

The Role of Mentorship Programs in LIS Education and in Professional Development

Meagan Lacy

*IUPUI University Library, 755 W. Michigan St., 2102A, Indianapolis, IN 46202.
Email: lacym@iupui.edu*

Andrea J. Copeland

*School of Library & Information Science, Indiana University Indianapolis, 755 W. Michigan St.,
UL 3100N, Indianapolis, IN 46202-5195. Email: ajapzon@iupui.edu*

Although mentoring is widely valued and encouraged within librarianship, it has been conceived mostly as a professional relationship that occurs after one has obtained a position. Thus, mentoring among LIS students is not customary—largely because internships and field experiences are not universally required. To address this problem, the investigators wanted to distinguish the kind of education a mentorship program provides. This study identifies the kinds of knowledge academic librarians and LIS students gained after participation in a semester-long mentorship program. Data were collected through two focus group interviews, which were transcribed, analyzed, and compared for inter-coder agreement. The mentees gained knowledge related to the work life of academic librarians, job seeking, and workplace expectations. The mentors valued the experience because it promoted currency in the field, self-awareness, and reflection on practice. This research supports the need to emphasize internships and mentoring within the LIS curriculum.

Keywords: mentoring, internships, library schools, teaching methods, professional education

Introduction

While all LIS programs place value on fieldwork experience and encourage students to complete an internship or practicum, programs in LIS differ from other professional degree programs—including those in medicine, clinical psychology, law, and public administration—in that students are not *required* to participate in an internship to obtain their degrees. What else in the LIS curriculum guarantees this experience? At present, it is possible for graduates in LIS to complete their programs without having ever interacted with a professional librarian. Without the guidance of a professional, their perceptions of librarianship and their expectations of the workplace can become skewed—leaving them unprepared for the reality.

To address this problem, the School of Library and Information Science (SLIS) at Indiana University—Purdue University Indianapolis (IUPUI) and the IUPUI University Library partnered to create a mentorship program for LIS students who were interested in academic librarianship. SLIS faculty invited University Librarians to serve as mentors, offering them a stipend for their participation. SLIS students who had applied for a mentor, and who were accepted into the program, were matched with librarians who best complemented their professional goals and interests. In total, eight mentors participated, each meeting with their student throughout the spring semester of 2011. Informal rather than prescriptive, the mentorship program allowed students to personalize their experience, giving them the opportu-

nity to address self-identified gaps in their knowledge or experiences.

The purpose of this partnership was not only to help students' transition to the professional environment, but also to explore how librarians and students benefit from the mentor-mentee relationship. While much has been written about the benefits of mentorship programs, these programs have applied mostly to newly hired or tenure-track librarians, not LIS students. Still, mentoring is the best means for socializing and acculturating these students into library careers—indeed, for helping them to obtain a career position in the first place. The tacit knowledge gained through mentoring cannot be delivered through a SLIS curriculum, yet it is necessary if students are to effectively apply and interview for jobs, transition from student to professional, and eventually lead and shape the future of libraries.

Literature Review

LIS schools cannot teach everything; some knowledge is particular, unique to the specific position, and comes only through on-the-job experience. Nonetheless, internships and fieldwork experiences help to resolve perceptions and expectations between new librarians and the existing workforce. Why, then, are internships and practicum experiences not required of LIS students? How else can students receive professional guidance, feedback, and support *before* they enter the workforce?

A review of the literature indicates that one explanation may lie in the persistent tension between “too theoretical” and “too practical” approaches to LIS education (Vaillancourt & Whalen, 1973). At its inception, librarianship was learned on the job. Until 1887, when Dewey founded the first library school at Columbia, one became a librarian either through apprenticeship or simply by doing it, through trial-and-error. This tradition persisted even in Dewey's school as “practice work” was folded into the curriculum (Vaillancourt

& Whalen, 1973). In 1923, however, the controversy began when Charles C. Williamson, Director of Information Service of the Rockefeller Foundation, published the results of his study, *Training for Library Service: A Report Prepared for the Carnegie Corporation of New York*, which argued that the primary purpose of library education was to provide a philosophical foundation for the profession (Williamson, 1923). As attitudes shifted and library schools embraced this theoretical approach, field experiences were required less and less of students. In 1967, only a little over a quarter of accredited library school programs required fieldwork; by 1975, only two programs did so (Lyders & Wilson, 1991). Today, only librarians who are concentrating on school librarianship are still required, by law in most states, to complete a practicum (Lyders & Wilson, 1991).

Still, most information professionals and LIS educators concede the benefits of practical experiences and internships. Research that has attempted to evaluate internship programs tends to focus on the role of internships as predictors of students' employability and career success (Brewer & Winston, 2001; Lanier, 1999; Lee, 2009). Several reports (Lee, 2009; Richey, 1997; Warren, 1997) describe the kinds of experiences students are exposed to and the skills they gain as a result. Less emphasis has been placed on the professional guidance they receive and how these experiences help them shape their professional identities.

Brewerton (2002) provides several nuanced definitions that suggest why this professional relationship is important and why practical experience alone is inadequate. Defined as “a close relationship between two individuals” in which there is “a high level of sharing, advising, and evaluating by the mentor” (Culpepper, 2001, p. 72), mentoring is an intentional act. The librarian makes a conscious, deliberate effort to give advice, answer questions, and provide feedback to the student, helping her gain confidence in her ability

to perform her work. By virtue of this relationship, librarians expose students to their organizational culture and alert them to professional expectations and thereby share knowledge that students would not have otherwise learned. As Lee (2009, p. 31) points out, “mentoring relationships allow individuals to pass on knowledge gained from work experience that cannot be taught strictly through an academic program.”

The value placed on mentoring within librarianship is reflected in the literature. Especially among academic libraries, it is often cited as a means of refreshing and strengthening the profession (Munde, 2000), recruiting a diverse workforce (Abdullahi, 1992; Buttlar, 1992; Love, 2010; Sharma, 2006), increasing retention of new librarians (Bullington, 2001; Olivas, 2009), and guiding academic librarians through the tenure-track process (Colley, 1990; Lee, 2005; Level, 2005). The sheer volume of articles that describe mentorship program models and their implementation suggests its significance in the development of professionals and the profession (Freedman, 2009; Golian & Galbraith, 1996; Keyse, 2003; Kuyper-Rushing 2001; Munde, 2000; Osif, 2008; Quarton, 2002; Wojewodzki & Richardson, 1998;).

While much has been written about the benefits of mentorship programs, these programs have applied mostly to newly hired or tenure-track academic librarians, not to LIS students. Combing through the literature, one finds barely a mention of such a model: one example is a partnership between an academic library and the library school at UT-Austin in 1991 (Rice-Lively, 1991). A discussion of mentoring from the mentor’s perspective has received only anecdotal attention (Brewerton, 2002; Culpepper, 2001; Lee, 2009), and more often than not the discussion applies to mentors in general rather than librarians in particular. No one has actually asked librarians how they have benefited from mentoring students or other librarians.

Evidently, if librarians are partnering with LIS schools and mentoring students, no one is writing about it. Yet, there is opportunity. Most LIS programs are located on campuses with robust library systems. Why don’t LIS schools call on their librarians’ expertise? Why don’t librarians take advantage of this opportunity to lead and direct the profession?

A recent article, *What do LIS students in the United States know about liaison duties*, suggests some of the consequences that result from this division between theory and practice (Attebury & Finnell, 2009). The study shows that, though a quarter of jobs analyzed specifically mentioned liaison activities, few of the LIS students surveyed could say that they had ever been exposed to any discussion of liaison work in their classrooms. The authors illustrate how this knowledge gap could adversely affect their job hunt: since interviewers base candidate judgments on their perceived levels of service orientation, “Candidates who can comfortably and assertively state the services they would like to provide as liaisons will have a ‘heads up’ on candidates who are unsure of what this work entails” (Attebury & Finnell, 2009, p. 335). In other words, only candidates who know what is expected of them can demonstrate to potential employers how they would fulfill the job requirements.

Obtaining this orientation *before* entering a position would ease the transition from student to professional. Fellowships and academic residency programs could fill this gap since, by design, they allow new professionals to explore multiple areas of librarianship, serve on library committees, work on special projects, join professional organizations, and network with professional librarians. They provide worthwhile work experiences and professional support—an excellent foundation for future employment—and are often used to attract minorities as a means of recruiting a more diverse workforce (Cogell & Gruwell, 2001; Perez & Gruwell, 2011). These positions are highly compet-

itive, though, so only a small number of LIS graduates are able to experience them. How can LIS schools ensure that every aspiring librarian receive similar orientation?

Attebury and Finnell (2009) suggest that LIS schools offer elective courses on academic library services and that “completing an internship or practicum in an academic library would provide valuable insight into the duties of a librarian liaison” (p. 335). This would help prepare future academic librarians. But, practically speaking, LIS programs cannot offer electives tailored to every kind of library in existence. Internships accommodate this problem by giving students an opportunity to obtain work experience in a specific context and to apply the knowledge learned in their LIS programs to their work. Moreover, internships that emphasize mentoring enhance these fieldwork experiences by helping students develop a psychosocial understanding of their place within the profession. Requiring such programs would bring value to the LIS curriculum by equipping graduates not only with the needed “hard skills,” but also with the vision and confidence to apply them.

Research Question

The investigators wanted to identify the kinds of knowledge students and librarians exchanged. What kind of education does a mentorship program provide? What do students need to know in order to feel prepared for a career in librarianship? In what ways do practicing librarians benefit from mentoring LIS students? To answer these questions, two focus group interviews were held—one for students and one for librarians—at the end of the semester, with the goal of answering one overarching research question.

RQ: How can mentorship programs contribute to LIS education and to professional development for librarians?

Methods

Participants

Eight SLIS students participated in the program: 5 white women, 1 Asian woman, 1 black man and 1 white man. The students requested mentoring in the in following areas: reference and instruction (4), digital collections (2), archives (1), and cataloging (1). All the students were in their mid-twenties in spring 2011 except for one student who had just turned 50.

The eight librarian mentors included one black man and seven white women. Years of experience as a professional librarian ranged widely: one year (1); three years (2); nine years (1); fifteen years (1); eighteen years (1); thirty-one years (1); and thirty-nine years (1).

Setting

The site for this study was Indiana University’s School of Library and Information Science at Indianapolis (SLIS) and the IUPUI University Library. SLIS offers the Master of Library Science (MLS) degree as well as post-baccalaureate courses for completion of school media and public librarianship certification. Enrollment for the spring 2011 semester was 281 students, with most of the students attending part time (72%). Seventy-six percent of the students were female, and the majority were under the age of 33 (56%). Eighty-eight percent of the students are white; four percent black; two percent Hispanic; two percent Asian; and four percent unknown.

IUPUI was founded in 1969 as a partnership between Indiana University and Purdue University, bringing both IU and Purdue schools to Indianapolis. Today, IUPUI serves over 30,000 students through its 21 schools. Recognized as a premier urban public research university, IUPUI offers more than 240 undergraduate, graduate and professional degree programs.

For many of these students, the Uni-

versity Library is a popular destination; it is IUPUI's main library. This five-story facility holds an estimated 1.3 million volumes and operates with the help of 29 tenured, or tenure-track, faculty librarians and 73 staff. Twenty-two librarians serve as liaisons to the 21 schools on campus, providing reference, collection development, and instruction services as part of the Teaching, Learning, and Research (TL&R) group.

Mentorship Program

Students whose career goals include working in academic libraries were invited to participate in the mentorship program. They were asked to write an essay describing their interests in academic libraries and having a mentor. Each student selected for the program was assigned a mentor from the IUPUI library faculty who volunteered to participate in the program. The students were paired with library faculty whose principal duties matched their interests. For example, students who were interested in digital collections, archives, library instruction, collection management, institutional repositories or management were paired with librarians whose primary responsibilities matched those interests.

The goal of the program was to expose students to the work of academic librarianship and to allow them to receive one-on-one advice from a professional librarian in the context of everyday work life. Students were provided the opportunity to gain access to a type of knowledge that is not easily codified in textbooks or research articles.

Throughout the spring 2011 semester, mentors met informally with their assigned mentees once a week and occasionally attended meetings and/or events with their mentee. All program participants agreed to attend a focus group as part of their participation in the program. Mentors received a stipend, and students received the opportunity (no course credit). The mentorship program was sponsored

by the 21st Century Leadership Skills Program, which was made possible through an IMLS grant.

Data Collection and Analysis

Both focus groups were held in a meeting room at the library. The interviews were recorded and then later transcribed by the investigators. Indiana University's Institutional Review Board approved interviewing 16 total participants. Due to scheduling conflicts, only six mentors and five student mentees were focus group participants. The questions that guided the focus group are available in Appendix A. Each transcript was analyzed by both investigators using thematic coding. The themes identified by the investigators were compared for agreement.

Limitations

One limitation of this study is that findings are not fully generalizable to the larger population of LIS programs or students. The goal of qualitative research, however, is not generalizability, but transferability (Lincoln & Guba, 1985, p. 297). Qualitative research seeks to create a detailed description of characteristics of a smaller pool of participants than quantitative research typically employs. Transferability indicates that the findings can do much to describe the behaviors of a similar pool of people, but it is understood that there are always variances in human behavior. Thus, the results of this study are intended to be largely transferable to the broader population of LIS students, ages 18 to 65, but there will be some variance as contexts vary.

The fact the librarians were paid a stipend for their participation could present a limitation for implementing this study at other locations and for continuing the program here at SLIS. Librarian interest in and commitment to the mentorship program might wane without the financial incentive in place. The mentorship program

will resume this fall without the stipend component. This will provide the opportunity to evaluate the level of interest without financial incentive. It should be noted that the librarians are encouraged to mentor as a form of professional service and it is rewarded during their annual reviews.

Discussion on Findings

For both groups, three major themes emerged regarding the benefits to professional development gained from participating in the mentorship program. Excerpts from the interview transcripts are given to support each of the themes. The student mentees will be discussed first and then the librarian mentors.

Student Mentees

From the mentor program, student mentees sought and achieved a better understanding of the following:

- experience with the day-to-day work life of academic librarians;
- job seeking skills;
- and workplace expectations.

Experience with the Day-to-day Work Life of Academic Librarians

Many of the students expressed during the focus group interview and in their essays a desire to learn more about academic library instruction and to gain experience in that area. Student A expresses this expectation of the program:

[Student A]: My friend said, “. . . you want to be an academic librarian, it’s really good to get instruction experience.” And I was like, I don’t know how to get that, at least in our program. And then, this opportunity came up, so I was, like, well, maybe I can get paired up with somebody who does instruction.

Several mentees expressed this desire

and were able to gain experience teaching library and information literacy skills classes with their mentors. Following the mentorship program, Student A obtained a part-time position as an instruction librarian at a local community college. She not only gained relevant experience but also a professional reference who could testify to her ability in this area.

Minority groups continue to be underrepresented in LIS schools and as a result in the professions. Student D also wanted to gain instruction experience but from someone who was, like him, an African American male.

[Student D] . . . this opportunity was coming up, I was like, okay, cool. I am going to take advantage of it . . . well, I want to know what the African-American male librarian perspective would be like in this field at this library, so I might get that, that would be the most valuable—so that was definitely my expectation going in and getting someone who was African-American so I could get their take on their career, their jobs going into it.

His mentor, Librarian A, jokingly referred to black male librarians as unicorns and that he enjoyed mentoring another unicorn. More seriously though, Librarian A indicated that he shared “considerations that I have that other librarians don’t have. And talking about how that works in the way that I go about my job. I guess modeling for him how an African American male librarian works.”

Job Seeking Skills

Most students are anxious about getting a job after graduation and the student mentees proved no different. While none of the students expressed the desire to learn job-seeking skills in their essay applications, all the student participants expressed that they learned a great deal about how to go about obtaining a position in an academic library from their mentors. Students B and C expressed how advice from their men-

tors gave them confidence that they were on the right track or, if not, what was needed to correct their course of action.

[Student B:] It was good to just kind of have someone validate your concerns. . . . “Am I doing the right thing?” You know, I don’t want to just be taking classes. Like, how can I be a good candidate for a job? It was nice to be able to kind of just sort of hash those things out with someone because you can’t always do that in class, and you can’t just go around to libraries and go “Oh, would you hire me.” You know: “What do you think about my C.V.?” So it was nice just to have someone who has been on hiring committees, someone who has been through the process themselves. It was nice to have them to give their perspectives, say, “Well, you’re doing these things right, and I would keep looking for these types of opportunities.”

[Student C]: I mean, just to have another person that I can go to when I had questions about the profession or what I should expect in my job search or what gaps I might want to fill in my experience. And then either, you know, helping me fill those gaps, or pointing me in a direction where I might want to go to help fill in those gaps.

Workplace Expectations

The student mentees were enlightened and inspired by learning all that academic librarians are expected to do to successfully fulfill the different aspects of their positions. Student A expressed that this was the type of learning that takes place outside her courses and that she was appreciative and surprised by what she had learned.

[Student A] Yeah, I agree. I don’t know if we ever learned what I learned in this mentorship experience in school because . . . basically, my mentor just signed me up and she was like “okay, you’re going to come with me to all these things.” And I learned about at IUPUI you guys, it’s

faculty track, so I learned about, you know, what goes into doing all of that. I learned about, like, her role, not just at school but in the profession that she is the liaison. She goes outside of the university and goes to other research groups. . . . I learned a lot. It’s, like, eye-opening. Basically, I did not know that any of this happened, so now I’m glad I did this because I learned.

Student E, who worked in public library, discovered that she would prefer to work in an academic library because of the expectation that academic librarians will contribute to the profession through research and publication.

[Student E] My only experience in an academic library is I currently work in a joint public/academic library, and the academic side is a community college, but I’m technically employed by the public library. So, I work with a lot of students, but I don’t see a lot of the structure of the academic side. I mean I got more of that through this mentorship, and I would now absolutely prefer to work in an academic library. I was introduced into, you know . . . introduced to research and what it can do for libraries and how I can be a part of that, which I didn’t get on the public side at all. It’s, I would say discouraged, you know, at my public library. It’s just not something they want to allow any time for. Whereas, obviously, in an academic library it’s encouraged.

The student mentees gained a great deal of knowledge through their experiences with their mentors. They also gained confidence about how they could obtain jobs and meet the expectations of their chosen profession. The opportunity to meet and engage with a librarian on an informal level allowed students to focus on understanding professional culture and the actual work of academic librarians without having particular learning objectives in mind. Further, the opportunity to receive coaching on how to obtain an academic library position allowed students to receive

inside knowledge on the process and to reflect on how they could better improve their chances of success.

Librarian mentors also learned from their interactions with the students. The relationships formed were mutually beneficial, and all focus group participants indicated a desire to continue their interactions once the program ended. The fact that the students had something to offer the librarians likely contributed to the confidence they built during the course of the mentorship program. As knowledge sharing is a critical aspect of relationship building and learning, the librarians experienced professional growth as well. The mutually beneficial nature of the program likely contributed to its overall success and to the students gaining more insights into professional practice than if the learning dynamic was unidirectional.

Librarian Mentors

All mentors expressed great satisfaction from the mentor experience and readily agreed to participate again—without a stipend, if necessary. The librarian mentors felt that by participating in the mentor program they were able to:

- strengthen their commitment to the profession;
- achieve a better understanding of their own work;
- and keep more current than usual within their areas of practice.

Commitment to the Profession

Most of the librarian mentors were mentored early in their careers and truly benefitted from the experience. They desired to repay this “debt” to the profession and to connect in a formal manner with the students at SLIS as Librarian B indicates.

[Librarian A]: . . . I’ve seen the benefits of having someone in the profession or doing the job that you want to do and having their influence on decisions that you’re

making in the way that you look at your classes or the work that you’re doing in library school.

Librarian A is a new professional and therefore the connection to the mentoring he received during school and his current position is more immediate. Decisions he made during school influenced the choices available to him after graduation.

[Librarian B]: So ever since then I’ve, I’ve sort of feel like I need to give back to what was given to me.

Several SLIS students work in the library and interact with the university librarians on a routine basis. Librarian C emphasizes the importance of recognizing the mentoring that goes on in academic libraries with library schools.

[Librarian C]: For me some of it I had been doing it on an informal basis so it was nice to finally have a formal program actually started and to be able to participate in it . . . It was that I did have mentors and the people that really helped me in the profession so it’s a giving back thing. It’s that philanthropy idea.

Without formal recognition, the importance of mentoring in the development of the profession is likely to be minimized or misunderstood.

Better Understanding of Their Own Work

Having to make tacit knowledge explicit to student mentees caused the librarian mentors to reflect on their practices and better understand the reasoning behind their work choices. Librarian D’s comments illustrate this point.

[Librarian D]: It gets into that, uh, you know, asking the question why. You say, “We do things this way,” and the student says, “But why?” And it forces you to, well, yeah, “Why do we do that?”

Librarian E works with numerous university faculty in the area of scholarly

communications and open source publishing. In communicating with her mentee, she realized the extent to which her work may not be accessible to those outside of the publishing or information professions.

[Librarian E]: For me it's been really good practice, thinking about how I talk to faculty. I get used to saying the same things, and I assume there is a sort of base knowledge when I talk to other librarians. But then you go out and talk to faculty about these same scholarly communication issues, and it was good to have someone who didn't have all this information already, so it made me think about how I talk about these things. The words I use, the concepts that I need to explain further, to a non-librarian or to someone who doesn't have that base knowledge.

Current Knowledge

By working with student mentees who are engaged with the state-of-the-art and future of library and information technologies and practices, the mentors were motivated to stay abreast of trends and developments within their areas. Librarians C and D spoke of the increased motivation for keeping up-to-date in their areas as a result of interacting with their mentees.

[Librarian C]: I felt like I needed to know things that are happening, that are in the field, that are happening right now. Hot topics. It kept me actually more current in the field...

[Librarian D]: . . . forces you to stay current and, and new. And think of things, anew, sometimes I think that we get into this mode of doing things, . . . and it forces you to have an open mind again, which is a good.

New library and information professionals can bring new energy and ideas to the workplace and mentoring ensures that there will be professional and historical context to place them in.

Through the program, librarians were afforded the opportunity to reflect on and learn from their own practice as well as strengthen their commitment to the profession. The fact that the librarians were able to learn and to benefit from the mentorship program suggests that mentorship programs have the ability to benefit the profession as a whole. Further, this program lends support to the idea that mentorship programs may be an ideal way to blend the theory of coursework with the practice of the workplace while contributing to professional development for librarians.

Conclusion

Through these conversations, the investigators learned that students valued the program because it allowed them to experience the professional culture, build confidence, receive job-seeking advice, and perform the work of academic librarians, especially information literacy instruction. Mentors valued the experience because it promoted currency in the field, self-awareness, and reflection on their own practice. All of these benefits support a movement to intentionally integrate internships and mentoring within the curriculum of LIS programs.

This research is exploratory in nature and has begun to identify possible ways in which mentoring can contribute to LIS curriculum and to the profession. The program allowed the students to gain confidence and a different perspective about the profession to complement what they were learning in their coursework. Further research is needed to identify how best to implement and assess such programs. Factors needing more attention include encouraging students to participate in mentoring programs, advocating for practica and internships to include a mentoring component, and to a greater extent requiring them as part of a professional credentialing process.

Future Direction

Given the positive and enriching experiences had by the librarians and the students involved in the mentorship program, the mentor librarians and SLIS faculty are seeking ways to continue mentoring between the librarians and students. Two specific programs have evolved so far. First, librarians interested in working with students on a specific research project or with library instruction make requests of the SLIS faculty for students who would be appropriate and matches are made. Second, the IUPUI University Library and SLIS Joint Research Conference (<http://ulib.iupui.edu/SLISULconference>) was designed to encourage discussion, mentoring and collaboration among academic librarians, SLIS faculty and LIS students. The conference is in its third year and is planned to continue annually. The hope is that these programs will continue to create knowledge sharing among members of a community of practice.

References

- Abdullahi, I. (1992). Recruitment and mentoring of minority students. *Journal of Education for Library and Information Science*, 33(4), 307–310.
- Attebury, R. I., & Finnell, J. (2009). What do LIS students in the United States know about liaison duties? *New Library World*, 110(7–8), 325–340. doi:10.1108/03074800910975151
- Brewerton, A. (2002). Mentoring. *SCONUL Newsletter*, 25, 21–30.
- Brewer, J., & Winston, M.D. (2001). Program evaluation for internship/residency programs in academic and research libraries. *College and Research Libraries*, 62(4), 307–315.
- Bullington, J.S., & Boylston, S. D. (2001). Strengthening the profession: Assuring our future. *College and Research Libraries News*, 62(4), 430–432.
- Buttler, L., & Cayon, W. (1992). Recruitment of librarians into the profession: The minority perspective. *Library and Information Science Research*, 14(3), 259–280.
- Colley, J., & Thorson, C. C. (1990). Mentoring along the tenure track. *College and Research Libraries News*, 51(4), 297–300.
- Culpepper, J. C. (2000). Mentoring academic librarians: The ultimate in career guidance. *College and Undergraduate Libraries*, 7(2), 71–81.
- Freedman, S. (2009). Effective mentoring. *IFLA Journal*, 35(2), 171–182. doi:10.1177/0340035209105672
- Golian, L. M., & Galbraith, M. W. (1996). Effective mentoring programs for professional library development. *Advances in Library Administration and Organization*, 14, 95–124.
- Keyse, D., Kraemer, E. W., & Voelck, J. (2003). Mentoring untenured librarians: All it takes is a little un-TLC. *College and Research Libraries News*, 64(6), 378–380.
- Kuyper-Rushing, L. (2001). A formal mentoring program in a university library: Components of a successful experiment. *Journal of Academic Librarianship*, 27(6), 440–446.
- Lanier, D., & Henderson, C. L. (1999). Library residencies and internships as indicators of success: Evidence from three programs. *Bulletin of the Medical Library Association*, 87(2), 192–199. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/issues/7009/>
- Lee, D. (2005). Mentoring the untenured librarian. *College & Research Libraries News*, 66(10), 711–713,724. Retrieved from <http://crln.acrl.org/content/66/10.toc>
- Lee, M. (2009). Growing librarians: Mentorship in an academic library. *Library Leadership and Management*, 23(1), 31–37.
- Level, A. V., & Mach, M. (2005). Peer mentoring: One institution's approach to mentoring academic librarians. *Library Management*, 26(6), 301–310. doi:10.1108/01435120410609725
- Lincoln, Y & Guba, E. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Love, E. (2010). Generation next: Recruiting minority students to librarianship. *Reference Services Review*, 38(3), 482–492. doi: 10.1108/00907321011070955
- Lyders, J. A., & Wilson, P. J. (1991). Field experience in library education. *School Library Journal*, 37(1), 31–35.
- Munde, G. (2000). Beyond mentoring: Toward the rejuvenation of academic libraries. *Journal of Academic Librarianship*, 26(3), 171–175.
- Rice-Lively, M.L. (1991). A model for an academic library and library school mentor/protege program. *College and Research Libraries News*, 52(3), 163–164.
- Olivas, A., & Ma, R. (2009). Increasing retention rates in minority librarians through mentoring. *E-JASL: The Electronic Journal of Academic and Special Librarianship*, 10(3). Retrieved from <http://southernlibrarianship.icaap.org/>
- Osif, B.A. (2008). Successful mentoring programs: Examples from within and without the academy. *Journal of Business & Finance Librarianship*, 13(3), 335–347. doi:10.1080/08963560802183096

- Quarton, B. (2002). Five steps to an effective internship program. *College and Research Libraries News*, 63(2), 109–111.
- Richey, D. (1997). Inside internships: A reference librarian's perspective. *College and Undergraduate Libraries*, 4(1), 107–115.
- Sharma, R.N. (2006). Diversity and equality in library and information science (LIS) recruitment, education, and readiness. *Library Times International*, 22(4), 1–2.
- Vaillancourt, P M, & Whalen, L. (1973). Special libraries cooperate to promote an internship program. *Special libraries*, 64(11), 493–497.
- Vandergrift, K. E. (1980). Field work—concern and celebration. In T. J. Galvin, M. M. Kimmel, & B. H. White (Eds.) *Excellence in school media programs* (pp 154–163). Chicago, IL: American Library Association.
- Warren, P. (1997). Inside internships: A student's perspective. *College and Undergraduate Libraries*, 4(1), 117–123.
- Williamson, C C. (1971). *The Williamson reports of 1921 and 1923, including Training for library work (1921) and Training for library service (1923)*. Metuchen, NJ: Scarecrow Press.
- Wojewodzki, C., Stein, L., & Richardson, T. (1998). Formalizing an informal process: Developing a mentoring program in a university library. *Technical Services Quarterly*, 15(3), 1–19.

Appendix A—Focus Group Questions

For Mentees:

1. Why did you select to be in this program? Or, why did you want a mentor? What were your expectations?
2. Do you have experience in academic libraries? Does the mentorship program enhance your understanding of academic librarianship? What haven't you learned through your work experiences that the mentorship program has addressed?
3. How has this program, if at all, helped prepare you for a career in academic librarianship? What experiences were the most helpful to you?
4. How has this program met or not met your expectations?
5. How has this program affected your

professional goals or shaped your career path?

6. Have you and your mentor generated ideas for any possible research projects?
7. How has your mentor supported you? How frequently did you meet? How did you communicate? How did this style serve you? What were your goals and were they communicated to your mentor? Did you and your mentor discuss and agree on goals and set out a plan to accomplish them? How were you accountable to your mentor?
8. Has your experience with your mentor affected your participation in professional organizations?
9. Has this program helped you to achieve clarity about these responsibilities required of an academic librarian?
10. Has this program helped you identify gaps in academic library services? In other words, are there practices that libraries are currently doing that seem outdated or practices that you think libraries ought to be doing, but aren't?
11. Did the ULIB/SLIS Joint Research Conference play any role in your relationship or affect your activities together?
12. Would you recommend other students in SLIS meet with a faculty librarian for mentoring? Would you recommend any other people for mentors?

For mentors:

1. Why did you select to be in this program? Or, why did you want to be a mentor? What were your expectations?
2. How long have you been in an academic librarian? What experiences have been the most meaningful to the work you currently do? How have these experiences affected the way you mentor your student?
3. How has this program, if at all, helped you understand the SLIS curriculum?

4. Has this program helped you identify gaps in the curriculum? In other words, do you notice any gaps between what is being taught and what is being expected of professional librarians?
5. What roles do you see for future academic librarians?
6. Have you and your mentee generated any ideas for research projects?
7. How have you supported your mentee? How frequently did you meet? How did you communicate?
8. What have you learned from your mentee?
9. Do you (or have you ever had) a mentor? How did this experience influence your mentor relationship?
10. What role did your expertise (e.g. reference, cataloging, digital libraries, etc.) play in your mentor relationship?
11. What expertise or experience did you feel like you were lacking that you think could have been of benefit to your mentee (or that you wished you could pass on to your mentee)?
12. Did the ULIB/SLIS Joint Research Conference play any role in your relationship or affect your activities together?
13. Would you like to mentor a SLIS student again?
14. How did you set goals and track progress for you student?