

Making Talent: A Case Study in Instituting Mentoring Programs in U.S. Academic Libraries

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Making Talent: A Case Study in Instituting Mentoring Programs in U.S. Academic Libraries

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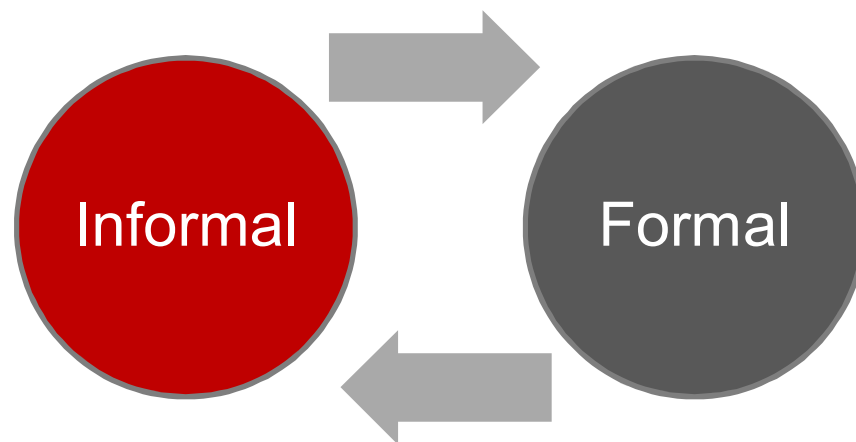
A presentation at the 8th World Conference on Continuing Professional
Development & Workplace Learning for the Library and Information Professions,
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Today's Presentation

- Literature Review — Myoung C. Wilson
- Mentoring Programs at Rutgers — Marianne I. Gaunt
- Conclusion and Recommendations— Farideh Tehrani

Literature Review

- A human socialization process
- From informal to formal and back to informal
- Old patterns of apprenticeship between professors and graduate students
- Intersection of academic apprenticeship and hierarchical and bureaucratic work environment



General Framework of Mentoring Research

- Kathy Kram's 1985 book, *Mentoring at Work* provides the theoretical framework
- Research is largely focused in corporate settings using quantitative methodologies
- Most U.S. academic library mentoring programs largely utilize descriptive and qualitative methods
- Recent studies include assessments of the mentoring programs

Mentoring Models in U.S. Academic Libraries

Three models identified:

- Traditional dyadic formal mentoring programs
- Peer mentoring programs using websites and other social media platforms such as Ning
- E-mentoring via email designed to share relevant personal and professional information

Recent Research Agenda

- Most mentoring research in academic libraries originated as an aid for tenure track librarians
- Recent research reframes mentoring practices as they have evolved from a traditional, hierarchical, and dyadic pairing of junior/senior librarians to a peer mentoring model

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Jazz photo exhibit at Dana Library

Mentoring Programs at RUL

- Administrative Mentoring
- Library Faculty Mentoring Program
- Diversity Intern Program in collaboration with the School of Communication and Information (SC&I)

RUL Faculty Mentoring Program: Background

- Rutgers librarians hold full faculty status that requires a rigorous promotion and tenure process
- Consultant engaged
- Faculty Mentoring Task Force appointed in 2005
- The 2006 Task Force Report recommended:
 - "formalized mentoring program by which mentors would assist new tenure-track faculty members in understanding and navigating the promotion and tenure process"
- Report and additional information available online:
 - http://www.libraries.rutgers.edu/rul/staff/lib_fac/lib_fac.shtml

RUL Faculty Mentoring Program: Goals

- Develop the mentee in the profession, not in the position
- Orient to the faculty culture
- Assist in navigating the promotion and tenure process
- Help understand the culture of the RUL
- Introduce to the University environment
- Support in seeking professional development/service/leadership opportunities

RUL Faculty Mentoring Program: Guidelines

- New tenure track faculty assigned a senior tenured librarian
- Mentor not in the same unit as mentee
- Mentor assigned with similar area of expertise where possible
- Mentee or mentor may ask for a change in assignment, no questions asked
- Information sharing between both parties is confidential
- Mentor/Mentee mutually agree upon schedule and format of meetings and communication
- Formal program ends when mentee becomes tenured

RUL Faculty Mentoring Program: Statistics

- 14 librarians in the program since inception (Sept. 2006)
- 2 librarians left for positions elsewhere
- 2 librarians reappointed after three years
- 2 librarians tenured after 6 years

RUL Faculty Mentoring Program: Assessment

- No formal evaluation of the program
- VP/University Librarian (UL) meets annually with each group to assess success
- Both groups agree that the program works well
- VP/UL conducts promotion/tenure workshop annually to review process and provide advice

RUL/SC&I Internship/Residency Program

- A collaborative program that began in 1998 to diversify the workforce in academic libraries
- Three-year residency in the Libraries for a member of an underrepresented group
- Stipend and tuition remission towards the MLIS degree
- Mentor team appointed to oversee program
- Interns rotate their work experience in different units of RUL for a two-year period while completing their degree
- Appointment as a library faculty member for a third year in a mutually agreed upon department

Internship/Residency Program: Statistics

- 4 interns since program inception in 1998
- 2 interns accepted professional positions during last year of residency
- 1 intern completed the program but has not yet found a permanent professional position
- 1 intern completed the degree program and is a resident

Internship/Residency Program: Assessment

- Interns meet regularly with internal mentor team
- Formal review of interns completed annually by mentor team
- Ad-hoc committee established to informally evaluate the program made recommendations for change

Future Directions at Rutgers

- Conduct a formal review of the peer mentoring program
- Internship/residency program should be advertised and promoted more broadly
- Interns/residents should form a "community of interest" group with similar programs at other academic institutions
- Similar programs should consider job exchanges among interns/residents
- Mentoring program should expand to include leadership development

Conclusion: Literature Review

- No large scale quantitative studies designed to test the effectiveness of mentoring programs either of librarians in general or of academic librarians in particular
- Assessments are largely informal, anecdotal and self-referential in nature
- Application of Knowledge Management (KM) field to mentoring research will enrich mentoring programs in academic libraries
 - Creation of "communities of practice"
 - Segmentation of knowledge so that the idea of learning can be restricted to specific task assignment as advocated by Steve Trautman

Additional Research

Two important works since the submission of the paper:

Freedman, S. (2009) Effective mentoring. *IFLA Journal*, 35(2), 171-182.

Adler, R.P. (2009) *Talent reframed: Moving to the talent driven firm*. Washington, D.C.: The Aspen Institute.

- <http://www.aspeninstitute.org/publications/talent-reframed-moving-talent-driven-firm>

Conclusion: Recommendations

- Mentoring is needed for succession planning and new leadership roles
- Mentoring programs should include leadership development
- Mentoring without borders among academic libraries will enrich experiences
- Exchanges with international partners strengthen global librarianship

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Questions?