

Disconnect Between Literature and Libraries: The Availability of Mentoring Programs for
Academic Librarians

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Abstract

Our goal in this study was to determine the likelihood that a recent graduate entering his or her first professional position or a transitioning librarian would have access to formal mentoring programs. The study suggests that, while formal mentoring is valuable, more emphasis needs to be focused on creating formal mentoring programs to make them more widely available.

Introduction

Articles on formal mentorship programs for academic librarians abound. They often endorse the benefits mentoring provides to both those receiving the mentoring (the mentees) and to the mentors themselves. The purpose of this study is to investigate the prevalence of formal mentorship programs in academic libraries, particularly those designed for new librarians and librarians going through the promotion process. While informal mentoring may be prevalent, it is not easy to evaluate. Formal mentorship programs have an official status that can be more easily assessed.

However, there are many ways “mentorship” can be defined and identified. According to Goldman (2011), mentoring is often defined as a process that supports the mentee’s career growth by providing coaching, visibility, protection, and challenging assignments. Additionally mentors support psychological development by acting as a role model, providing confirmation, counseling, and friendship (p. 3). Traditionally, mentoring is seen as a relationship between two co-workers, with the mentor being more experienced and possibly even a supervisor, while the mentee is a junior employee (Mavrinac, 2005, p. 395). Mentoring can occur formally or informally. Formal mentoring happens through official programs offered by an institution, such as the work place or an association. Informal mentoring is unstructured and generally happens through personal relationships or social networks and can be problematic in that it requires the mentee to have appropriate resource pools of mentors (Goldman, 2011, p. 4).

This study was designed to answer the following questions about formal mentoring programs: 1) What is the likelihood a recent graduate entering the profession will have a work appointed mentor in their first professional position? 2) Are there resources for a new librarian to identify an official mentoring program if their employer does not provide one? And, 3) Where is the best place to find a mentor program?

Methodology

This study consisted of a survey of library organizations in the United States from four categories: academic libraries, library residency programs, library associations, and library and information science graduate programs. These library organizations were chosen as those most likely to provide their constituents with access to formal mentorship programs for their interest in providing professional development.

Twenty-seven academic libraries were identified from the list of the Association of College and Research Libraries (ACRL) Excellence in Academic Libraries Award recipients from 2000-2011 and the Princeton Review list of top libraries (chosen by students) for 2011. Nine current residency programs were identified by using the lists of programs on the ACRL Residency Interest Group webpage and the American Library Association (ALA) list of internships and residencies on the Spectrum wiki (ACRL, 2011; ALA, 2011). Thirty-seven associations were identified using Wikipedia's "List of library associations." Associations that were not available for academic librarians, for example public library specific organizations, were excluded. Finally, forty-nine U.S. library and information science graduate programs were chosen from the searchable database of ALA accredited programs. Twenty of those forty-nine contacted responded. Of the contacted 122 library organizations, 92 responded.

Respondents answered four survey questions via phone, email, and online messaging "chat" services. The survey was conducted during the month of July 2012. The following four survey questions were asked: 1) Do you have an official mentoring program? 2) Who participates? 3) How long is the program? And, 4) Are there enough mentors for the mentees? The responses were compiled in a spreadsheet and results were analyzed using pivot tables.

Literature Review

The benefit of mentoring within the library work environment is well documented in the library and information science literature. Mentoring provides library professionals guidance as they start their careers and assistance during times of transition with support to overcome professional challenges (Bosch, Ramachandran, & Wakiji, 2010, p. 58).

Support can be achieved through informal mentoring, but this shifts responsibility to initiate and organize the mentoring process to the mentee. This is problematic, because a new librarian may not have the network or knowledge to find a mentor. Mentoring programs can cushion and guide the process, especially for introverted individuals (Stephens, 2011, p. 38). According to Lee (2009), effective and structured mentorship significantly impacts employee success and confidence, giving the newly hired librarian an orientation to the university, to the library, and to their professional position and responsibilities (p. 35).

Such formal mentoring programs benefit library organizations as a means for recruitment and retention of the library workforce, while benefiting the employee by engaging them in ongoing learning and professional development (Freedman, 2009, p. 172). Mentorship begets mentorship and provides a mechanism for knowledge transfer (Robinson, 2011, p. 13). Reverse mentoring relationships, “where the lesser experienced protégé helps the mentor to master a new technology or concept” are a valuable form of mentoring as well (Murphy, 2008, p. 436). Mentoring of librarians should be promoted in academic libraries, since few academic librarians have had the rigorous advising and mentorship of the doctoral process that teaching faculty colleagues have had, “so mentoring is an important aspect of career development” (Osif, 2008, p. 346). A doctoral advisor acts as a role model and supports the student’s career growth with sponsorship, exposure, and counseling. Neyer and Yelinek (2011) also found a positive

correlation between librarians who had published multiple peer-reviewed articles and those who had been both mentors and mentees (p. 220).

However, as other researchers have noted, mentorship programs are not without problems. According to Murphy (2008), “traditional hierarchical mentoring relationships are no longer sufficient for developing tomorrow's library leaders” (p. 434). Differences between the tenure process under which the mentor qualified can result in senior librarian mentors giving contradictory or incorrect information for newer individuals seeking tenure (Murphy, 2008, p. 435). Murphy (2008), Munde (2000), and Goldman (2011) surmise impending retirements will lead to fewer tenured faculty to act as mentors, though Murphy and Munde suggest there could be a move toward more peer or mid-level to new professional mentoring and succession planning (Murphy, p. 435; Munde, p. 171; Goldman, p. 7). Burdensome time commitments, unfair expectations, inequity, and overdependence are potential problems that could cause a mentoring relationship to falter (Goldman, 2011, pp. 3-4). Libraries must be aware of the pitfalls of a mentor-mentee mismatch and the potential obstacles of authority in boss-subordinate mentoring relationships (Freedman, 2009, p. 174).

Goldman (2011) remarks that mentorship problems can be avoided with training and clear expectations for both mentors and mentees (p. 7). As Osif (2008) points out, there is no magic formula for successful mentoring programs, but many authors describe the traits of successful mentor-mentee pairings (p. 346). The importance of communication is noted by Ptolomey (2008), Neyer and Yelinek (2011), and Saylor, Wolfe, and Soderdahl (2011). Ptolomey (2008) urges mentees to “be open and honest about what you are looking for or what you are trying to achieve” (p. 311). Lack of information can stall projects as well as the development of the relationship between a mentor and mentee (Saylor, Wolfe, & Soderdahl,

2011, p. 569). Neyer and Yelinek (2011) note that good interpersonal skills and solid professional skills are equally important and suggest encouraging more experienced librarians to mentor by providing continuing education in mentoring (p. 220). Neyer continues, “most effective mentoring relationships were based on taking the time for the relationship, sharing interests, and having mutual respect for each other.” Goldman (2011) also suggests mentors and mentees having reasonable time commitment expectations, mutual respect, and willingness to listen and learn from each other (p. 5).

In Munde’s 2000 article on establishing a mentoring program, academic libraries were asked to consider “organizational mentoring” over programs solely developed for orientation or promotion and tenure mentoring (p. 173). Munde’s concept of organizational mentoring is “organization-wide mentoring designed to achieve the organization’s leadership goals and meet its existing and future personnel needs.” Organizational mentoring prepares both staff and librarians for redeployment in new types of positions, predicted vacancies, and interim leadership posts (Munde, 2000, p. 173). Organizational mentoring benefits librarianship generally by developing staff not only for their home institutions but also for future positions in an evolving profession (Munde, 2000, p. 173). Doolittle, Graham, Mendelsohn, Snowden, & Stone (2009) describe how to create a “culture of mentoring” and a formal mentoring program, suggesting good communication from management, clearly defined roles and responsibilities, a reward system, and keeping goals measurable for assessment purposes (pp. 29-31).

Examples and models for mentorship programs in academic libraries are reported in several articles. Most academic library mentoring programs focus either on new librarians or on promotion and tenure mentor program, and many have both, including programs at California State University Long Beach (CSULB), the University of Delaware, Pennsylvania State

University, Colorado State University, Louisiana State University, Yale University, and the University of Utah (Osif, 2008). CSULB librarians designed and implemented a Resource Team Model of mentoring, which provides a trio of senior librarians to support and train a new librarian in their first six months (Bosch, Ramachandran, & Wakiji, 2010, p. 59). The University of California Los Angeles Senior Fellows Program mentors experienced or senior librarians for positions of higher leadership posts such as directorship or dean (Rumble & MacEwan, 2008, p. 272). In order to revitalize their mentoring program, Kansas State University (KSU) Libraries employed tactics such as group mentoring to cover the basic information, volunteer mentors to ensure real interest, written guidelines on program structure such as regular meetings and relationship expectations, and the ability of anyone to ask the Professional Development Committee for reassignment (Farmer, Stockham, & Trussell, 2009, p. 10).

The peer-mentoring model is also mentioned as a means for peers to collaborate and get feedback, particularly when participants have common research interests. Lieberthal (2009) highlights the peer-mentoring model as a way to counter shrinking numbers of seasoned mentors due to retirements and creation of new positions for which there is no apparent mentor (p. 33). The Junior Faculty Research Roundtable (JFRR) of the Library Association of the City University of New York (LACUNY) is a peer-mentoring group for junior library faculty at the colleges and graduate schools of the City University of New York (CUNY). JFRR facilitates structured discussions centered on scholarship (Cirasella & Smale, 2011).

Associations are a place mentees may turn to for both formal and informal mentorship. Although the mentorship is often informal in library associations, which by their nature provide the vital element of a professional social network, formal programs tend to last longer (Zabel, 2008). According to Zabel's 2008 study, the American Association of School Librarians

(AASL), ACRL, the Library Leadership and Management Association (LAMA), the Library Information Technology Association (LITA), and the Association for Library Collections and Technical Services (ALCTS) have formal programs. The New Members Round Table (NMRT) has two formal programs. Some sections of the Reference and User Services Association (RUSA) have programs but there is no division-wide program. The American Association of Law Libraries (AALL) has a program and also hosts a Newer Law Librarians Conference held in conjunction with the AALL annual meeting. The Medical Library Association (MLA) has a mentoring database of members by specialty and geographic location allowing members to connect with mentors on their own initiative (Zabel, 2008, pp. 353-358).

Results

The purpose of this study was to determine the availability of formal mentoring programs to academic librarians. The study investigated whether four types of organizations had formal programs and if there were enough mentors to be matched to mentees, as well as program duration and who is being mentored. Data was analyzed as a whole and by type of organization to determine if type of organization correlated with higher likelihood of offering a formal mentoring program.

One hundred and twenty-two (122) organizations were contacted via phone, email, and chat, and ninety-two (92) provided responses, for an overall response rate of 75%. The lowest response rate, 41%, came from library and information science graduate schools, likely due to the time of year (summer) and the method used to contact (email). Residency programs, academic libraries, and associations, had response rates of 100%, 96%, and 100% respectively (see Appendix A).

Sixty-one percent of the respondents did not have formal mentoring programs. As illustrated in Table 1, of the 92 organizational leaders interviewed, 36% did have programs and were able to answer the remaining survey questions. More than half, 55%, of those with programs were meeting the demand. Programs ran anywhere from eight weeks to more than 2 years. Programs were generally held for all librarians or for people new to the field.

Table 1. Summary of Survey Data from Organizations Overall

Do you have an official mentoring program?		Is demand met?		How long is it?		Who are being mentored?	
No	56	Yes	20	2-3 years	1	All librarians	14
Yes	36	No	5	2 years	8	New librarians	7
	92	Unknown	11	1 year minimum	3	Students	4
(Did not respond: 30)				1 year	9	Medical librarian needs accreditation	1
(Total contacted: 122)				12 weeks	1	Librarians, untenured	1
(Response rate: 75%)						Newly hired, any level	1
						Undetermined	8

Residencies and Fellowships

According to the ACRL Residency Interest Group, residency programs are one or two year programs “designed to provide a broad range of experiences in academic and research librarianship for early-career librarians” (ACRL, 2012). By looking at the ACRL Residency Interest Group webpage and the ALA website, following leads, and making phone calls, nine programs were identified as being active. Contacts for these programs were interviewed by phone.

Five out of nine residency programs had formal mentoring programs. The residency programs lasted two years and mentoring happened during the entire duration (see Table 2).

Table 2. Residencies & Fellowships

Do you have an official mentoring program?		Is demand met?		How long is it?		Who are being mentored?	
No	4	Yes	5	2-3 years	1	Resident/fellow	5
Yes	5			2 years	4		
	9						
(Did not respond: 0)							
(Total contacted: 9)							
(Response rate: 100%)							

Academic Libraries

Academic libraries were identified from “top” and “best” lists from ACRL and the Princeton Review. A total of twenty-seven libraries were contacted and all but one responded. Slightly less than half, 46%, had formal mentoring programs. The majority of respondents felt the known demand was met. In this setting, programs lasted one or more years, and mentees included untenured, newly hired, and all librarians (see Table 3).

Table 3. Academic Libraries

Do you have an official mentoring program?		Is demand met?		How long is it?		Who are being mentored?	
No	14	Yes	10	1 year	4	All librarians	8
Yes	12	Unknown	2	1 year minimum	1	Librarians, untenured	1
	26		12	2 years	1	New librarians	1
(Did not respond: 1)				Undetermined	6	Newly hired, any level	1
(Total contacted: 27)						Undetermined	1
(Response rate: 96%)							

Librarian Associations

Thirty-seven library associations that offer programs for academic librarians were contacted and all responded to interview questions. The majority, 62%, did not offer formal mentoring programs, although informal mentoring is likely to occur. Of the fourteen programs

offered, 64% felt they meet known demand. Programs typically last from one to two years (see Table 4).

Table 4. Librarian Associations

Do you have an official mentoring program?		Is demand met?		How long is it?		Who are being mentored?	
No	23	Yes	9	1 year	5	All librarians	6
Yes	14	No	2	1 year minimum	1	New librarians	6
	37	Unknown	3	2 years	2	Medical librarian needs accreditation	1
(Did not respond: 0)				Dependent on accreditation	2	Undetermined	1
(Total contacted: 37)				Undetermined	4		
(Response rate: 100%)							

Library and Information Science Graduate Schools

Twenty library and information science graduate schools answered survey questions via email. Seventy-five percent did not offer formal mentoring programs, though most have alternatives such as internship and practicum opportunities that may lead to informal mentoring. Three of the five programs did not feel like demand was met. Programs lasted from a quarter or semester to two years (See Table 5).

Table 5. Library and Information Science Graduate Schools

Do you have an official mentoring program?		Is demand met?		How long is it?		Who are being mentored?	
No	15	No	3	Quarter or Semester	2	Students	5
Yes	5	Yes	1	1 year minimum	1		
	20	Unknown	1	2 years	1		
(Did not respond: 29)				Undetermined	1		
(Total contacted: 49)							
(Response rate: 41%)							

Discussion

This study was limited by a short time frame (one month), dependence on volunteered information, and narrow scope. The successful fulfillment of mentoring needs is difficult to assess, since it was reported by administrators of programs, not participants. Email inquiries had the lowest response rate. Future studies might benefit from a larger sample size, longer time frame, and inclusion of participants in mentoring. This study scratches the surface of the state of mentorship programs. There is room for further research that could focus on informal mentoring programs, or on all types of programs including pre-professional internships.

Although not without its problems, mentoring is valuable to both mentors and mentees. Librarians at all levels gain from access to mentors in a formalized program to ease transition and processes that are overwhelming such as tenure or promotion. Better prepared librarians overcome challenges and contribute to the field, benefiting library organizations and the profession as a whole. While the value of mentoring is reported by the literature, the majority of library organizations nevertheless do not offer formal mentoring programs. This seems inconsistent and poses a challenge to the library profession. This survey indicates a lack of available formal mentorship programs, and that finding a formal mentorship program is difficult for academic librarians.

Part of the problem is in the ambiguity of the term. Mentoring is sometimes confused with job orientations such as providing new employees with basic directional information, but guidance should support the mentee's career. There may be expectations from administration that librarians will create their own mentoring relationships, want the ability to pick their own mentors, or that supervisors are acting as mentors already. Further qualitative research should be done to provide insight into these and other possible reasons, such as a lack of resources or interest.

If an employer does not provide access to mentors, new and transitioning librarians may need to consider turning to a professional association (see Appendix B for a list of websites). If libraries do not offer programs, they could offer suggestions of appropriate alternatives. Informal mentoring requires mentees to initiate the relationship, but also provide aforementioned benefits when a formal program is absent.

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Appendix A:

Table 1. Summary of Survey Data from Organizations Overall

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(Did not respond: 30)				1 year	9	Medical Librarian	
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Yes	5	Yes	1	1 year minimum	1		
	20	Unknown	1	2 years	1		
(Did not respond: 29)				Undetermined	1		
(Total contacted: 49)							
(Response rate: 41%)							

Appendix B:

Associations with formal mentoring programs

American Library Association (ALA). “Mentoring Program.”

<http://www.ala.org/nmrt/oversightgroups/comm/mentor/mentoringcommittee>

American Association of Law Libraries (AALL). “Mentor

Program.” <http://www.aallnet.org/main-menu/Member-Resources/Mentoring>

Art Libraries Society of North America (ARLIS/NA). “Mentoring Subcommittee.”

<http://www.arlisna.org/organization/com/profdev/mentor/index.html>

Asian Pacific American Librarians Association. “Mentoring Program.”

<http://www.apalaweb.org/membership/mentoring-program/>

Association of Architecture School Librarians. “AASL Mentorship Application Form.”

<https://spreadsheets.google.com/viewform?formkey=dGp4V0hMTmZ2dC1RRmwtX0xjV21sVFE6MQ>

Association of Jewish Libraries. “Committees.”

<http://www.jewishlibraries.org/main/AboutAJL/OrganizationalStructure/Committees.aspx>

Chinese American Librarians Association. “Mentorship Program.” <http://cala-web.org/node/273>

Medical Library Association. MLA Mentoring.” <http://www.mlanet.org/mentor/>

Music Library Association. “Career Advisory Service.”

<http://musiclibraryassoc.org/employment.aspx?id=412>

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***Book Was There: Reading in Electronic Times.* Andrew Piper. Chicago: University of Chicago Press, 2012. 208 pp, ISBN 9780226669786.**

Reviewed by Abigail Garnett, Palmer School of Library Science, Long Island University

Don't be misled by this volume's diminutive size—as author, professor of German and European literature, and avowed computer camp graduate Andrew Piper proves throughout, the implications of its physicality extend far beyond its dimensions. Beginning with St. Augustine and ending with the Prussian naturalist Alexander von Humboldt, *Book Was There: Reading in Electronic Times* guides the reader toward the book's technological future by way of its eminent past. Librarians and archivists may be particularly taken with Piper's discussion of ancient manuscripts and, in particular, the preserved notes of several bygone literary giants including Goethe, Nabokov, and Stendahl. Equally gratifying, though, are Piper's optimistic views on the future of handwriting, e-readers, and that frequent subject of fearful discussion, the printed book.

Despite an abundance of literary signposts, Piper, who is also the creator of several research projects that explore literary documents using computational textual analysis, structures his writing not around specific texts but rather the functions that enable and surround their use. In seven concise chapters, he outlines the way books are analogous to human hands and faces, discusses the implications of page-turning and its digital counterparts (zooming and roaming), and addresses the future of sharing and privacy. Piper likes to upend the priorities that have taken root in today's reading culture: for instance, he espouses the forgotten notion of “common right” instead of examining copyright.

He also argues frequently for the significance of the mechanical over the philosophical. In doing so he sketches out his own philosophy, and it is one that is uniquely conversant with both traditional text objects and their new media progeny. Appealingly, Piper's vision can extend as far as you want. In his discussion of new forms of sequential consumption of information, one might hear echoes of Serialism, the 20th century method of musical composition; in his description of e-book designers' attempts to preserve the evocative tactility of books, one may hear a comment on the repurposed gestures that inform DJ culture.

Piper triumphs creatively as well as theoretically. Even his most esoteric observations mix a sense of corporeal universality with a creative individualism that is wholly relatable. He's smart but grounded, incisive but not infallible, as when he acknowledges that “criticizing remix culture and embracing DRM puts me on the wrong side of history,” adding a self-deprecating “(how old is this guy anyway?)” (p. 105-106). He also injects a familiar sense of elapsed time into the experience: “Over the time it has taken me to write this book, [my son] has learned to read,” he notes at the close of the final chapter (p. 149). That expansive but fundamentally human touch characterizes Piper's way of looking at the world.

Although his notes are thorough, one might wish for an index to accompany the high density of references, in particular, the long list of new media artists that probably wouldn't be covered in a traditional survey of book history. Luckily, the pleasure of this prescient and idiosyncratic work—which would be a valuable addition to any academic or public library collection—comes, appropriately, from the reading.

Defending Professionalism: A Resource for Librarians, Information Specialists, Knowledge Managers and Archivists. Edited by Bill Crowley. Santa Barbara, CA: Libraries Unlimited, 2012. 235 pp, ISBN 978-1598848694.

Reviewed by Nicola Beer, Librarian, Oxford Central Library, Oxford, UK

Why are we trashing the professionalism of librarians? Why are we allowing information professionals to be the victims of budget cuts? Crowley and his fellow contributors argue that qualified librarians continue to be an essential part of library services in school, public, and academic institutions even in this age of digital self-service. This then raises the question of why professional positions are being cut across the board, in all sectors and over several continents. “The argument for professionalism is supported by the professional organization as a whole” (p. 37) but the profession has not been successful in making this need clear to the public, policy makers, and library stake holders. Berendt and Otero-Boisvert believe that “most librarians do a poor job of promoting their services and resources to users and other university stakeholders” and readers are encouraged to question whether they are successful in safeguarding their livelihood.

The collective wisdom of these practitioners and theorists serves to present a contemporary history of the library profession and a series of solutions to the “deprofessionalism problem” as defined by Crowley. In proffering their theories, the authors draw on their experience from a wide range of sectors from public and academic libraries to specialized institutions and they elucidate the state of professionalism in Britain, Canada and the United States.

Included is a combination of practical and pragmatic ideas to improve marketing and advocacy for individuals, educators and organizations. Crowley, in particular, is campaigning for the reform of ALA-accredited education programs to include courses in marketing, leadership, advocacy, and outreach. However, there can be no doubt the overwhelming message contained in these chapters is that it is ultimately the responsibility of librarians and information professionals to act as advocates for their own profession. At times, the authors paint a depressing picture of the profession as it stands, but the advice offered is practical and optimistic and reinforced by stories of successful campaigns. Never does it imply that defending professionalism will be an easy task: “to defend their positions and professional status, their efforts must be planned, deliberate, sustained, incremental, and determined” (p. 70). It is fair to say that this is certainly not a book for those wanting to take a back seat but it is a good addition to the bookshelf of anyone concerned with promoting the relevance of information professionals in the digital age.

***Guided Inquiry Design: A Framework for Inquiry in Your School.* Carol C. Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari. Santa Barbara, California: Libraries Unlimited, 2012. 188 pp, ISBN 9781610690096.**

Reviewed by Zara Wilkinson, Reference Librarian, Paul Robeson Library, Rutgers University

The authors of *Guided Inquiry Design: A Framework for Inquiry in Your School* define “guided inquiry” as “a way of thinking, learning, and teaching that changes the culture of the school into a collaborative inquiry community” (p. xiii). The guided inquiry process encourages students to interact with information, focusing on learning “how to learn” (p. 1) rather than on memorization or facts. Kuhlthau, Maniotes, and Caspari describe guided inquiry as a framework for transforming education into a system that is more appropriate for the information-driven 21st century. They envision guided inquiry constructing a foundation of learning strategies and research skills that will benefit students in their elementary, secondary, and postsecondary careers, as well as in the workplace.

Guided Inquiry Design: A Framework for Inquiry in Your School is the third book in a series that began with *Seeking Meaning: A Process Approach to Library and Information Services*. This particular text is designed to be a companion to the second book, *Guided Inquiry: Learning in the 21st Century*. While the second text is rather theoretical in nature, describing guided inquiry and its importance to the current state of education, *Guided Inquiry Design* is intended to be more practical. It is designed as a “how-to” guide on integrating guided inquiry into the real-world classroom and curriculum.

Guided Inquiry Design is separated into twelve chapters. The first chapter introduces the guided inquiry phases and process. The second chapter builds upon the first by discussing the two areas of research that inform guided inquiry: Kuhlthau’s model of the information search process and the study of “third space,” which is where “students use their knowledge of the world to leverage the content of the curriculum into new understandings in their lives” (p. 32). The third chapter presents tools and strategies for guided inquiry. Chapters four through eleven are devoted to the eight phases of guided inquiry: Open, Immerse, Explore, Identify, Gather, Create, Share, and Evaluate. These chapters identify and describe the phases, as well as provide model session plans and examples of assignments or exercises that might be used for each phase. The twelfth and final chapter briefly discusses how to introduce guided inquiry to a classroom or school.

Guided inquiry, as described by the authors, requires creating and sustaining a collaborative educational culture at the school level or higher. The formation of learning teams and flexible interdisciplinary curricula that can be guided by student inquiry exploration requires buy-in from all levels of school administration, from parents and teachers to principals and board members. If *Guided Inquiry Design* falls short anywhere, it is in the final chapter. While the majority of the book seems intended for the practitioner, whether teacher or librarian, the conclusion calls for a re-imagining of K-12 education that is largely theoretical at present. Practical steps or

recommendations for large-scale implementation are perhaps beyond the scope of this book, but such a text would be a great resource for teachers and administrators who wish to embrace guided inquiry as an information literacy model.

Guided Inquiry Design: A Framework for Inquiry in Your School provides a wealth of information on how to use guided inquiry to create a student-focused learning environment. Within such an environment, educators are encouraged to design lessons that build upon or branch out from previous lessons, allowing students to explore the same or similar topics in increasingly sophisticated ways. On that scale, this book is immensely useful for K-12 teachers and school librarians, as well as for academic librarians who are interested in adapting the guided inquiry process for one-shot information literacy workshops or semester-long research skills courses.

References

- Kuhlthau, C. (2004). *Seeking Meaning: A Process Approach to Library and Information Services*. Westport, Conn.: Libraries Unlimited.
- Kuhlthau, C. C., Maniotes, L. M., & Caspari, A. K. (2007). *Guided Inquiry: Learning in the 21st Century*. Westport, Conn.: Libraries Unlimited.

Knowledge into Action: Research and Evaluation in Library and Information Science. Danny P. Wallace and Connie Van Fleet. Santa Barbara: Libraries Unlimited, 2012. 388 pp. ISBN 1598849751.

Reviewed by Tammera Race, Assistant Professor, Science & Technology Catalog Librarian, Western Kentucky University

Wallace and Van Fleet (co-editors of *Reference & User Services Quarterly*, 2000 to 2006, and *RQ*, 1991 to 1997) have united their talents to create *Knowledge into Action*, a guide for conducting research and evaluation in library and information science. Where their previous book, *Library Evaluation: A Casebook and Can-Do Guide* (Libraries Unlimited, 2001), focused on nuts and bolts of evaluation, this new book ties research and evaluation together in a cycle, underscoring the interplay between them. The authors state four goals for this work: to provide a text for both formal classes and self-education, to guide practitioners with identified research and evaluation needs, to help practitioners critically analyze and use research and evaluation literature, and “to inspire professionals who might otherwise not have attempted broad-based research to...venture into the arena of benefiting the profession as a whole” (p.1). Wallace and Van Fleet have achieved these goals by describing the research/evaluation cycle, using broad examples from other fields and specific examples from library and information science.

Knowledge into Action is comprised of 15 chapters, each following a basic format of topic overview, broad examples from multiple disciplines, specific historical context from library and information science, and practice. The chapter topics move from setting the stage with a description of the research cycle (“Knowing, Research, and Evaluation”), through descriptions of processes, considerations, and plans, to methods, data gathering and analysis, and funding. The authors introduce each chapter with thought-provoking quotes and a list of subtopics to be covered. Each chapter ends with exercises that allow the reader to reinforce the information by asking her/him to personalize the concepts (“Think About It!”) and to apply these concepts to real-life scenarios (“Do It!”). The authors provide citations in chapter notes, and “Suggested Readings” lists highlight key library and information resources related to each chapter topic. The well-constructed glossary, bibliography, and index are useful tools for novices and more experienced practitioners.

Wallace and Van Fleet complete their description of the research/evaluation cycle with “Research, Evaluation, and Change.” In this final chapter, the authors link research and evaluation to the concept of life-long learning: “...research and evaluation activities are an integral part of the reflective practitioner’s professional life, not a sporadic series of isolated, one-time events” (p. 343). The authors emphasize that research and evaluation activities should be viewed as key components of evidence-based practice in a variety of libraries. Whether student or practitioner, information professionals in all types of libraries can benefit from incorporating research and evaluation into their regular planning activities.

***Librarian's Guide to Online Searching*. 3rd ed. Suzanne S. Bell. Santa Barbara, CA; Libraries Unlimited, 2012. 287 pp. ISBN 9781610690355 (pbk.) – ISBN 9781610690362 (ebook).**

Reviewed by Waudenna Agee, Reference Librarian, Axe Library, Pittsburg State University

Every librarian is faced at some time with explaining database searching to individual users or groups. Unfortunately, since each database is unique, instruction can be confusing. Author Suzanne Bell has years of online searching and experience teaching database use and does an excellent job of sharing her expertise with the reader.

The third edition of *Librarian's Guide to Online Searching* demonstrates more databases, both general and specific, offering search tips from determining terms to applying limits, and provides an increased number of screen shots, allowing the reader to follow the search process step by step. The table of contents and index make it easy to access specific information, such as individual subscription databases, Boolean operators, and government websites. When jargon is used, an explanation is supplied, resulting in a very user-friendly book. This edition is impressive, keeping the best feature of the first two editions, the overview of database structure (Chapter 1) and The Searcher's Toolkit (Chapters 2 and 3). As in earlier editions, chapters end with Valuable Exercises and Points to Consider, Suggested Reading, and Notes; some chapters also include Beyond the Textbook exercises.

The two-part Searcher's Toolkit provides not only an excellent introduction for new researchers but also a solid review for those who have years of database searching experience. Chapters 4-8 look at individual subscription databases, using actual searches with abundant screen shots for demonstration. Types of databases described include Social Science, Science and Medicine, Bibliographic, Humanities, and Numerical, with suggestions on how to best focus each type of search. Chapter 9 provides tips on working with the individual researcher, the reference interview, and determining what type of material is needed, and Chapter 11 focuses on evaluating databases. This edition also offers a new section (Chapter 10) introducing free websites the author admires and uses, along with tips on how to determine the best ones for the purpose.

Chapter 12, Teaching Other People about Databases, should be valuable to all librarians and desk workers as it offers many suggestions for working with individuals at the desk or instructing a one-time or full-semester class. The principles and tips offered are excellent, though not revolutionary—the type of information that librarians and instruction librarians should review it often to maintain and improve their abilities to perform and teach basic research skills. The book supplies an extensive list of references providing the reader with opportunity for further study. Another new feature is www.LibrariansGuide.Info, which allows the readers to ask questions, view video demonstrations, and find information on database updates.

The small font size makes the text difficult to read for longer periods of time, but the book is well worth the effort and should be near every library reference desk as it is a quick and thorough resource for any desk worker. The information on Google Scholar and other free websites alone make the book well worth the purchase price, but the addition of the companion website should allow the material to remain current longer than a print book.