Collections and Technical Services Publications and Papers

Collections and Technical Services

2002

Fostering success: The socialization of entry-level librarians in ARL libraries

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Disciplines
Library and Information Science

Comments
This is a post-print of an article from *Journal of Library Administration* 36, no. 4 (2002): 3–27.

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THE SOCIALIZATION OF ENTRY-LEVEL LIBRARIANS
IN ARL LIBRARIES

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Abstract

The degree to which new librarians are assimilated into the professional culture is critical to successfully dealing with the challenges facing academic libraries today. Clear understanding of the values of the institution and the support processes in place for professional contribution and growth enhance personal effectiveness and organizational relevance. This article report the results of a survey of ARL directors and entry-level librarians on programs in place and methods used for integrating new librarian into the institutional and professional culture. Survey questions included a special focus on minority recruitment and retention. Responses provide a framework for current practices and expectations among ARL libraries. Comparisons are made to previous research and suggestions are provided for new directions.

Keywords: socialization, entry-level librarian, diversity, mentoring, orientation, recruitment

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Technological advancement, increased accountability and rising service and research expectations can present a variety of challenges to those aspiring to become fully functioning members of the academic culture. Into this expectant and uncertain sea of change enter new librarians who must cope with these forces and, at the same time, discover an effective route for their own advancement and success. In order to navigate successfully, new librarians must have a clear picture of the expectations in place and the support structures available for their progress.

Little emphasis in the literature has been placed on factors important to entry-level librarians considering their first professional position and, more importantly, those factors essential to their advancement in the organization and profession. [1] As a major knowledge center on campus, the library must compose an effective strategy for building an environment for staff success. This is especially true as we face declining enrollments, increased diversity, and an aging workforce. As Urban Libraries Council President Joey Rodger, has noted, "If recently trained staff are going to stay, we need to find support systems for them in their first and second years that build on their enthusiasm and creative outlets to help them nourish each other." [2]

Effective socialization is critical to the successful transition from graduate school to the academic environment. Socialization has been broadly defined as "the process whereby individuals learn and internalize the attitudes, values, and behaviors appropriate to persons

functioning as social beings and responsive, participating members of their society." **3** Tierney

and Rhoades describe it as a continuous, bi-directional process that results in changes in the

faculty member as well as the institution. It becomes not a process of homogenization but one

that honors difference. **4** Socialization refers to how librarians assimilate the culture, values, and

perspectives of the library, the university, and the profession. The organizational culture plays a

pivotal role. It gives employees identity, provides collective commitment, builds social system

stability, and allows people to make sense of the organization. **5**

     While socialization has received some attention in the higher education literature, its

coverage in the library field has been limited, appearing infrequently or focusing primarily upon

the library school program. **6** In 1979, Clark and Gaughan discussed the importance of the

socialization process and the mechanisms that affect it. They reported that the difficulties

academic librarians face in the area of research and publication could be attributed to an

"inadequate and inappropriate professional socialization". The short duration of the library-

school program does not allow enough time for the development of a professional identity, peer

interaction, especially with library school faculty who can serve as role models, or specialization.

Extending the length of graduate study would provide more time for courses in statistics and

research methods to help academic librarians prepare for their roles as researchers and authors. **7**

As Page has noted, only a small number of MLS programs call for a thesis or require a research

methods course. **8**

     Mitchell and Morton contrast the socialization process for librarians with that of teaching

faculty. They question whether academic librarians can relate to the academic model if they do

not have the same set of values or focus placed on research and publication as other faculty. **9**

Focusing on the library school catalogs and position descriptions for professional librarian vacancies, Page found no concern within the graduate program or the work setting about socializing the new librarian into the academic environment. **10** Studies of practicing academic librarians report that graduate programs often do not adequately prepare new librarians for professional responsibilities in service and research. Many librarians felt that having a family member or spouse in academia was a stronger influence than the graduate program in learning the academic culture. Other librarians have indicated that they learned about the culture through the promotion and tenure process and university committee service. **11**

The lack of focus on socialization in the graduate program for librarians places heavy emphasis upon development of support structures within the field. In many cases, these are limited or nonexistent. Activities to orient and inform new librarians are often seen as burdensome. These efforts can become lost in the challenge of daily activities.

To study the elements important to successful socialization for academic librarians, the authors conducted a survey of entry-level librarians and directors institutions which qre members of the Association of Research Libraries (ARL). **12** The survey focused on ARL because it a well-defined group of similar-sized research libraries, large enough for a representative sample, in which professional service and research are important components. In addition, ARL is a group for which there is no collective profile of effective socialization measures. As part of the survey, the authors attempted to identify perspectives, methods, and successes of diversity efforts within ARL. Diversity continues to be an important professional issue as our student populations change. Initiatives such as ALA's Spectrum Initiative, and the ARL Initiative to Recruit a Diverse Workforce have focused attention on broadening diversity in the field. **13**

METHODOLOGY

In May 1999, surveys were mailed to the 111 academic members of ARL. Each survey contained a questionnaire for the director to complete and three questionnaires to distribute to entry-level librarians on the staff. Directors were asked to complete the questionnaire even if they had hired no entry-level librarians in recent years. Directors were also requested to indicate how many questionnaires were distributed to entry-level librarians and, if possible, to distribute one of the three questionnaires to a librarian from a minority group. **14** E-mail reminders were sent to the directors who did not respond to the initial mailing.

Options for answering the questions included multiple choice and open-ended responses. Librarians were asked about their experiences in applying for their current position and what attracted them to that position, what factors were important to their orientation to the profession and the library, and whether or not they participated in service organizations and special activities such as mentoring or residency programs. Directors were asked how the library provided information on the process for advancement, how it supported professional development, and how it successfully assisted librarians in meeting professional expectations. Directors were asked for their opinions on factors contributing to the resignation of minority librarians, which activities have been successful in recruiting minorities, and which factors have limited their success.

FINDINGS

Sixty-three of 112 institutions responded to the survey for a return rate of 56%. All were academic members of ARL. Eighty-eight percent (53/60) of the directors indicated that their recruitment process included the hiring of entry-level librarians. The survey libraries hired

ninety-seven minority librarians at the entry-level in the last five years. Seventy percent of these librarians are still employed at the original institution. Non-minority retention of entry-level librarians for the same period was seventy-seven percent. Twenty-two institutions hired no minority librarians at the beginning level in the last five years.

A total of 122 librarians working at the sixty-three respondent institutions answered the survey. The librarian response relied on the number of entry-level librarians in individual institutions and distribution of the survey by the directors. Since some directors did not indicate the number of surveys distributed, it is not possible to provide a return rate for the librarian survey. Twenty-one percent (26/122) of the librarians indicated they were members of a minority group. Twenty-five individuals provided no racial information. The largest group of respondents came from the Midwest, followed by the Southeast and Northeast.

Recruitment

More than half of the respondents indicated they received information about their current position from a listserv. Approximately one-quarter of the respondents indicated personal contacts from the library, professional journals and internal postings within their own institution were important to their job search.

When asked where they located additional information about the library to which they were applying, more than two-thirds of the librarians mentioned the library's web page. Very few indicated they contacted the library by phone or e-mail. Other responses included having a working knowledge of the library through previous or current employment.

Almost all librarians stated that job responsibilities were important in attracting them to their current position. Ninety-two percent (110/120) indicated that the reputation of the

institution was an important factor. Eighty-two percent (99/121) said that geographical location

was important in selecting their position. Only seventeen percent of the respondents indicated

that an individual at their library school suggested they apply. Fifty-four percent of the librarians

viewed contact from the library as important in attracting them to their current position.

Fifty-two percent of the librarians (63/121) considered faculty status an important factor

in their application decision. Eighty-three percent (52/63) of these individuals work in

institutions requiring research and publication, seventeen percent (11/63) work in institutions that

do not.

Orientation

Librarians were asked what factors contributed to their orientation to the library or the

profession **(see table 1)**. The most important components were the library school experience,

colleagues and administrators at the current institution, and work experience prior to entering

graduate school. Open-ended responses indicated that new employee orientation sessions were

effective, including such activities as tours, contacts with other librarians, and participation in

departmental discussions. Far less important were sessions geared toward specific topics, such as

advancement/continuing appointment and university committee service.

Individual responses to the questionnaire uncovered certain activities or attitudes which

discouraged orientation to the profession, including negative attitudes of other librarians on the

staff, low salaries, a feeling of isolation within the library, a negative image of the librarian

within the institution, and bureaucracy and politics within the profession. Many individuals felt

discouraged, their input belittled because of their lack of experience. In a number of institutions,

respondents felt there was a bias against new librarians.

Professional service and research activities can serve as indicators of successful orientation to the profession. Membership on a library committee is the most frequent form of service for entry-level librarians (84%). Thirty-four percent of the librarians (39/116) had been a member of a state or local committee, and fifty percent (61/121) had served on a national committee. Thirty-five individuals had served as chair of a library committee, five as chair of a state or local committee, and three as chair of a national committee. Open-ended responses also identified conference attendance as a positive influence on orientation.

Forty-one institutions require librarians to participate in scholarly activities, twenty do not, and two did not respond to this question. Seventy percent (85/121) of the librarians are active in research and publication. Thirty-three of these individuals are from institutions that do not require scholarly activities. Ninety-one percent (110/121) of the respondents are active in continuing education activities.

Funding for professional activities was considered by librarians to be an important factor for successful orientation. This was true at both institutions that require scholarly activities and those that do not (73% and 72% respectively). Fifty-four percent of the directors who provide financial support for research do so at the same level for all librarians. Only two percent provide a higher level for beginning librarians. Over half of the directors provide the same degree of support for all librarians to attend professional meetings/conferences. Approximately twenty percent provide more support for entry-level librarians.

Release time for professional development or meeting/conference attendance is normally provided as part of the regular week. Other methods of support include sabbaticals, vacation, and

compensatory time.

Directors indicated that the primary method for providing information on professional organizations and networking, the research process, and funding for research and professional activities is through colleagues and supervisors. Other methods include meetings with the library human resources department, a written handbook, or a published guide. In most cases, the advancement/ continuing appointment review committee played little role in this process. A number of the respondents stated that they do not provide information on professional activities through the means noted above. These responses came primarily from institutions that do not require scholarly activities.

Mentoring

Twenty-eight percent (17/60) of the institutions surveyed have a mentoring program for entry-level librarians. The most common method for matching mentor and mentee was a voluntary system. In other cases, the mentor and mentee were assigned, either by a program coordinator or a library or university administrator. Twenty-nine percent (5/17) of the institutions have a written agreement outlining the goals and objectives of the mentoring program. Fifty-three percent (9/17) evaluate their mentoring process at the conclusion of the experience.

Seventy-six percent (91/120) of the librarians responding to the survey felt informal mentoring was important to their orientation but only twenty-four percent (29/121) rated a formal mentoring process as important. Twenty-eight percent of the librarians have had a formal mentor. Of that number, eighty-eight percent felt that it was a beneficial experience. Outcomes cited for the formal mentoring process included a clearer view of guidelines for advancement/continuing appointment, greater understanding of the politics and personalities within the library, and a

better sense of individual work assignments. A formal mentoring process also aided participants in finding opportunities to network with other professionals and helped them in their research and publication activities.

Mentoring was reported as being less beneficial in helping individuals to obtain committee assignments and take advantage of other opportunities for professional service. Open-ended responses revealed certain problems with existing mentoring programs including forced assignment of incompatible individuals, the necessity of selecting mentors before developing a good understanding of the staff, mentors who were uninterested in the mentoring process, mentors who did not reflect the best example of professional success, mentors who gave advice which conflicted with the supervisor or the review committee, and programs which had no guidelines or goals. One respondent indicated, "Mentors are found, not assigned."

Residency Programs

Seventeen percent (10/58) of the directors have offered post-masters residency programs in the last five years. These programs were defined as being temporary positions offered after completion of the masters degree. A majority of these were two-year programs. Half of the residency programs were funded by the library and half in a joint agreement between the library and the university.

Fifteen percent (18/121) of the librarians took part in a post-master's residency program. Almost all individuals involved felt it was beneficial in providing a work experience similar to that of other librarians in the organization, exposing participants to issues of concern within the profession, and providing guidance for understanding the operation of a large academic library. Also beneficial were assistance provided in seeking post-residency employment and

opportunities for receiving mentoring. Open-ended comments revealed that the residency was an effective program for orienting librarians to the profession. Especially noteworthy was the chance to see the bigger picture. Among the negative comments was a lack of understanding by the library staff of the role of the residency within the organization - some equating it to a practicum. Other participants felt they were not treated as professionals.

Diversity

Directors and minority librarians were asked to comment on recruitment, orientation, and retention in order to highlight the degree of diversity in ARL libraries and the mechanisms in place for supporting it. What processes are used to recruit minority librarians and how effective are they? How are minorities successfully introduced to the library environment and the profession? What methods are in place for effectively retaining individuals of color? What processes are employed to keep minorities informed and motivated in our organizations?

The most effective method of recruiting minorities, as reported by the directors, is individual referral. Other recruiting efforts judged by the directors to be important were posting to diversity listservs, personal contact with ethnic library organizations or groups, special funding from the university administration for use in the recruitment process, and listing the position on the library's web page. Fifty-six percent (31/55) of the institutional staff development programs provide release time to minority staff to attend library school.

Most often, minority librarians found out about their new position from internal postings and listservs. Eight percent (2/24) of the respondents cited specific listservs targeted to minority librarians as an important means of finding out about vacant positions. In contrast, forty percent of the directors considered this an important avenue for recruiting. Once a vacant position was

identified, the library's web page was selected by sixty-three percent of the minority librarians as the place they consulted for more information about the library and the posted vacancy. Half of the respondents felt that individual contact from a representative of the library was important after an application was submitted. Open-ended responses reinforced the opinion that personal contact and previous work experience in the library were important in providing additional information about the library once a vacant position was identified.

Factors important in attracting minority librarians to their positions were similar to those of non-minority librarians with two exceptions. **(see table 2)** Fifty-two percent of the minority librarians rated the level of ethnic diversity in the library as an important factor in recruitment compared with 15% (14/96) of non-minority librarians. Minority librarians reported a higher degree of influence by their library school in the application process than that reported by non-minority librarians (28% vs.15%).

A lack of qualified applicants and the tendency of search committees to look for the most experienced candidates were identified by the directors as important factors in hindering their ability to recruit minorities (86% (52/61) and 71% (43/61)).

As noted in table 1, important components of successful orientation for minorities were experiences in library school, librarian colleagues at the current institution, immediate supervisors, and work experience prior to entering the graduate degree program. Over half of the minority respondents felt that funding for participation in professional activities was significant. Approximately one-third cited sessions on advancement/continuing appointment and programs on university service opportunities as being important to successful orientation. Minority librarians attributed more importance to formal mentoring than did non-minorities, yet, informal

mentoring programs were judged to be far more effective than formal ones.

Forty percent of the minority respondents participated in a formal mentoring program. Eighty percent felt it was beneficial for the same reasons cited by non-minorities above. Twenty-six percent (6/23) of the minority librarians participated in a post-masters residency program prior to assuming responsibilities of their current position. Benefits identified for residencies were similar to those cited by non-minority librarians.

DISCUSSION

Recruitment

Meaningful socialization starts with effective recruitment. The match between institution and individual is critical in an era of restricted funding, increased accountability, and rapid change. Libraries are increasingly at a disadvantage if they do not actively work to ensure the best fit between candidate and institutional profile.

The application process for library positions has clearly been influenced by technology. Library home pages, e-mail, and listservs offer a new mechanism for distribution of job information and candidate communication. Web-based resources are beginning to compete with professional journals and other job postings. This finding is similar to that of Goldberg and Womack who reported that a large majority (87%) of respondents favored electronic bulletin boards and listservs in identifying professional positions. [15]

The impact of electronic communication is also affecting the mechanisms for obtaining additional information about potential employers, such as organizational structure, budgets, staffing levels, programs, or responsibilities of a vacant position. For example, Goldberg and Womack found that 42% of survey respondents personally contacted the library for additional

information prior to applying for a vacant position. **16** In the current survey, only one respondent indicated that this means was used. All other respondents utilized the library's web site or were already familiar with the institution through some other means. Libraries searching for ways to publicize their positions are being drawn to the electronic arena for advertising, where wait times are shorter, response is more immediate, and costs are lower. Many popular electronic listservs exist which distribute position notices for no charge. This has introduced a new concept of time into the recruitment process. Candidates no longer are content to wait months for a response from potential employers. Now, if a candidate has not heard from a library in a few weeks, concern arises or interest wanes. The methodical steps of the print process are no longer sufficient for the electronic perspective of candidates. Libraries that do not adapt their processes to this electronic sense of time will be at a disadvantage when recruiting candidates.

Personal contacts by the library were found to be a successful means of recruitment. Over half of the respondents indicated that contact from the library was important in attracting them to their current position, far greater than the 17% (21/121) who applied at the encouragement of an individual at their library school.

Libraries would benefit from more active strategies in seeking outstanding candidates. This could involve utilizing individuals in the profession for referrals and more direct relationships with graduate programs of library and information science. Key factors in attracting new librarians to their positions were job responsibilities and status, institutional reputation, and geographic location. It is beneficial for libraries to reflect academic values important to the institution. For example, faculty status was judged to be an important value in over half of the survey responses. This is much higher than the 34% discovered by Goldberg and Womack. **17**

Such an academic can be conveyed to potential candidates through the advertising process, personal contact with candidates, or the content of web pages. These pages should provide easy access to information such as the library's organizational chart, requirements for continuing appointment and advancement, and the strategic plan. Is there a link to the university's web page where institutional and community information is available? Are pertinent library and community web sites noted in the job ad? At the same time, candidates should exercise care in considering environmental factors such as the status of librarians on campus, the expectations for advancement and continuing appointment, and the support available in the workplace for undergirding individual success.

Orientation

The wide variety of settings for which graduates are being groomed makes broad scale orientation difficult. Socialization to the field of library and information science, to the degree that it occurs, is provided primarily by other colleagues after the new librarian is hired rather than through the graduate program. **18** As a result, it is incumbent upon the academic library to provide a supportive mentoring environment for new librarians. The level of financial support available reveals the institution's commitment to staff development. Libraries should consider the needs of new librarians when reviewing requests for support funds. This could result in a weighted system that provides an advantage to newer staff or a separate fund for supporting activities of new hires.

Orientation of new librarians to the criteria for advancement and continuing appointment is most effectively accomplished through the supervisor. Consistently, the supervisor is identified as the individual who is key to bridging the gap between graduate school and the profession.

Good supervisors provide an explanation of the context in which the new librarian works, offer a perspective to events which occur in the work environment, and act as a conduit in providing information from the library director and the university. Effective supervisors lead by example.

General orientation sessions seem to be far less effective in successfully socializing new librarians since only one-third of the librarians rated them as important. This may be due to the fact that new librarians are focused upon job responsibilities rather than requirements for tenure or continuing appointment. It may also be that librarians who are not required to perform research are less interested in the support mechanisms and procedures for doing so. Also, new librarians may be receiving the information in another way, for example, from their supervisor.

There is a correlation between the expectation for scholarly activity and the support provided. **19** For example, fifty-nine percent (10/17) of the respondent institutions which provided no regular information on support for professional activities did not require participation in scholarship. Of the institutions with no standard, regular information on the research process, sixty-four percent (14/22) did not require participation in scholarly activity.

An interesting finding uncovered a feeling of isolation on the part of entry-level librarians. Many felt alone and disregarded because they did not possess the experience of others on the staff. In some institutions, there seems to be a culture of disrespect. This is a disturbing trend. It works against effective socialization and is clearly not in the best interests of the profession. One method of heading off such alienation might be for the supervisor to meet with current staff before the new librarian ever arrives. The agenda for such a meeting could cover specific ways in which current staff could make the new librarian feel a part of the professional climate. Such a session could become a regular part of the recruitment process.

Libraries must work to establish a cohesive working environment that honors the opinions and ideas of all. Support for creativity and respect for new ideas are critical components of effective organizations.

Mentoring

The most well-known method used to nurture librarians is mentoring, "a developmental, caring, sharing, and helping relationship where one person (mentor) invests time, know-how, and effort in enhancing another person's (mentee's) growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future." **20** Although it has certain limitations in practice, mentoring is still viewed as an effective tool for integrating librarians into the professional culture. **21** This current survey, like that of Wittkopf, found that approximately one-quarter of the libraries surveyed are providing formal mentoring programs. **22** Formal programs may be more appropriate at institutions where publication is required or where a timeline toward tenure or continuing appointment is an issue. Respondents expressed a clear preference for participating in informal mentoring relationships, as opposed to formal ones where mentors and mentees are involuntarily matched. New librarians want to be able to choose their own mentors based on their own criteria.

Despite drawbacks cited in the findings of this survey, and those highlighted by Munde and Harris, a high percentage of individuals who are in mentoring relationships find them beneficial. **23** Mentees receive information about expectations for advancement, opportunities for service, and methods for research and publication. The mentoring process helps to enhance relationships with others. Mentors from several departments within the library may provide the

new librarian with a wider perspective of the values and goals of the organization. Individuals who serve on editorial boards or professional committees can assist new librarians with information about the research process and article submission, balancing time commitments, connecting with professional committee assignments, and channeling their focus. A general climate that encourages collaboration within and outside the library is effective in fostering professional growth. The information sharing aspect of an informal mentoring relationship can bring individuals into the professional culture sooner and improve retention. Lunch programs and brown bag discussions can uncover resources that were unknown and help individuals feel comfortable with expectations for advancement.

Institutions without formal programs would be encouraged to explore mentoring because of its potential benefits to the organization. Satisfaction from sharing one's knowledge and experience with the novice librarian can be rewarding for those who serve as mentors. Mentoring can also be the stimulus that can reenergize a librarian whose career has plateaued. Candidates considering academic library appointments should query potential employers about the availability of both formal and informal mentoring activities if these are not explained in the application or interview process.

Further development of mentoring would enhance its value to library organizations. This could include career management counseling, retraining opportunities, mentoring relationships among multiple groups or between libraries, and experimenting with tiered mentoring, such as at the University of Delaware. **24**

In order to assess mentoring programs, it is important to evaluate them. Yet, just over half of the respondents engage in such a review at the conclusion of the program. **25** An evaluation

would provide comment on a program's value, structure, and long-lasting benefit, including tracking data on the effect of mentoring on retention. Is the program effective in providing information, linking individuals to opportunities, and retaining staff?

Residency programs, another form of mentoring, provide an opportunity for the beginning librarian to become acquainted with the academic library environment. **26** They can offer the practical experience that will benefit the candidate when applying for future employment. This is particularly important for candidates who have had no pre-degree library experience. At institutions where tenure is awarded, the candidate may participate in a research project without having the time constraints imposed by the tenure track. While the purpose of the residency program is not to identify candidates for permanent employment, libraries that sponsor such programs have an opportunity to observe potential prospects for future positions. This experience helps to promote ongoing dialogue and improve the partnership between academic institutions and library school programs. Responding to a 1994 survey on their residency experience, almost 97% of former post-masters residents commented favorably on the experience. **27** Many residency programs are now targeted toward librarians of color. **28** Residencies have a positive impact on recruitment while providing an effective method of staff development, and opportunities need to be expanded.

Diversity Issues

The Point of Intersection program at the University of Michigan is an effort aimed at diversifying the university's staff, programs, and collections. The preface of a recent report on the program states, "As the demographics of our nation continue to change, as the trend toward globalized resources continues to increase, and as we come to rely more and more on a broader

array of partners than ever before in order to fulfill our mission as a premier research library, we

realize that the issue of diversity will become even more important in the future." **29** This is

reinforced by the recent Workforce 2020 report which shows minority populations continuing to

grow, particularly in certain regions. **30** Minority recruitment will remain an important element

in successfully serving diverse audiences and enhancing library services and programs. **31**

Collaborative projects, such as the ALA Spectrum Initiative, the ARL Initiative to Recruit

a Diverse Workforce, the ARL Leadership and Career Development Program, the University of

Minnesota Training Institute for Early Career Professionals of Color, and the Big 12+ Libraries

Consortium diversity conference, have enriched our profession, either by increasing the number

of minorities in the field or sharing important information about successful programs for

recruitment and retention. **32** Still, three-fourths of the directors surveyed indicated that they did

not believe they received a significant response to their recruiting strategies. Minorities make up

only 11.4% of all positions in ARL libraries in the U.S. **(see table 3)** Many of these individuals

are concentrated in a handful of libraries. For example, a recent survey showed that

approximately half of the minorities in ARL institutions were employed in just seven libraries. **33**

 One of the largest obstacles to minority recruitment reported by the directors, a lack of qualified

applicants, was also a key factor noted in an earlier ARL study. **34** Another obstacle that resulted

in a negative impact upon the candidacy of minorities was the tendency of search committees to

seek the most experienced candidates.

Minorities reported that they used internal postings, personal contacts, and general

listservs to locate employment opportunities. Contacts from library school proved beneficial to a

greater degree for minorities than nonminorities in the search for employment. Specific listservs

targeted to minorities were important for a small portion of the respondents, compared to the

emphasis given to them by directors as primary recruiting tools. **35** This may reflect the variety

of options now available to minority candidates. Open-ended responses indicated some

minorities had previous work experience at the institution where the vacancy occurred and

gained knowledge about the library from that relationship. One method of moving into

permanent employment that has proven particularly effective is through residency programs. Of

the twenty-two librarians who were hired after participating in a residency program, twenty were

minorities.

Academic libraries could enhance minority recruitment by exploring a number of options.

Establishing links with potential and current librarians by bringing career options to the attention

of high school and college students, talking with our own minority staff members about careers

in library and information science, and reaching out to minorities in graduate programs, can build

a stronger and more diverse workforce for the profession. Our libraries could take better

advantage of programs already in place for fostering diversity, such as the ALA Spectrum

Initiative, the ARL Initiative to Recruit a Diverse Workforce, and others. When advertising

vacancies, we could reach out to other libraries that have already conducted a similar search,

seeking outstanding candidates from that process. Working with the university to become a part

of institutional diversity initiatives can produce results. Efforts to increase diversity in academic

libraries have frequently been part of university-wide programs and support. **36**

Since environmental factors and the level of ethnic diversity are important to potential

candidates, libraries would benefit from conveying more of a sense of the institutional

atmosphere. We may need to rethink the positions we advertise, revise our expectations for

experience, and adhere to those levels of experience rather than follow escalating standards that result in decreasing diversity in the candidate group.

Moreover, "the equity concern which arises in corporate America, as well as in libraries, is not at the hiring phase, but later, when, once hired, individuals from diverse backgrounds do not achieve the same job satisfaction and success as their white counterparts." **37** Well-designed mentoring and residency programs can provide greater equity by creating an environment for bringing together diverse perspectives and backgrounds. A good example of this is the Point of Intersection program at the University of Michigan mentioned above. Opportunities to explore the benefit of diversity need to be expanded through workshops, discussions, and training sessions. Minority librarians already on our staffs can effectively promote position vacancies to minority groups, provide a personal understanding of the organizational culture, serve as role models, and bring a minority perspective to library operations and expectations.

Academic libraries should find ways to leverage diversity by developing a culture that accepts and benefits from differences. As Davis and Meyer have noted, organizations need variety to be adaptable. "You can increase that variety internally by bringing in new people with possibly conflicting ideas, and externally by ensuring that the boundary of your organization allows ideas in. Once you have access to that variety, you have to exploit it by instituting a rich decision-making process that opens it to use by many small groups independently, and lets each decision maker affect the others rather than trying too hard to achieve a consensus. This is an organization that will decide fast, exploit connectivity, and use the intangible value of its people..." **38**

CONCLUSION

As the profession deals with the challenges of new technology and an evolving

workforce, there will be continuing dialogue on the issue of socializing new librarians into the

academic culture. To be successful, academic libraries must seamlessly engage the abilities,

attitudes, backgrounds, and perspectives of their staffs. This involves careful recruitment

strategies, a variety of orientation efforts, and dedicated retention initiatives. The value of the

library as a campus information resource is dependent upon the degree to which we inform,

develop and connect librarians to the institution and the profession.

Libraries need proactive methods in their search for quality candidates, particularly if

projections of a diminishing pool of applicants hold true. **39** Personal contact and referral

continue to be an important means of matching candidates and positions. Partnering with library

and information science programs would provide recruitment benefits. Library school alumni can

serve as valuable links to their graduate institutions. Establishing direct relationships with

individuals in programs such as the Spectrum Initiative can take advantage of the value that

diversity provides. Internships and residency programs can enrich the educational experience for

students and broaden the potential pool of candidates. Through creative efforts to broadcast

opportunities and establish links with existing collaborative projects, we can impact the number

and composition of applicant pools in a meaningful way.

New librarians need to know what to expect within the academic library work

environment -- what responsibilities they will carry, how they will be assessed, what structures

are available for their support, how they are progressing, and how the library might help them

meet their goals. Policies for advancement and continuing appointment must be clear and well

communicated. Individual capabilities, aspirations, and values should be accommodated,

stressing the benefit of a diverse workforce. It is important to have a collaborative environment

that welcomes new ideas and can accommodate different perspectives and backgrounds.

Organizational values are learned through observation of more experienced members of

the organization as well as through mission statements, goals, policies, and procedures.

Colleagues are important role models who can interpret the values of the organization and help

reduce any feelings of isolation. The new librarian can enhance his or her socialization into the

organizational culture by understanding and operating according to the institution's goals, values,

and policies, utilizing a knowledgeable mentor, developing helpful allies, exhibiting a

willingness to carry out the goals of the library, and balancing detail thinking with creativity. **40**

The supervisor can function as an effective socialization agent by connecting new

librarians to important resources and individuals. Supervisors can serve in a direct mentoring

role, facilitate other mentoring relationships, define expectations, provide honest evaluation,

offer information, and protect new librarians from overreaching as they work to meet library and

university expectations. **41** Careful monitoring of the workloads of entry-level librarians will

help avoid overburdening individuals beyond reason, such as the assignment of major projects on

top of normal duties. In particular, librarians of color can become overutilized with multiple

committee responsibilities, mentoring commitments, and other initiatives related to diversity.

While this article has focused upon the academic library environment, effective

socialization is a shared responsibility of the graduate school, the new librarian, and the home

library. Consideration of additional ways to communicate, mentor, provide opportunities for

research, and create links to the profession can enhance the new librarian's understanding of the

academic environment. A review of graduate programs in library and information science,

including such standards as a uniform thesis requirement and opportunities for collaborative research and practice in the field, could enhance the transition as well.

Effective socialization is difficult to measure because it is based on both formal and informal processes. Still, such factors as filled vacancies, improved retention rates, diverse workforce, positive tenure actions, and satisfied employees can serve as indicators of a successful program. Further research needs to be undertaken to track data for entry-level librarians from the time of hire to the first major personnel action. This would provide helpful guidance for evaluating the effectiveness of socialization programs.

Footnotes

1. A few articles are of note: DeVinney and Tegler reported on the types of learning entry-level librarians at the State University of New York felt were beneficial in preparing them for their job responsibilities. Goldberg and Womack focus their studies on the resume content and application practices of new entrants to the field. Gemma DeVinney and Patricia Tegler, "Preparation for Academic Librarianship: A Survey," *College & Research Libraries* 44 (May 1983): 223-27; Tyler Goldberg and Kay Womack, "Application Practices of Recent Academic Library Appointees," *College & Research Libraries* 60 (Jan. 1999): 71-7; Kay Womack and Tyler Goldberg, "Resume Content: Applicants' Perceptions," *College & Research Libraries* 58 (Nov. 1997): 540-49.

2. Evan St. Lifer, "The Boomer Brain Drain: The Last of a Generation?" *Library Journal* 125 (May 1, 2000): 42.

3. Encyclopedia of Sociology (Guilford, Conn.: PG Publishing, 1981): 265-266.

4. William G. Tierney and Robert A. Rhoades, *Faculty Socialization as Cultural Process: A Mirror of Institutional Commitment* (Washington, D.C.: George Washington University, School of Education and Human Development, 1994): 1-3, 71.

5. William Sannwald, "Understanding Organizational Culture," *Library Administration & Management* 14 (winter 2000):8-15.

6. Recent examples in the literature include:

Dana Dunn, Linda Rouse, and Monica A. Seff, "New Faculty Socialization in the Academic

Workplace," *Higher Education: Handbook of Theory and Research* 10 (1994): 374-416.

Estela Mara Bensimon, Kelly Ward, and Karla Sanders, *The Department Chair's Role in Developing New Faculty into Teachers and Scholars* (Bolton, Mass.:Anker, 2000).

Robert J. Menges and Associates, *Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support* (San Francisco, Calif.:Jossey-Bass, 1999). Mary Deane Sorcinelli and Ann E. Austin, ed., *Developing New and Junior Faculty,* New Directions for Teaching and Learning, ed. Robert J. Menges, no. 50 (San Francisco, Calif.:Jossey-Bass, 1992).

7. Barton M. Clark and Thomas M. Gaughan, "Socialization of Library School Students: A Framework for Analysis of a Current Problem," *Journal of Education for Librarianship* 19 (spring 1979): 283-93. Also see: Jeannie P. Miller and Candace R. Benefiel, "Academic Librarians and the Pursuit of Tenure: The Support Group as a Strategy for Success," *College & Research Libraries* 59 (May 1998): 260-65; Ed Neroda and Lana Bodewin, "Institutional Analysis for Professional Development," *Journal of Academic Librarianship* 9 (July 1983): 156-60. Runyon and Dickson see the length of the graduate program as a major factor in the acculturation of new librarians to the academic environment. Robert S. Runyon and Laura K. Dickson, "Administrative Expectations in the Recruitment of Academic Librarians," in *Library Education and Employer Expectations*, ed. E. Dale Cluff (New York: Haworth Press, 1989), 97-105.

In the last few years, we have seen the growth of two-year graduate programs which provide additional opportunity for growth, collaboration and additional research.

8. Jacquelin Marie Page, "The Pursuit of Professional Identity for Librarianship Within American

Higher Education : A Study of Educational Programs and Work Requirements in Socialization

for Academic Identity in the 1980s," (Ph.D. Diss., St. Louis University, 1990), 416. **9.** W. Bede

Mitchell and Bruce Morton, "On Becoming Faculty Librarians: Acculturation Problems and

Remedies," *College & Research Libraries* 53 (Sept. 1992): 379-92.

10. Page, " The Pursuit of Professional Identity for Librarianship," 420.

11. Mary C. Bushing, "Academic Librarians: Perceptions of the Acculturation Process," *Library

Acquisitions: Practice & Theory* 19 (1995): 37; Jean A. Major, "Mature Librarians and the

University Faculty: Factors Contributing to Librarians' Acceptance as Colleagues," *College &

Research Libraries* 54 (Nov. 1993): 468; DeVinney and Tegler, "Preparation for Academic

Librarianship," 226.

12. Entry-level librarians were defined as individuals who possessed three or less years of

professional experience**.**

13. Information on the Spectrum Initiative is available at their home page:

http://www.ala.org/spectrum/

The Association of Research Libraries' Initiative to Recruit a Diverse Workforce is available at:

http://www.arl.org/diversity/init/index.html

For discussion of these initiatives, see Janice M. Beaudin, et al., "Recruiting the

Underrepresented to Academic Libraries," *College and Research Libraries News* 11 (Dec.

1990):1016-28; and Teresa Y. Neely, "Diversity Initiatives and Programs: The National

Approach," *Journal of Library Administration* 27, nos. 1/2 (1999): 123-44. Other initiatives

include ACRL's Committee on Racial and Ethnic Diversity, Task Force on Recruitment of

Underrepresented Minorities, and ALA's Recruiting into the Profession Taskforce. In 1998,

ALA appointed a diversity officer to assist the association with diversity issues. A Diversity Fair

is now a part of the ALA conference, highlighting initiatives that showcase diversity in action.

Ethnic library affiliates of ALA have also been effective in advancing diversity initiatives in the

profession.

14. Minority librarians were defined as American Indian or Alaskan Native, Asian or Pacific

Islander, Black/African-American, not of Hispanic origin, and Hispanic, including Black

individuals whose origins are Hispanic. Definitions used for these minority groups can be found

at the following website: http://www.public.iastate.edu/~aao/definitions.htm).

15. Goldberg and Womack, "Application Practices of Recent Academic Library Appointees," 73.

16. Ibid, 74.

17. Ibid, 73.

18. Bushing, "Academic Librarians," 35, 37; Major, "Mature Librarians and the University

Faculty," 468; Mitchell and Morton, "On Becoming Faculty Librarians," 383, 388.

19. John Cosgriff, Donald Kenney, and Gail McMillan, "Support for Publishing at Academic

Libraries: How Much Exists?" *Journal of Academic Librarianship* 16 (May 1990): 94-7;

W. Michael Havener and Wilbur A. Stolt, "The Professional Development Activities of

Academic Librarians: Does Institutional Support Make a Difference?" *College and Research*

Libraries 55 (Jan. 1994): 25-36.

20. Gordon F. Shea, *Mentoring: Helping Employees Reach Their Full Potential* (New York:

AMA Membership Publications Division, American Management Association, 1994), 13.

21. See Toni Carbo Bearman, "Reflections of a Dean on Opportunities for Women and on the

Role of Mentoring," in *Aspirations and Mentoring in an Academic Environment: Women Faculty*

in Library and Information Science, Mary Niles Maack and Joanne Passet (Westport, Conn.:

Greenwood Press), 1994, 160-64; Roma M. Harris, "The Mentoring Trap," *Library Journal* 118

(Oct. 15, 1993): 37-9; Gail Mundy, "Beyond Mentoring: Toward the Rejuvenation of Academic

Libraries," *Journal of Academic Librarianship* 26 (May 2000): 171-75; Mary M. Nofsinger and

Angela S. W. Lee, "Beyond Orientation: The Roles of Senior Librarians in Training Entry-level

Reference Colleagues, *College & Research Libraries* 55 (Mar. 1994): 161-70; Connie Van Fleet,

"Advising and Mentoring: Complementary and Essential Roles," in *A Service Profession, a*

Service Commitment: A Festschrift in Honor of Charles D. Patterson, Connie Van Fleet and

Danny P. Wallace, eds. (Metuchen, N.J.: Scarecrow Press, 1992), 155-77; Barbara Wittkopf,

Mentoring Programs in ARL Libraries, SPEC Kit 239 (Washington, D.C.: Association of

Research Libraries, Office of Leadership and Management Services, Mar. 1999); Catherine

Wojewodzki, Linda Stein, and Tommy Richardson, "Formalizing an Informal Process:

Developing a Mentoring Program in a University Library," *Technical Services Quarterly* 15

(1998): 1-19.

22. Wittkopf, "Mentoring Programs in ARL Libraries," [i]

23. Mundy, "Beyond Mentoring,"; Harris, "The Mentoring Trap."

24. Wojewodzki, Stein, and Richardson, "Formalizing an Informal Process".

25. An earlier ARL study also found that 48% of the programs did not involve an evaluation.

Wittkopf, "Mentoring Programs in ARL Libraries," [ii]

26. This article uses the Association for Library and Information Science Education (ALISE)

definition of residency: "The post-degree work experience designed as an entry-level program for

professionals who have recently received the MLS degree from a program accredited by the

American Library Association." The complete description can be found in: "Guidelines for Practices and Principles in the Design, Operation, and Evaluation of Post-Master's Residency Programs," in *Internship, Residency, and Fellowship Programs in ARL Libraries,* SPEC Kit 188, comp. Julie Brewer (Washington, D.C.: Association of Research Libraries, Office of Management Services, Oct. 1992): 67.

27. Julie Brewer, "Post-Master's Residency Programs: Enhancing the Development of New Professionals and Minority Recruitment in Academic and Research Libraries," *College & Research Libraries* 58 (Nov. 1997): 528-37.

28. Ibid, [ii]. Descriptions of current programs in the ARL Research Library Residency and Internship Programs database are available at http://www.arl.org/careers/residencies.html.

29. Karen E. Downing, comp., *Point of Intersection III: A Periodic Report on the University Library's Efforts to Diversify its Staff, Collections and Services* (Ann Arbor, Mich.: University Library, Aug. 1998), 4.

30. Richard W. Judy and Carol D'Amico, *Workforce 2020* (Indianapolis, Inc.: Hudson Institute, 1997)

31. Some resources on diversity and recruitment include: Camila A. Alire, "Recruitment and Retention of Librarians of Color," in *Creating the Future*, ed. Sally Gardner Reed (Jefferson, N.C.: McFarland & Co., 1996), 126-43; Janice H. Burrows, Kriza A. Jennings, and C. Brigid Welch*, Minority Recruitment and Retention in ARL Libraries,* SPEC Kit 167 (Washington, D.C.: Association of Research Libraries Office of Management Services, Sept. 1990); Lois Buttlar and William Caynon, "Recruitment of Librarians into the Profession: The Minority Perspective," *Library and Information Science Research* 14 (1992): 259-79; Lucy Cohen, "Recruitment and

Retention," in *Cultural Diversity in Libraries*, ed. Donald E. Riggs and Patricia A. Tarin (New

York: Neal-Schuman, 1994), 65-74; Deborah A. Curry, Susan Griswold Blandy, Lynne M.

Martin, eds. *Racial and Ethnic Diversity in Academic Libraries: Multicultural Issues* (New

York: Haworth Press, 1994); Joan Howland, "Beyond Recruitment: Retention and Promotion

Strategies to Ensure Diversity and Success*," Library Administration & Management* 13 (winter

1999): 4-14; Kriza Jennings, "Minority Recruitment: Assuring Diversity in the Workplace,"

ARL: A Bimonthly Newsletter of Research Library Issues and Actions 166 (Jan.1993): 11-12;

Kriza Jennings, "Perspectives on Minority Recruitment," *ARL: A Bimonthly Newsletter of

Research Library Issues and Actions* 162 (May 1, 1992): 5; Em Claire Knowles and Linda

Jolivet, "Recruiting the Underrepresented: Collaborative Efforts Between Library Educators and

Library Practitioners," *Library Administration & Management* 5 (fall 1991): 189-93; Neely,

"Diversity Initiatives and Programs," 123-44; Patricia Robles, "Recruiting the Minority

Librarian: the Secret to Increasing the Numbers, *College & Research Libraries News* 59 (Nov.

1998): 779-80; Janice Simmons-Welburn, "Rating Library and Institutional Priorities in

Managing Diversity: Results of a Preliminary Study," *Leading Ideas* 13 (Mar. 2000) [available

at: http://www.arl.org/diversity/leading]; Mark A. Winston, "The Role of Recruitment in

Achieving Goals Related to Diversity," *College & Research Libraries* 59 (May 1998): 240-47;

32. For descriptions of the Spectrum Program and the ARL Initiative to Recruit a Diverse

Workforce, see note 13 above.

The ARL Leadership and Career Development Program is available at:

http://www.arl.org/diversity/lcdp.html

The Big 12 Plus Library diversity conference, "Diversity Now: People, Collections and Services

in Academic Libraries" was held on April 3-4, 2000 in Austin,Texas. For the conference

schedule and list of speakers see:

http://www.cudenver.edu/public/library/diversitynow/index.html.

"UMN Technology and Leadership Training Institute," *Leading Ideas* 5 (Dec. 1998) available at:

http://www.arl.org/diversity/leading/issue5/index.html

33. Burrows, Jennings, and Welch, *Minority Recruitment and Retention in ARL Libraries*, [i]

34. Ibid, [i].

35. Boydston reported 80% of ARL libraries used informal networks or personal contacts to

identify minority candidates for applicant pools. Boydston also found that sixty-four percent

contact chairs or members of ALA special interest groups for this purpose. Jeanne M.K.

Boydston, "Hiring Practices, Equal Employment Opportunity and Affirmative Action in ARL

Libraries," Journal of Library Administration 25, no. 4 (1991): 17-35.

36. Simmons-Welburn, "Rating Library and Institutional Priorities in Managing Diversity."

37. Howland, "Beyond Recruitment," 4.

38. Stan Davis and Christopher Meyer, *BLUR: The Speed of Change in the Connected Economy*

(Reading, Mass.: Addison Wesley, 1998): 129.

39. St. Lifer, "The Boomer Brain Drain," 39.

Stanley J. Wilder, "The Age Demographics of Academic Librarians: A Profession Apart,"

Journal of Library Administration 28, no. 3 (1999).

40. Stephen P. Robbins and Phillip L. Hunsaker, *Training In Interpersonal Skills*, 2d ed. (Upper

Saddle River, N.J.:Prentice Hall,1998): 131-134.

41. Adapted from the teaching model discussed in David W. Wheeler, "The Role of the

Chairperson in Support of Junior Faculty," in *Developing New and Junior Faculty,* ed. Mary

Deane Sorcinelli and Ann E. Austin*,* New Directions for Teaching and Learning, ed. Robert J.

Menges, no. 50 (San Francisco, Calif.:Jossey-Bass, 1992).

TABLE 1

Important Factors in Orientation of Librarians to Profession/Library

Factors	Non-Minority Librarians (N=97)		Minority Librarians (N=25)	
	N	%	N	%
Library School Experience	97	96%	25	92%
Librarians at Current Institution	97	98%	25	96%
Adminstrators at Current Institution	97	71%	25	72%
University Faculty at Current Institution	97	42%	25	28%
Immediate Supervisor	96	88%	25	92%
Research Experience	97	60%	25	72%
Sessions on Advancement/Continuing Appointment	96	39%	24	42%
Formal Mentoring	96	19%	25	44%
Informal Mentoring	95	79%	24	67%
Work Experience Prior to Library School	95	87%	25	84%
Sessions on University Service	97	14%	25	36%
Funding for Professional Activities	96	74%	25	68%

TABLE 2

Important Factors in Attracting Librarians to Current Position

Factors	Non-Minority Librarians (N=97)		Minority Librarians (N=25)	
	N	%	N	%
Listing on Minority Listserv	94	2%	24	8%
Library School Suggested I Apply	96	15%	25	28%
Ethnic Diversity in Library	96	15%	25	52%
Responsibilities of the Position	96	99%	25	96%
Faculty Status	96	51%	25	56%
Location of Institution	96	82%	25	80%
Reputation of Institution	95	89%	25	100%
Library Contacted Me	97	55%	25	52%

TABLE 3

MINORITY PROFESSIONALS BY REGION (U.S.)
IN ARL UNIVERSITY LIBRARIES, FY 1999-2000

	New England	Middle Atlantic	E North Central	W North Central	South Atlantic	East S Central	West S Central	Mountain	Pacific	Total	%
Race/Ethnicity Category											
Black	20	55	52	24	102	16	18	7	27	321	35.95%
Hispanic	16	22	18	5	26	1	21	19	36	164	18.37%
Asian	42	77	71	13	53	3	25	17	94	395	44.23%
AI/NA*		2	4	2				2	3	13	1.46%
Minority Total	78	156	145	44	181	20	64	45	160	893	100.00%
Regional Percent of Minority Total	8.73%	17.47%	16.24%	4.93%	20.27%	2.24%	7.17%	5.04%	17.92%	100.00%	11.40%
Non-Minority Total	902	1092	1242	486	1150	308	538	406	841	6965	
Regional Percent of Non-Minority Total	12.95%	15.68%	17.83%	6.98%	16.51%	4.42%	7.72%	5.83%	12.07%	100.00%	88.60%
Regional Percent Total Staff	12.47%	15.88%	17.65%	6.74%	16.94%	4.17%	7.66%	5.74%	12.74%	100.00%	100.00%
Proportional Minority Representation	-32.55%	11.42%	-8.94%	-29.39%	22.76%	-49.35%	-7.22%	-13.55%	48.39%		

* American Indian/Native Alaska

Source: Martha Kyrillidou and Michael O'Connor, comp. and eds. *ARL Annual Salary Survey, 1999-2000* (Washington, D.C.: Association of Research Libraries,

2000), 13-14.