, 2001); however, it does not address the impact that mentoring might have on librarianship as a profession, or on the future success of libraries. Are librarians who have been mentored more likely to enter into management positions or leadership roles? What is the impact of the rank of a mentor on the protégé? There is potential for longitudinal exploration of the impact of mentors in different organizational positions relative to protégés. Further investigation of the effect of mentoring relationships on hiring and promotion decisions would enrich the community's understanding of the impact of both assigned and self-selected mentors.

In addition to evaluating the impact of mentoring on the career of the protégé, it is important to study the impact the mentoring relationship might have on supervisors and other staff members. These are often the forgotten players in the relationship, although they may have considerable impact on the outcome. What effect do potential jealousies or other negative emotions in response to the special attention paid to the employee/protégé have on other individuals in the workplace? For organizational health, it is necessary to evaluate whether the benefits of mentoring, for the protégé and the organization, are a reasonable exchange for the additional workplace tensions such a relationship might create. In addition, there needs to be attention paid to the impact of the mentoring relationship on the mentor. The assumptions in the literature would lead one to believe that the outcome is always favorable, generally in the form of respect and recognition (Kram, 1985), but it seems unlikely that this is universally true. If there is the potential for negative impacts on the mentor, reduced organizational commitment for example, workplace mentoring programs might create specific criteria for the selection of mentors.

Lastly, since the LIS literature on mentoring does contain many descriptions of successful formal mentoring programs, but little comment on mentors selected by the new professional, the relative success rates of these two models need to be examined. As it appears that some individuals are more successful than others in finding mentors for themselves, there is a complex mentoring mechanism for examination. This chapter suggests that self-selected mentoring relationships might have a higher success rate than appointed relationships based on the available literature; however no empirical investigation into either the functioning or impact of these different relationships could be found by the authors. Such a field of study also necessitates the need for the development of appropriate outcome measures for assessing mentoring relationships, including but not limited to career success. The tip of the iceberg is clear – what remains to be investigated are the mechanisms and structures that underpin the current literature on mentoring in a Library and Information Studies environment.

CONCLUSION

Mentoring, as a concept and a practice, has become an important part of LIS literature and of many organizations. New professionals are often encouraged to seek out mentors to help them with their career paths and many organizations provide formal mentoring opportunities. But, as this chapter demonstrated, there are many potential pitfalls if the roles of mentor and supervisor are held by one person. The prospect for role dissonance or ambiguity and the complexities of a multiplex relationship could potentially have a negative impact on the career development of a new librarian. It is the opinion of the authors that the best way to address these likely complications is to ensure that a new professional's mentor and supervisor are two different people and that, in particular, the role of mentor is clearly defined.

Much of the available literature on library-specific mentoring is anecdotal and uncritical and, as this chapter demonstrates, there are many research opportunities that have, to this point, not been explored. A closer examination of how mentoring functions within librarianship and a better understanding of what makes mentoring successful will help address some of the issues raised by this chapter and, in the end, benefit new professionals and their career development.

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ENDNOTE

[1] For most of KU Libraries partners this agreement helped to mitigate the early challenges of cementing a mentoring relationship by providing some guidance and direction for discussions around potentially "hot topics" like confidentiality; however, it was not enough to overcome the artificial nature of all of the arranged pairings.

Chapter 16
Mentoring when Librarians Have Faculty Status

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ABSTRACT

Numerous academic libraries participate in their campuses' systems for faculty status for librarians, in separate tracks or identical tracks as those for teaching faculty. In either case, a practice is to encourage or require mentoring for librarians without tenure or permanent status. This chapter will cover the special challenges and benefits of mentoring and faculty status, the need for mentoring, and processes for best practices to make mentoring meaningful for all involved. The chapter will draw on the authors' experiences, an environmental scan, a survey of selected institutional practice where librarians have faculty status, and published research and related literature. It will also feature mentoring programs developed by various institutions, including the University of Maryland Libraries.

INTRODUCTION

This chapter is written from the vantage points of three individuals with faculty status at the University of Maryland Libraries, two of whom do not have permanent status and one who does. One is a curator, one is a human resources professional, and the third is a librarian by profession. However, despite distinctive backgrounds, all are or have been subject to the same requirements for promotion and permanent status (or tenure, used interchangeably). The chapter thus blends those backgrounds and experiences as it explores the topic of mentoring for academic librarians as an important population among information professionals.

The chapter posits that librarians and others with library faculty status need a targeted mentoring program that addresses librarianship, service and scholarship. This is especially needed for those without permanent status or tenure, to help those individuals meet requirements that do not pertain in institutions where librarians and other professional

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staff do not have faculty status. The chapter also posits that these special, standardized mentoring programs in an institution, targeted toward attaining tenure, are effective. This thesis is based on qualitative data. The chapter's observations, recommendations and conclusions are grounded in the authors' experiences at the University of Maryland Libraries (UML) and/or are confirmed in the literature and other institutions' experiences. The authors believe that standardized, formal mentoring programs provide value to the individual and the organization, especially where librarians have faculty status. The chapter also identifies the need for more systematic data collection and analysis on these special mentoring programs and their efficacy, not just for the individuals gaining promotion and tenure, but in retention at the employing library too.

The purposes of the chapter are to set forth various aspects of mentoring programs for three audiences:

1. Key factors essential to successful mentoring programs in academic libraries, for those looking to establish or improve mentoring programs;
2. Essential elements as they relate to requirements when librarians and other professionals working in academic libraries have faculty status, to guide potential mentees and mentors; and
3. Examples and guides for successful programs, for program coordinators as well as mentors and mentees.

BACKGROUND

Mentoring in the workplace is not new. It has been prevalent in society for centuries and has woven its way into the work environment. *Mentor* refers to a trusted friend, counselor, or teacher. The word dates to Homer's *Odyssey*, in which Odysseus planned to leave for the Trojan Wars and asked his friend, Mentor, to watch over and guide his son Telemachus during his absence. Though the concept of mentoring was created through Homer, it gained popularity during the 15^{th} century in Francois Fenelon's literary work *Les Aventures de Telemaque*. It is believed that the addition of mentor to the *Oxford English Dictionary* as a common noun in 1750 was the result of this popular work (Murray, 2001).

Webster's *New Collegiate Dictionary* defines mentor by referencing Odysseus' friend named Mentor, while also describing a mentor as a trusted counselor or guide. Eastern Illinois University defines faculty mentoring as "…a mentoring relationship that is a developmental process that involves mutual caring, sharing, and helping" (2009). The University of Iowa describes the mentor as "someone with greater experience (mentor) that offers support and guidance, and advice to facilitate the learning and development of someone with lesser experience, that is, the mentee" (2008). Washington State University states that "mentoring is a process through which a new, untenured faculty member receives guidance and support for successful career enhancement and professional advancement" (2009). The authors' literature review revealed three recurring characteristics: foremost, the mentor is seasoned and more experienced in his or her field of expertise than the mentee; the mentor is generally the lead person in the relationship and initially leads the direction; third, the mentor is generally older than the mentee.

At UML, mentoring means that there is a formal or informal relationship that exists between two individuals. The lead person is usually the more experienced, in keeping with the trends noted above. The relationship exists primarily for the experienced individual to provide guidance, support, encouragement, collaboration, and networking opportunities that assist the mentee in satisfying tenure requirements. The UM College of Chemical and Life Sciences has developed a *Guide for Faculty Mentors (and Mentees),* which describes faculty mentoring as providing professional socialization including entry into a disciplinary network. Ideally, the mentor also becomes a sounding board and supporter, who teaches the 'tricks of the trade' and survival strategies to the mentee. Most often the mentor serves to help the mentee become successful at his/her academic institution. It is also possible that the mentor will be able to serve as a guide and resource in dealing with the broader scholarly and academic community, both nationally and internationally. (Popper, 2007, p.3).

Whether in the academy, the private or public sectors, mentoring remains a popular and useful tool in the workplace. Since there are so many benefits to mentoring, its migration from the social culture into the subculture of work is no surprise. Mentoring can be a critical means to an end as it serves to develop talent, plan for succession of leadership, identify employee needs and resources, and create opportunities for information exchange. At the University of Maryland, mentoring is strongly encouraged and supported among both the teaching and library faculty. The UML have a history of interest and support in developing and maintaining a strong and successful faculty mentoring program. More recently, UML reviewed and updated their existing Faculty Mentoring Program and took considerable time and effort to streamline the process and to remove identifiable barriers, in order to encourage participation of the library faculty. All UML faculty without permanent status are now part of the Faculty Mentoring Program.

CHALLENGES, BENEFITS, AND PRACTICES OF MENTORING PROGRAMS

Challenges

This section first highlights some of the challenges of mentoring within an organization generally, and then examines challenges in the context of an academic library where librarians have faculty status.

Organizational Issues

Organizational environments that proactively support a mentoring program provide the greatest opportunity for success of the program and its participants. Whether the organization is a business setting or in higher education, challenges for mentoring programs may arise in various forms of resistance. Benefits can be derived from facing and dealing with challenges associated with a lack of vision and mission, failure to educate members of the academy about the program, inadequate implementation due to financial or other constraints, achieving the correct match between mentor and the mentee, and absence of an assessment tool.

Organizational vision and mission, together with education, help to promote the mentoring program and to establish the need to mentor as part of an organization's internal value system. Providing the time, the training, and the financial support necessary for implementation further demonstrates the organization's advocacy of professional development through mentoring. Additionally, a mentoring program should pay attention to what constitutes a compatible match based on the specific skills, common interests, and abilities of the mentor and the mentee. Finally, an organization needs to allow for exploration of other matches should the original pairing not be successful.

As the organization works to resolve these issues, the challenges and priorities will shift. These shifts will be influenced by a rapidly changing technology, succession plans, and maintenance of institutional knowledge. However, even where programs succeed, the organization should continue to assess and flexibly modify the mentoring program when appropriate. The assessment should integrate a level of accountability that examines both institutional efforts toward supporting mentoring and individual results.

The three areas that tend to be constant challenges are financial support, assessment, and revision. While their priority order may change, they will remain challenges, and they will continue to serve as motivators to ensure the mentoring effort remains up-to-date and innovative.

Challenges and Benefits of Faculty Status with Mentoring for Librarians

Librarians can be challenged by their academic preparation, philosophical outlook or performance expectations to understand, adapt to, subscribe to, or meet the customary criteria associated with teaching faculty. Developing a balanced, full portfolio in teaching (librarianship), service, and scholarship can appear daunting to individuals new to the professional ranks, and the efforts to prepare a successful dossier may affect an institution's success in recruiting, retaining, and developing librarians.

Librarianship

The portfolio for librarianship may include reference or information service, bibliographic instruction, collection development, the management and maintenance of said collections and/or staff, the creation of guides, or otherwise contributing to the collective work of the larger organization. These duties constitute a full-time position that leaves little time for additional requirements of service or scholarship and creativity.

The benefits of faculty status for librarians are frequently equated to those for teaching faculty: encouragement to pursue research and creative endeavors, continuing professional and intellectual development, self-governance, and the personal reward and satisfaction that come from teaching or instruction. An additional benefit (or a concern) is the relief from duties that support staff can perform. Mitchell and Morton (1992) say it best: "It is a commitment to a transcendent academic culture, to an intellectual community, and to the pursuit of inquiry. Thus, most faculty perform as they do not because they are made to, but because they want to and need to, for that is what they are about" (p. 387). Despite such benefits, challenges persist.

For librarians, the challenges of meeting the expectations of faculty are significant. As stated earlier, meeting the demands of librarianship requires a full-time commitment. It is an ever-evolving field that endeavors to match the developments in higher education (Field, 2001). This particular challenge requires periodic re-training and active participation in professional organizations to keep abreast of trends and advances in technology. An additional challenge is the limited resources allocated to some academic libraries. Budgets ebb and flow, and can leave librarians and their employing institutions ill-equipped to meet professional development needs. A strong mentoring program can provide the support institutions need to retain and develop their librarians when faced with such challenges (Munde, 2000).

An experienced and well-matched mentor can advise his or her mentee on which training opportunities to pursue. The mentor can also help determine which professional organizations are best suited to the librarian's present duties and long-term career goals. With those factors identified, together they can

1. Implement a plan to best utilize any available professional development or travel funding,
2. Determine strategies for pursuing support from other sources of funds, such as grants or scholarships, or
3. Decide when to turn to personal funds.

A mentor must remain aware of the performance demands of the librarian's appointment. One consideration is the time the appointment provides for career development towards promotion and tenure. Another consideration is the possibility of success, given the parameters of performance evaluation, since the expectations and needs of the supervisor must be met as well. If the mentee feels that performance expectations are unrealistic, a mentor may need to advise the mentee on negotiating those expectations with his or her supervisor.

Service

The service criterion for faculty librarians creates both opportunities and challenges. Faculty librarians are commonly encouraged to serve locally, at the institutional level, and nationally, in professional organizations. A service portfolio can include membership in professional organizations that are directly related to the appointment duties or the subject specialization; holding elected offices or serving on committees for such organizations; membership on library system committees; and membership on campus or university system committees. Even with such a variety of opportunities available, librarians face obstacles to service.

A significant challenge is time, as identified by Byrne (2003). With a full-time position, the librarian must designate time to attend meetings and conferences, read or participate in online discussions, and read professional journals and newsletters. Furthermore, librarians new to the profession frequently cannot clearly determine which professional organizations are right for their careers. In these instances, mentees should consult about organizations that can provide the most benefits. Next, the librarian is faced with the challenge of finding engaging and worthwhile service opportunities within a chosen organization. Mentors can make introductions and advise on service opportunities that yield the highest return for the time invested (Field, 2001). These service opportunities are more easily met when there is institutional support for costs such as conference fees and travel expenses. Some institutions such as UML provide professional development support, which can cover the travel expenses and other fees, though membership dues are typically the responsibility of the librarian. With or without support, however, the mentor can help the mentee prioritize which conferences to attend and when.

For institutional service, different challenges exist. Certain service activities are part of the job, such as serving on a committee with peers working on similar tasks (e.g., collection management committees). Others fall into the more traditional category of service. The supervisor and the mentor can help distinguish between the two types of service. A common challenge for new librarians is finding available opportunities for service in the library system while they develop their networks. Here again is an excellent opportunity for the mentor to make introductions on behalf of the mentee and to expand the mentee's network. Furthermore, the mentor can help guide the mentee on allotting the time for service, consistent with performance requirements outlined by the supervisor.

Scholarly and Creative Activity

The scholarship and creativity portfolio for librarians can include various components, depending on the policies of the institution. The most common forms of scholarship and creativity are articles in peer-reviewed journals, invited and juried presentations at professional conferences, or books or book chapters. Exhibitions and displays are frequently considered scholarship for faculty librarians; for curators, they are commonly viewed as part of the job (Bowen & Roberts, 1993).

Again, time is a significant challenge. Scholarly pursuits require considerable effort by the faculty librarian. Mitchell and Morton administered a 1982-1991 survey of academic library literature showing that "research-and-publication activity is not a central part of the performance expectations of many academic libraries" (p. 385). Scholarship is another area where the mentor can advise. Also, not all scholarly pursuits are successful: articles get rejected; it is hard to find the right publication for a research topic; and invitations to present at conferences are, at least initially, difficult to attract. An ideal mentor is an active scholar who has experienced and met these challenges.

There are instances where it is difficult to distinguish between what is scholarship or librarianship – as is the case with the guides created by librarians or the aforementioned exhibitions for curators with faculty status. The mentor and supervisor must help resolve the challenges in this area. The institution's Appointment, Promotion, and Tenure (APT) Committee may also be consulted to ensure that the librarian is building the best portfolio to achieve advancement.

Given that there are only so many opportunities to publish, newer librarians need their senior colleagues to help provide opportunities or to offer collaborative projects. Mentors can help determine which avenues to pursue and introduce editors or potential co-authors. Mentees cannot expect or depend on their mentors to co-author or create the opportunities for scholarship and creativity. However, if co-authorship or co-presentation opportunities develop naturally and are mutually beneficial, a successful collaboration can both produce new scholarship and strengthen the mentoring relationship.

Benefits of Mentoring

The challenges depicted above populate the main components of the faculty librarian's career. As stated, the presence of mentoring can assist with the oscillations of each. Yet, there are additional benefits for all involved: the mentee, mentor, and the institution.

Munde observes that mentees can benefit by receiving higher salaries, experiencing greater success for promotion, and enjoying satisfaction with both their career and institution. Zellers et al. (2008), through their evaluation of studies for mentoring programs for instructional faculty at academic institutions, identified that these benefits are consistent. They also found accelerated leadership development on the part of mentees – which does not necessarily equate to promotion – and an increased motivation on the part of mentees to mentor others later on.

In a healthy, prosperous mentoring relationship, the mentor will also experience worthwhile benefits. Newer faculty librarians who are recent graduates of library or information schools will usually have a better understanding of emerging trends in the profession that they can share (Syma and Henry, 2009). The mentor may experience a sense of satisfaction of contributing to the success of another and a heightened sense of purpose. The mentor will also have earned the loyalty and support of the mentee as a byproduct of the process (Munde). Further still, it is likely that the mentor's value to the organization increases by contributing to the welfare of the institution by serving in the mentoring capacity.

Benefits to the institution include easier socialization and communication for new hires, increased productivity, and the retention of valued employees (Munde). Zellers et al. also indicate that, with a supported mentoring program, the institution experiences greater organizational stability, preservation of institutional memory, and improved leadership and succession planning. With such results, it is clearly in the best interest of the institutions to encourage and nurture a culture of mentoring.

Many librarians welcome the full scope of the requirements of faculty status and meet them fully. When that match happens, the librarians, the library users and the institution are all enriched. Yet, this type of success is unlikely without the support of a committed and experienced mentor and a thriving mentoring program with full institutional support.

MENTORING PRACTICES AMONG SELECTED INSTITUTIONS

Mentoring programs vary from institution to institution, but many share a common factor: the development and support of tenure-track faculty librarians towards achieving tenure. These programs in particular need to meet the human resources requirements of the institution while providing a nurturing framework that demonstrates an investment into the professional welfare of the faculty.

Mentoring programs can be voluntary or mandatory. Both variations can be formally structured, with reporting, assessment mechanisms, etc., but mandatory programs are more likely to be formally structured. Field (2001) compares formal and informal programs and describes the benefits of each. As a rule, a mentor is an experienced librarian with tenure or permanent status (Sorcinelli, 2000). It is inadvisable that the supervisor serves as the formal mentor, as that may create conflict of interest (Byrne, 2003). That said, the supervisor and mentor must agree on if and how they will communicate and do so with the mentee's knowledge. This transparency helps to preserve a respectful rapport between the mentee and his or her supervisor and mentor.

The successful faculty librarian may have many people in his or her life who serve in mentoring capacities. These informal mentoring relationships develop naturally and can include former professors, associates from professional organizations, former supervisors, current colleagues, etc. While these types of mentors do contribute to the faculty member's professional growth, they may do so without full knowledge of the exact APT requirements at the mentee's institution. Relying on this kind of informal mentoring can place the mentee at a disadvantage. Marginalization of female or minority faculty members is common in many fields within academia, and places an additional barrier to developing informal mentoring relationships independent of a program (Zellers et al., 2008). Furthermore, a recent assessment of the revitalization of Kansas State University Libraries' mentoring program makes a strong case for formalized mentoring that supports the APT process. The authors found that an informal program can lead to "a patchwork of input of varying effectiveness," which does not meet the needs of new employees, nor does it provide necessary information in a "coordinated, ongoing process" (Farmer, Stockham, & Trussell, 2009, p.8).

A formal mentoring program places accountability on the institution to ensure that its faculty librarians are operating in a system where achieving tenure is a reality. For such a program to succeed, it must account for many variables, including the profile of the mentor, the role of the supervisor, how mentors are appointed and matched to their mentees, and the use of tracking or evaluative mechanisms. Still, there are noticeable differences from program to program that merit examination. The following programs evaluated here were selected based on both their membership in the Association of Research Libraries and the availability of information on their mentoring programs. The colleges and universities libraries include the State University of New York (SUNY)-Albany, the University of Illinois at Chicago (UIC), Colorado State University, the University of Delaware, Louisiana State University (LSU), the University of Maryland (UML), Oklahoma State University, Rutgers University, the University of Tennessee-Chattanooga, and the University of Wisconsin-Madison.

Little quantitative data exist that support these programs' success as they pertain to promotion, tenure, and retention. It is not difficult to find information on the mechanics and policies for these mentoring programs, and therefore make recommendations on implementing such a program. It is the statistical context that is lacking. LSU, Rutgers, and SUNY-Albany report anecdotally that promotion rates have increased following the adoption of a formal mentoring program, but that retention was not a prior issue (Blessinger, K., personal communication, April 24, 2009; Troy, S. personal communication, April 24, 2009; Brustman, M. personal communication, April 20, 2009). UML's current, formal program is too nascent to determine its effects on promotion, tenure, and retention. That said, prior to instituting a program, UML experienced significant issues with retaining faculty librarians without tenure, and there were a few instances where candidates did not attain tenure. Exit interview data at UML revealed that some departing pre-tenure faculty pointed to the ambiguous expectations for faculty status at the University. Yet, Kuyper-Rushing, when reporting on instituting a mentoring program at LSU, states that it is difficult to measure the success of mentoring on promotion, tenure, and retention, and that "a successful tenure decision cannot be credited to a single event or program" (2001, p.445). New research could help address this absence of data.

Even in a broader examination of mentoring programs in other academic fields, much of the data are anecdotal and overwhelmingly focused on the positive aspects of mentoring programs (Zellers et al.). Zellers et al. were only able to determine seven studies on faculty mentoring programs that utilized any form of scientific method. The results of the studies vary, but four of which indicated that mentoring has improved both retention and attaining tenure. In select cases, job satisfaction improved as well. More data for both instructional and library faculty are needed for any true comparative analysis. The anecdotal evidence for faculty librarians does suggest a possible intersection with the evidence of success for their instructional peers.

Mentor Qualifications

One common factor at five of the ten institutions examined here (SUNY-Albany, Oklahoma State University, Rutgers, LSU, and UML) is the tenure status of mentors. The ideal mentor is not only tenured, but has navigated the institution's process or has served on a tenure review committee for other candidates at the institution (Wittkopf, 1998). The reason for this status is obvious: the mentor knows the system and can therefore advise based on genuine and relevant experience. At Colorado State and Rutgers, the status of the mentor is not specified and is based primarily on the interest of the individual to serve as a mentor. Only the University of Tennessee-Chattanooga allows any librarian to serve as a mentor, because of the lack of available library faculty (Carter, Griffey, & Prince, 2006).

Another factor shared by five of the ten institutions is the role of the supervisor vis-à-vis mentoring programs. For teaching or research faculty, the department chair is typically not encouraged to serve as the formal mentor (Zellers et al.). The same is recommended for library faculty. As stated earlier, placing the supervisor in a mentoring role may constitute a conflict of interest. The supervisor primarily operates with the interest of the library or unit, not the individual, at the front of his or her mind. This perspective may not best suit the mentee's developmental needs, but it does not prevent the supervisor from offering informal mentoring and guidance to his or her employees. That said, of the ten institutions examined, Oklahoma State, Rutgers, UIC, LSU, and UML specify in their guidelines that the supervisor cannot serve as the mentor; this caveat is implied in the documentation for Wisconsin and UT-Chattanooga. Only Colorado State University views the supervisor as the ideal or natural mentor. As Wittkopf notes in *Mentoring Programs in ARL Libraries* (ARL SPEC Kit 239, 1998), supervisors for the majority of the ten institutions do not appoint the mentors for their employees.

Appointing the Mentor

There are several options for pairing a mentor with a mentee. At nine of the ten institutions, a committee, a committee member, or a human resources employee appoints mentors. (The exception is Rutgers, where the university librarian appoints mentors.) The committees' focus ranges from APT, mentoring, or executive, with varying degrees of involvement by a dean, assistant dean or department chair. UIC, UML, Rutgers, and LSU use forms or questionnaires to aid in creating compatible matches. The ideal form provides data that programs can use for linking mentors and mentees with similar research interests, education backgrounds, work duties, and special needs.

Not all matches work, and, as discussed above, mentoring programs must offer a means to terminate or reassign a mentoring relationship. The mentor or mentee can request reassignment. This sort of "exit clause" exists at seven of the institutions examined here and is usually coordinated in confidence by a party external to the relationship. UML stipulates that the relationship may be terminated once the mentee has achieved tenure, if not earlier. At Rutgers, the relationship can end after a one-year evaluative cycle. Ideally, one committed mentor guides a mentee throughout the early stages of the mentee's career until promotion and tenure are attained. The commitment can last as long as nine years at UML. A long-term professional relationship such as this can also benefit from tracking and evaluative mechanisms.

Tracking and Evaluation Mechanisms

Some form of tracking mechanism for mentoring programs is used at six of the ten institutions examined. Three – UIC, UML, and Oklahoma State – rely on personal contacts with the participants by those administering the program. This informal contact minimizes paperwork and adds a human element to tracking and monitoring the relationships. LSU encourages participants to submit periodic reports. SUNY-Albany and Rutgers track their mentoring relationships with the same forms they use for evaluating the mentoring program. Each institution incorporates different evaluative tools for its programs, whether they are called a questionnaire, a form, or a survey. Some programs, such as UIC and UML, are still developing evaluative mechanisms. Wisconsin relies on personal contacts from its program coordinator for evaluation and has also evaluated the entire mentoring program.

Regardless of how a program is evaluated or tracked, the mentor should not be held accountable for a mentee's advancement. The tracking documents can indicate that the two met frequently, and the evaluative documents can indicate the mentor's impression of the mentee's progress, but the mentee may still fail. The mentor can only offer guidance; he or she cannot realize the criteria necessary for promotion and tenure for the mentee. That responsibility ultimately lies with the mentee. Such expectations and parameters – to say nothing of the tracking or evaluative mechanisms – are best conveyed via a thorough training curriculum in support of the mentoring program.

Training for a Successful Mentoring Program

The skills necessary for mentoring do not come naturally to everyone. The boundaries and expectations that enable dynamic mentoring are not always clear for those new to such a relationship. Mentoring programs also frequently require reporting or matching mechanisms that may not prove intuitive. Training can address these challenges.

Minimally, training addressing local protocols for a mentoring program is needed. Mentoring planners at UML have realized that forms and their submission processes are never as intuitive as hoped, and evaluative documentation requires explanation. Another key concern at UML is that criteria for APT may have changed since the mentor achieved tenure. Periodic re-training can help mentors stay well versed in an institution's current APT criteria. What is needed from each evaluation will vary by institution. It also helps for mentors and mentees to have the procedures for terminating a relationship explained in person.

This discussion is a delicate matter that should not be left to Web pages and handbooks where misinterpretation is possible. Such training suggestions only get into the logistics of mentoring; how to be a mentor requires a different kind of training (Byrne).

The skills required for effective mentoring can be elusive and not predictably quantified from person to person. So much of what makes an effective mentor are the unique personal qualities adjusted to suit a particular mentoring relationship. Mentors or potential mentors should look to multiple opportunities for training. For example, the Association of College and Research Libraries (ACRL) has offered an excellent interactive Webcast on mentoring librarians, although it is not in ACRL's current catalog. Similarly, mentors can attend mentoring-related sessions at professional conferences and meet mentors at other institutions to compare experiences. Literature on the subject is plentiful, and a mentoring coordinator or committee can easily post a mentoring-related bibliography. Some institutions offer home-based training programs addressing mentoring faculty and related skills such as providing feedback. Yet, as with most professional endeavors, adhering to established best practices is also a recommended course to pursue.

BEST PRACTICES OF MENTORING FOR LIBRARIANS WITH FACULTY STATUS

Based on the programs examined earlier and the recommendations outlined by Wittkopf, the authors have identified the following best practices:

1. The mentoring program for faculty librarians mirrors the campus policy and practice for teaching faculty. Typically, the final approval for tenure comes from outside the library system, at the administrative level for the institution. The faculty librarian attempting to achieve tenure must do so in an environment consistent with his or her teaching and research faculty peers. As the mentoring program supports the pursuit of tenure, it must help to create that environment in the library system.
2. The benefits of the mentoring program for both mentor and mentee are enunciated. It is reasonable to expect some resistance to a new program or even confusion surrounding its value. The clearer the benefits are, and the more they are marketed, the more likely it is that resistance to the program is replaced by enthusiasm.
3. Responsibilities, characteristics, and expectations of mentees and mentors are clearly defined. These factors are commonly communicated through two vehicles generated by institutions: training and literature, either online or in print. It is easy to over-explain a program, but just as easy to produce vague guidelines. Balance is necessary.
4. The eligibility criteria to become a mentor are clear. The needs for mentoring vary among all of the institutions examined. With such variance come differing qualifications for the mentor. Each institution must define what criteria are required to mentor. Once established, the institution should adhere to that definition so the program can progress consistently and coherently.
5. Senior faculty members are informed about mentoring and are supported in becoming and being mentors. The careers of tenured faculty are enhanced by the opportunity to serve in this time-tested role. It is more beneficial to mentees when the senior faculty members have navigated the tenure process or served on tenure review committees at the institution.
6. It is clear whether the program is voluntary or required. As stated earlier, each program will support different needs for library faculty.

Thus, it is vital that the program's basic elements of are clearly defined. Furthermore, the consequences are real for the newer faculty member who mistakenly operates outside the APT processes of the institution. The status of the mentoring program must be clear, promoted, and consistently applied.

7. There is a step-by-step process for matching and training potential mentees and mentors. Clarity will contribute to the mentoring program's success. The process should be efficient and not bogged down in excessive procedures and paperwork.
8. The individuals or groups coordinating the program are identified, and responsibilities and authority are defined. Those participating in the program must know whom to turn to for support or submission of evaluative documentation.
9. Options are identified for the mentor-mentee relationship to end, should interests or needs shift. It is also useful to define when the relationship can end naturally, such as in the attainment of tenure.
10. An ongoing process for evaluating the program is outlined, as well as a process for changing and improving the program as evaluations indicate. The field of librarianship evolves perpetually. APT requirements are also frequently adjusted to match the trends in higher education (Field, 2001). Therefore, periodic evaluation of the mentoring programs can enable them to stay relevant and useful to the library system.

These recommended best practices are a good starting point for instituting a program. They address the basic mechanics, attributes, and benefits surrounding mentoring. Additional best practices may result from comprehensive research into the impact of mentoring on promotion and retention.

FUTURE RESEARCH DIRECTIONS

The implications for future research in mentoring are broad. It seems clear that mentoring is beneficial to both the mentor and the mentee. There are opportunities for future research endeavors that can help to close the gaps that exist in mentoring programs and the mentoring relationships. Such research might center on recruitment and retention of a diverse workforce, identification and isolation of specific skills that establish and enhance trusting relationships, and increasing the probability of viable matches and successful outcomes. Future research may also include expanded use of e-mentoring for faculty with disabilities. E-mentoring has been used for students with disabilities and is frequently utilized for electronic forums (Burgstahler and Crawford, 2007). There is also growing use of mentoring networks that some describe as "…a vital contribution to a successful academic career" (Sorcinelli and Jung, 2007, p.58). Given the complex nature of mentoring relationships, it would be a worthwhile to undertake research on isolating the success factors.

The mentoring relationship succeeds or fails for a number of reasons. Moberg's research involved two studies of whether those who mentor are more practically wise than those who do not. The studies provided no evidence of significant differences in the levels of practicality among those who mentored and those who did not. However, the studies did suggest that mentors had more political skills than those who were not mentors (Moberg, 2008). In their paper titled "Intentions to Initiate Mentoring Relationships: Understanding the Impact of Race, Proactivity, Feelings of Deprivation, and Relationship Roles" Hu, Thomas and Lance discussed how exploring certain factors in the initial phase of the mentoring relationship might affect the relationship's development (2008). They state, "Researchers have failed to explore factors that promote or hinder successful mentorship initiation, specifically the role that a person's characteristics play in the mentorship initiation" (p. 728).

One interesting approach would be to form a research team of experienced and neophyte researchers to examine some aspect of mentoring, from an academic library standpoint. Such a team would be able to conduct a dual activity: researching an aspect of mentoring and examining the relationship activity within the team. There are plentiful opportunities and fertile ground for continued research on mentoring. The current research recognizes that the complexities of human nature and the mechanics of the mentoring process come together in fascinating ways and, if successful, create a finely tuned interrelationship of both professional and personal growth. Filling in the gaps of specifically how and why this happens suggests that there is much more work to do.

Perhaps the most obvious area for research is the systematic, longitudinal collection of data to support mentoring programs' effects on achievement of promotion and tenure, as well as on retention of library faculty without tenure. It has been acknowledged that these factors will not be easy to isolate, but the efforts need to be made nevertheless.

CONCLUSION

Research and writing about mentoring are done in an environment rich with previous research and writing and can renew individual commitment to meeting the challenges and taking advantage of the opportunities to mentor and be mentored. Especially in an academic environment where librarians have faculty status, and where mentoring is not or should not be optional or voluntary, the stimulus to renewed institutional commitment to the principles and practices of mentoring is needed. The themes in this chapter serve to encourage as well as inform. Given the rapidly changing landscapes of information delivery and library service and operations, librarians as information professionals must keep current, and mentoring or being mentored is one excellent tool in this effort.

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Jeanette Buckingham is Librarian Emerita in the John W. Scott Health Sciences Library at the University of Alberta. She has been a medical librarian for almost 30 years, and continues to be involved as an instructor in the medicine and rehabilitation medicine programs at the university. She has been an informal mentor to younger colleagues and to library science students for many years. She has been involved in the mentorship program for Academic Library Interns for the past five years, as both mentor and coordinator of the interns' mentors; her next tasks include mentoring her successor in this role and helping develop a mentorship program for new librarians at the University of Alberta.

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