

A Study of Mentoring in Graduate Programs for Librarianship

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Summary

Formal mentorship programs for library school students are rare in American Library Association (ALA)-accredited institutions. Out of 55 ALA-accredited graduate library and information science (LIS) programs in the United States, only 12 offer some mentorship opportunities for current and future students. The purpose of this report is to research the benefits, hopes, and pitfalls of mentorship programs to help The University of Alabama's (UA) School of Library and Information Studies (SLIS; throughout this report, the acronym SLIS refers interchangeably to both School of Library and Information Studies and School of Library and Information Science) program determine if a mentorship program is worth pursuing.

Introduction

UA's SLIS program is one of the ALA's accredited schools not currently offering direct mentorship opportunities for graduate students. To help determine the possibility of establishing a mentorship program within SLIS, students from course LS 524: Project Management explored, gathered, and analyzed research and literature on mentorship opportunities within universities and research institutes, focusing on library and information science-related programs. The research team aimed to discover how different organizations and institutions define mentorship, the purpose of formal mentorship programs, the benefits, qualities, and characteristics of successful programs, and the challenges and pitfalls associated with implementing such programs at the graduate level. This report includes an annotated bibliography on mentorship-related literature and resources, an examination of current mentorship programs offered at ALA-accredited library schools and research institutions, and detailed explorations of the University of New Mexico's (UNM) Mentoring Institute and the Ascension Online Mentorship Program. The report concludes with personal testimonials from research team

members who have participated in mentorship programs, suggestions, recommendations for SLIS administration, and opportunities for further research. This research is the first step in determining whether a mentorship program would benefit UA's SLIS graduate students.

Research and Analysis

Initially, the research group met to determine the tasks needed to provide relevant research about library and information science-specific mentorship programs. The foundational research components included creating an annotated bibliography of pertinent mentorship literature and the contact information for all ALA-accredited schools with already established formal mentorship programs. The group then developed a questionnaire to send to schools with graduate mentorship programs to determine how they initiated their partnerships and evaluate their functionality and success.

Annotated Bibliography Summary

The first step in determining if a mentorship program would suit UA's SLIS was to analyze current literature on the impact of formal mentorship programs within library and information science environments. The research team explored an array of databases and performed an in-depth literature review of relevant information to assemble an annotated bibliography with a broad range of appropriate resources. This annotated bibliography aims to evaluate current research and analyze the general topics and themes regarding trends of mentorship programs within librarianship. Some overarching themes include the benefits of mentorship, mentorship program structures, determining strong candidates for both mentor and mentee roles, problems and drawbacks of developing mentorship programs, and training mentors and mentees. The annotated bibliography features primarily peer-reviewed and scholarly articles published within the last 25 years.

There is an abundance of information on mentorship. Because of the overwhelming amount of research on this topic, the team focused specifically on mentorship in librarianship, graduate schools, or both. One hardship in this research was determining the differences between informal versus formal mentoring and mentoring versus internship. Another challenge is although informal and formal mentorships exist, the programs' assessment and evaluation methods were often not complete. Therefore, it was not easy to determine and evaluate the effectiveness of these programs. The self-reporting nature of mentorship assessment adds to the difficulty of empirical documentation. For the complete annotated bibliography, see Appendix A. *ALA-Accredited Library Schools with Mentorships*

This section comprises research into ALA-accredited programs that provide mentorship opportunities to their LIS graduate students. 12 out of 55 accredited LIS schools in the US have autonomous mentorship programs. The research team sourced information about these programs from university websites, articles, alumni feedback, and direct contact via virtual interviews and email correspondences to determine program specifics. This report details these specifics and includes program structures, challenges, and goals.

The 12 institutions that offer graduate-level mentorship opportunities include Rutgers University (Rutgers), San Jose State University (SJSU), Simmons University (Simmons), St. John's University (St. John's), University of Illinois Urbana-Champaign (Illinois), University of Iowa (Iowa), University of New Mexico (UNM), University of North Carolina at Chapel Hill (UNC), University of Pittsburgh (Pitt), University of South Carolina (USC), University of Washington (UW), and Wayne State University (WSU).

11 of these 12 graduate programs allow only current SLIS students to partake in mentoring opportunities. Mentors across all 12 programs include upper-class students, recent

graduates, faculty, staff, or current professionals in related fields. The outlier program is the University of New Mexico, whose Mentoring Institute falls outside the traditional mentorship realm. The research team used the following topics as focal points when researching the 12 institutions mentioned above:

- The presence of a strategic plan centered on a vision, mission, and values;
- The application process for both mentees and mentors;
- Eligibility to take part in the mentorship program;
- Defined goals and reported outcomes;
- Whether the mentorship program is SLIS-specific or managed outside of SLIS;
- Notable partnership opportunities;
- Available mentor/mentee training or guidance;
- Any other noteworthy program features.

The program or institution websites provided most of the answers to these questions, with some offering more clarity and depth of information. The research team drafted an email template (see Appendix B) to send to all program contacts as determined by the program's respective websites. Five of the 12 schools responded, including Rutgers, San Jose State, Simmons, Illinois, and UNM. The findings are detailed below.

Vision, Mission, and Values

Except for UNM, none of the programs offered a specific vision, mission, or set of values independent of their parent institutions. According to the UNM Mentoring Institute website, the program's vision is:

[T]o continually expand and encourage the widespread application of mentoring programs and mentoring relationships within the entire New Mexico community, and contribute to the national and international promotion of mentoring by providing research, services, events and many other mentoring resources (n.d.a).

Their mission is:

[T]o instill, foster, and promote a mentoring culture at the University of New Mexico.

Our mission is to further the reach and impact that mentoring has on the world at a local, state, national, and international level (n.d.a).

And their values include to advocate and embrace “the principles and values of the University of New Mexico, which include: academic freedom, diversity, creativity and initiative, excellence, integrity and professionalism, [and] access and student services” (n.d.a).

Application Process

The mentorship application process varied from simply emailing the point-person running the program to an online application form for both mentees and mentors. UNC provides a generic email (ilssa@ils.unc.edu) for mentees and mentors to contact if they want to participate in their Library Science Students Association (ILSSA) (n.d.). UW offers two mentorship programs to their SLIS students: iMentorship (n.d.a) and iSTAMP, also known as Student-to-Alumni-Mentorship-Program (n.d.b.). The former is open to any students pursuing a Bachelor of Science in Informatics or a Master of Science and Information Science interested in being mentored by a professional in the field. UW offers the latter only for students pursuing a MLIS interested in being mentored by an alumnus. The requirement for those taking on a mentoring role includes at least two years of work experience.

Rutgers asks student applicants interested in their mentorship program for a university affiliation authentication to access the mentee interest form. They also provide a form for potential mentors. The form asks prospective mentors to complete a set of questions, which they use to match mentors and mentees. The research team obtained responses from several Rutgers SLIS alumni about their experience with the mentorship program. See Appendix C for questions

and responses from Somerset County Library System staff, most of whom are Rutgers alumni. Based on survey responses, it is clear that Rutgers has done a great job pairing mentors and mentees, allowing them to make valuable connections. However, the department could improve on the market outreach of their mentorship program because survey results show that many Rutgers LIS alumni were unaware that such an opportunity existed. Other universities, including Iowa, market their programs to current students at the start of each semester, and they give priority to SLIS students projected to graduate the following academic year.

Eligible Participants

For most of the established SLIS mentorship programs, current undergraduate and graduate SLIS students are generally eligible to become mentees. The mentor eligibility criteria, however, vary across programs, with some allowing upper-class students, alumni, faculty and staff, and working professionals to take on the role of mentor. One major exception is WSU. WSU's program is unique because it has specific qualifications for both mentees and mentors. Participants must identify as differently-abled, LGBTQ+, People of Color, including American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Middle Eastern, North African, and/or Native Hawaiian/Other Pacific Islander (n.d.).

Desired Goals, Expectations, and Outcomes

Several of the LIS mentorship programs list specific goals, expectations, and outcomes for their mentor/mentee relationships. UW notes that a "mentor's role is to help their student navigate choices surrounding their career, direction, and plans" (n.d.). The time commitment includes 10 hours of 1:1 meetings though there are no mandatory activities and the mentor and mentee direct their activities and goals (University of Washington, n.d.). WSU's mentorship program allows students "[to] gain direction with professionals who share similar identities,

challenges, and perspectives to help students build confidence when navigating these spaces that do not always reflect or represent their identities" (n.d.). This objective directly supports the goal to "welcome and retain underrepresented students and professionals in the library, archival, and information science fields" (n.d.). Simmons "provides students with professional development and networking support through a collaborative mentoring partnership that offers guidance and fosters leadership" (n.d.). Similarly, St. John's provides mentees the opportunity to "learn about their career paths from successful alumni," "improve leadership and management skills," "[s]tay informed about the latest trends in the industry," and "[e]stablish connections with St. John's alumni" (n.d.).

Uniquely, SJSU takes it a step further by surveying their mentees near the end of their first semester to discover how valuable they found the program and the impact of having a peer mentor. Iowa collects brief assessments from mentees six weeks into the semester, and both mentees and mentors receive an evaluation form after the semester's completion.

Correspondence with Rutgers and SJSU Alumni

The Somerset County Library System of New Jersey (SCLSNJ) employs many Rutgers alumni, allowing the research team to send a survey to library staff without needing to contact individual alumni. Survey participants included alumni who graduated anywhere between 12 months prior to 30 years ago. The survey first inquired if MLIS degree-holding SCLSNJ staff members knew of the School of Communication and Information mentorship program. Most respondents were unaware of the mentorship program or had not taken part in the opportunity. Of the SCLSNJ staff, the majority believe mentorship is valuable. However, they also think diversified job experiences can offer the same opportunities. See Appendix C for the full survey results.

Bethany Winslow, M.S.Ed. (bethany.winslow@sjsu.edu) served as a point of contact for information on SJSU. She is the Director of Online Learning at SJSU's School of Information (SIL). At SJSU, the peer mentoring project is a specific component of the INFO 203 Online Learning Tools and Strategies for Success course (n.d.a). SJSU SIL requires all new students to take this course as part of their onboarding to this 100% online program. The core mission, vision, and values of this program are two-fold. First, peer mentoring helps ensure new students start on the right foot and succeed in their graduate program. Second, the program offers peer mentors a unique opportunity to gain valuable skills and experience (i.e., through collaboration, leadership, teaching and learning theory, and instructional design.) which they can use to help document their competencies in their portfolios. Peer mentors participate in this project as part of a three-unit special studies option. Most applicants for the peer mentor project reflect on how helpful and inspiring their mentor was for them as the reason they wanted to apply to serve as a mentor. A call for new peer mentors occurs each year through the iSchool's internal messaging, and they review applicants based on GPA and other qualities.

For new students, one important outcome is completing the course, which corresponds to SIL's overall retention statistics. SJSU SIL surveys students near the end of their first semester to determine the value of the course and of having a peer mentor. Peer mentors take a preparation course that includes several deliverables required during the project. For example, one task is to work together to create a series of meetups on a range of topics of interest to new students. The students then promote those meetups in their course sections. During this process, peer mentors work alongside the faculty member who teaches the INFO 203 course. The virtual meetups held via Zoom are one of the first opportunities mentees have to meet other new students and learn from peer mentors tips and suggestions on how to be successful in the program. Mentors also

make instructional videos, give grade feedback, and point students to resources, among other tasks. Surveys reveal new students feel comfortable reaching out to their peer mentors. This comfort helps build confidence in new students, especially if they have been out of school for a long time or are new to online learning. Creating a sense of connection and community is essential to this project.

SJSU LIS limits this project exclusively to the iSchool, and even more specifically to the onboarding INFO 203 course. No other SJSU mentoring program or initiative requires this peer mentoring project. This peer mentoring project offers a unique opportunity to help build confidence in incoming online cohorts, and other schools could benefit from this initiative.

Program Spotlight: University of Illinois Urbana-Champaign's iSchool Mentorship Program

The following section includes notes from an interview conducted by Rachel Linn with the school's Assistant Director of Employer Relations, Michele Plante. Michele is the Assistant Director of Employer Relations for Indiana's iSchool. She is part of a two person team with one staff member "student-facing." That staff member works on resume development, interview skills, and similar work with students. Michele is "employee-facing" and primarily works with businesses and other future iSchool employers to develop a pipeline for students to enter their chosen field successfully. Michele created the school's mentorship program and has tended to it for the past three years as an extension of her work facilitating students reaching their post-graduate goals. Both staff members are equal in rank and report to the Dean of Student Affairs.

The program was Michele's initial idea. She worked previously for the College of Fine Art and ran their mentorship program. When she moved departments, she proposed a similar program for the iSchool. She started a program focused on alumni participation approximately

six months into her new position. It took about two years to create the program in the College of Fine Art and about a year in the iSchool. The College of Fine Art mentorship entails only six informal meetings throughout the program. In contrast, the iSchool program has a great deal of structure, including specific deliverables, like mock interviews. Michele found through feedback that fine arts students did not desire a formal structure, while information students did. Thus, the more rigid structure reflects the comfort level of the mentors and mentees themselves.

Michele personally recruits the mentors and mentees. She solicits feedback from both sides every semester and uses that feedback to tailor and adjust the program further. The experience has consistently ranked highly with students who value any experiential learning opportunities and want to meet people serving "on the front lines" to get their input on career trajectories. The program has an abundance of mentors in libraries (both public and academic) but has struggled to find mentors for other kinds of information professionals for their data and analytics-focused students.

The program is going through a transition. Michele and her team moved to PeopleGrove (<https://www.peoplegrove.com/>) last year, outsourcing the mentorship process. The university purchased a larger package, so now they are transitioning again to integrate with their institution. They also moved the responsibility for mentorships from the Employer Relations to Alumni Relations departments. Michele will pivot to use her free time to collect and analyze data about recent graduate success, develop stronger ties with future employers, and build up the two job fairs the iSchool supports. In the fall, She organizes an in-person job fair for students interested in data science, and in the spring, there is a librarian-focused fair online. She is expanding this second fair to include more ALA-accredited institutions and would be interested in adding Alabama in the future.

She advised that anyone starting a mentorship program should partner with student services and alumni affairs. She also warned against under-explaining and under-supporting both mentors and mentees. One of her most successful implementations was a mentor meet-up where mentors could talk through issues and best practices. Michele also recommends using the service Handshake (<https://joinhandshake.com/>) to help with networking and connection-building.

Program Spotlight: University of New Mexico Mentoring Institute

With a focus on what makes a good mentorship program, UNM takes a different aim in their partnerships. This section focuses on UNM's Mentoring Institute and includes a summary, the populations it serves, and details of what makes UNM unique in its mentorship approach.

As mentioned previously, UNM's Mentoring Institute is the only program included in this report with a distinct mission, vision, and set of values. The Mentoring Institute is unique in that it is independent of SLIS or any other school or program within the university. It is a stand-alone approach aimed at building up existing mentoring programs, enhancing the mentoring culture, and contributing to the economic growth of New Mexico, but not a replacement for existing mentoring programs. According to the program website, members have access to various resources, including mentoring articles, journal publications, webinars, conference videos, publishing opportunities, and discounts on conference fees (n.d.). Specific membership benefits include (n.d.a):

- Access to 1000+ research papers on a range of subjects pertaining to mentoring, including mentoring: STEM Fields, graduate and undergraduate students, fine arts, faculty and many other fields.
- The Chronicle of Mentoring & Coaching is a bi-monthly academic publication that includes bios and interviews from leaders in the field, mentoring tips, book reviews, literature reviews and more!

- Interactive Bi-Monthly Webinars interviewing leaders in the mentoring field. An opportunity to connect and create a dialogue with mentors and mentees all over the world.
- Access to exclusive, select video footage from previous keynote and plenary sessions at our conference.

Annual membership fees for standard members are \$500 and \$300 for UNM Students (n.d.b).

The fees also cover the cost of 20 mentoring webinars, which focus on the three critical areas of mentorship: the context of mentoring, the practice of mentoring, and an understanding of the entire process (University of New Mexico, n.d.c.). Finally, one special note about the mentoring program at UNM is that it extends its support to high school students within its community with a program called College and Career Readiness Soft-Skills program (n.d.d.). This program is offered to junior and senior high school students to help them build their professional skills within employment and higher education spaces at no cost.

Research team member Franes Rodriguez held a virtual interview with Dr. Nora Dominguez (noradg@unm.edu), Mentorship Director of UNM's Mentoring Institute, to gain more information about this program. For a list of the posed interview questions, see Appendix D. For a full interview transcript, please contact Franes Rodriguez at far4@nyu.edu. A summary of the conversation is below.

With the help of three graduate assistants, Nora Domingez started the institute in 2008 with state legislation funding after a year of preparation. The three graduate assistants each focused on a specific area: one on research (needs assessment), another on training (creating curriculum), and the other on office administration (organizing and managing conferences). Dr. Domingez and her team started by conducting a needs assessment, focusing on current UNM mentorship opportunities. They discovered that UNM already had over 280 active mentorship

programs, each focusing on their respective communities. From this information and their assessment of these programs, they realized the need to support these programs so each could provide successful mentorship experiences to their participants. This goal led them to create the Mentoring Institute. They ultimately achieved their goal by providing a forum for mentorship program providers to come together, learn, and promote proven mentorship practices.

Each year, the institute publishes approximately 100 online papers about those practices, hosts annual conferences that draw on a wealth of expertise and experiences from mentorship experts, and helps design training practices and evaluation methods. The institute started with less than 38 members, grew to 800 in 2014, and has capped its membership to 500 today. While they have reached capacity and do not currently take on additional projects, they are happy to provide a wealth of resources and recommendations to assist programs and individuals looking for support.

The Mentoring Institute's success and achievements are due partly to the realization of the importance of collaborating and building agreements with key stakeholders. They worked closely with the Vice President of Student Affairs, the Provost Office, Division Heads, and two Diversity offices within UNM. Their strategy was to work with these departments to create policies requiring faculty and staff to tie the mentorship programs to their individual goals and objectives. For example, they include mentorship in the faculty and staff review and evaluation process, meaning that staff members must participate in the mentorship programs as part of their individual goals and career advancement. With the help of her mentor Dr. Brad Johnson, Dr. Dominguez learned the importance of partnering with external institutions. Dr. Johnson has written several books on mentoring and provided Dr. Dominguez with networking opportunities,

resources, and contacts. Dr. Dominguez took her role even further by becoming a mentor in several organizations and serving as a board member.

Even though UNM's Mentoring Institute is not a traditional mentoring program, it offers incredible insight into what a program like this needs to be successful. Dr. Dominguez provided a list of key takeaways she learned through research and experience in building a successful mentoring program:

- Spend the first year discovering and understanding the targeted communities in need of mentorship, determining their current needs, building collaborative relationships across the organization with key stakeholders and existing programs, and understanding evidence-based research of effective practices.
- Recognize the importance of good planning, assessments, and structure. Without these components, the program will not last.
- Advertise and enlist key champions to promote and recruit for the program.
- More than 70% of successful mentorship is informal. Research shows that programs are successful because they have met requirements in these three areas: proximity, interest, and affinity. Formal mentorship programs must recreate these three areas as best as possible. The first two are easier to establish, but affinity is not. Programs can establish affinity when a logical structure is in place and by conducting regular assessments about what works and what does not. A mentorship program needs involvement beyond simply connecting the mentor and mentee. They need to keep coming back and checking in.
- Time is the most limiting commodity. A successful program requires a needs assessment. Based on those needs, they must determine how they will meet operational goals while considering participants' constraints, context, and the objectives they want to accomplish.
- Programs need to align all their members in defining what mentorship is so all participants coordinate their goals and objectives. They can do this by creating a "job description" about the program, so mentors and mentees know what they will receive and need to give to the program.
- Recruit students early. Alumni are some of the best mentors because they have received the benefits, know the importance of mentorship, and will help other students.

Dr. Dominguez recommended researching two institutes dedicated to mentorship: the National Academies of Sciences, Engineering, and Medicine (NASEM) and the National Research Mentoring Network (NRMN).

The National Academies of Sciences, Engineering, and Medicine's mission is to "use research to strengthen scientific, engineering, and medical fields and their capacity to contribute to human welfare" (n.d.). This organization is considered the "gold standard" of evidence-based scientific research and uses the research process and evidence-based "to address society's toughest challenges." (n.d.) The group has a very detailed plan of action and a research process. First, the institution defines an area of study. Within this first step, they create a statement of task, work plan, and budget. The Executive Committee of the National Research Council Governing Board must approve all three of these initial steps. Once approved, they move to Committee Selection and Approval. All committee members must complete a conflict of interest and disclosure form. The next step in their process is determining committee meetings for information gathering, deliberations, and drafting a report. Next, the committee completes a report review. This website connects visitors to the Proceedings of the National Academy of Sciences of the United States of America (PNAS), which consists of peer-reviewed research and scholarly articles. There is a wide variety of topics covered within the science industries. This site also provides a list of fellowship and grant opportunities.

The National Research Mentoring Network (NRMN) is an organization that promotes diversity and inclusion of underrepresented populations in biomedical and information technology fields. It receives funding from a grant from the National Institutes of Health. NRMN's mission is "... to provide researchers across all career stages in the biomedical, behavioral, clinical, and social sciences with the evidence-based mentorship and professional

development programming that emphasizes the benefits and challenges of diversity, inclusivity, and culture." (n.d.). The organization serves students from undergraduate to postdoc, professional researchers, faculty, and academic administrators interested in developing a diverse representation of highly qualified professionals in their fields of study. NRMN offers guidance in navigating the workforce and pursuing or enriching a career path. The website hosts a free platform to enhance diversity and mentoring in biomedical and information technology.

NRMN membership provides access to over 20,000 profiles of mentors and mentees. The guided virtual one-on-one mentoring program features over 200 interest-specific groups for professional collaboration, resume building, job and internship boards, and a secure video conferencing or direct messaging platform for virtual networking. Other features include document sharing, personalized calendars for managing appointments, and webinars on mentorship topics. Organizations that partner with NRMN receive social media promotion, national exposure on their network, and priority access to newsletters and featured events. NRMN also offers professional development support, webinars and podcasts, conference events, and unique individual networking and mentoring ideas. Network connections are made by individually browsing the posted profiles or by taking advantage of the automated partner matching algorithms. Evidence-based structures, questions, and topics guide mentoring relationships. The mentorship partners determine the number and frequency of meetings, which last about 30 minutes.

According to the NRMN's virtual community coordinator Reagan Miller, the organization does not currently offer mentor training. They tried this initially but found that it was more effective to outsource training. They now use the University of Wisconsin-Madison's Center for the Improvement of Mentored Experience in Research (CIMER) for mentor training (n.d.). Even

without training, NRMN's program is easy to navigate with the 'mymentor' feature, which guides mentors through the process of structuring their mentorship plan with goal setting and task analysis. A demonstration of how organizations can construct cohorts and select mentors can be arranged by contacting NRMN's Virtual Community Coordinator, Regan Miller.

Other Research Institutions with Mentorships

Determining who to partner with and how far a mentorship program will extend its reach is a crucial decision when selecting parameters. This section reviews a broader outreach of mentorship, including what happens when working with mentors outside of SLIS and outside of academic settings.

Except for UNM and Pitt, respective SLIS schools review and administer their mentorship programs. Pitt is an exception because it only has students and five direct faculty mentors within its SLIS. However, it is essential to note that even some self-administered LIS mentorship programs still partner across their respective universities with other offices or resources to enhance their offerings. For example, USC and WSU both partner with their alumni societies. WSU, in particular, connects archival SLIS students with professionals within archives and with the Future Librarians for Inclusivity and Diversity student organization to address the need to recruit and keep underrepresented students and professionals in the library, archival, and information science fields.

Some schools only connect mentees and mentors and leave the relationship building, engagement, and outcomes to the participants. Others, such as Rutgers, provide more guidance through informative handouts with clearly defined expectations and engagement commitments between mentors and mentees (n.d.a.). Similarly, the USC offers a mentorship video (2017). Others are more hands-on with their training/guidance. SJSU requires peer mentors to attend a

preparation course with deliverables to complete during their mentorship project. Peer mentors create instructional videos, help give mentees grading feedback, and direct mentees to valuable resources. WSU provides clear guidance and structure (2022). For example, WSU requires meetings with deadlines between mentors and mentees. Each meeting requires specific deliverables such as mentee interview questions for their mentors, professional research within their field, mentors interviewing mentees, and mentee work-shadowing their mentors.

Association of Research Libraries, Kaleidoscope Program

The ARL Kaleidoscope Program is a two-year program whose goal is to attract MLIS students from historically underrepresented racial and ethnic groups to careers in research libraries and archives (n.d.). A component of the Kaleidoscope Program is the mentorship program that connects MLIS students with LIS professionals. ARL arranges this mentorship opportunity by connecting mentees with mentors that best fit the mentees' career goals and interests. Mentor meetings are scheduled monthly throughout the program's two-year span. The Kaleidoscope Program Task Force and Kaleidoscope Program Selection Working Group supports the Kaleidoscope Program. This program consists of four phases:

- Phase 1: The main component of the Kaleidoscope program is a mentorship with a LIS professional. To find a mentor that aligns with their preferences and interests, scholars must complete an online questionnaire by a designated date.
- Phase 2: The ARL Visiting Program Officer for Diversity, Equity, and Inclusion contacts a Kaleidoscope scholar to discuss mentor preferences and gather additional information about their ideal mentor. This coordination allows the liaison to match a scholar with a mentor so they can begin meeting with them as soon as possible.
- Phase 3: There is a scheduled online seminar for all mentees to discuss the responsibilities and expectations of being a mentee. During this time, mentors receive correspondence to verify if they are available and willing to serve as a mentor to the Kaleidoscope scholar.

- Phase 4: After mentor matching confirmation, a liaison emails an introductory message to the mentor and mentee. Scheduling of the official mentorship program begins and adheres to a monthly meeting schedule.

For more information on this program, please contact DeLa Dos (dos@arl.org), Senior Director of Diversity, Equity, & Inclusion or Mira Swearer (mira@arl.org), Program Manager.

UA Mentor UPP Program

UA's Mentor UPP offers peer and professional mentoring programs (n.d.a). The peer program has a set of mission statements independent of the university's mission. This mission focuses on building connections between students, providing leadership opportunities, encouraging a helpful environment based on sharing information and experiences, and fostering community (n.d.b). The goal of the peer program is to "cultivate relationships between first-year students and upperclassmen in an effort to increase involvement, retention, and confidence in the newest members of the College of Engineering" (University of Alabama, n.d.b.). Mentees who complete the program are encouraged to serve as mentors for future first-year students. The professional program "is a mentoring and networking program where UA College of Engineering alumni and members of the Capstone Engineering Society cultivate relationships with the College's upperclassman and serve as a support system as the students transition from college to career" (n.d.c.). Here, alumni serve as mentors, and their interests help determine their mentee pairings. For both programs, there are clearly defined expectations listed in the form of mentor agreements and mentee agreements found on the programs' respective websites (University of Alabama, n.d.b., University of Alabama, n.d.c.).

The peer mentorship program is well-suited to the time commitment of undergraduate programs. With a traditional four-year Bachelor's degree program, particularly one with in-person, on-campus classes, students have more time to develop relationships with their cohort

members. For graduate degrees like those offered by UA's SLIS, the shorter length means an alumni-based mentorship program would likely be more helpful. The mainly virtual SLIS offerings can be both beneficial and problematic. The benefits include students from varied backgrounds located throughout the country and possibly abroad that offer different insights, skills, and experiences. The problematic aspects mimic the beneficial, with alumni widely spread throughout, leaving little room for in-person connections.

Program Spotlight: Ascension Online Mentorship Program

The following section looks into Ascension, a healthcare network that recently completed a pilot online mentoring program. Research team member Anita Delp sourced the following information from both Ascension's website (n.d.), through an online interview with Senior Director of Organizational Development, Brittany Simpson and Senior Organizational Development Manager, Sarah Laine, and through email correspondences with both Ms. Simpson and Ms. Laine. For a full interview transcript, please contact Anita Delp at asdelp@crimson.ua.edu.

As a leading non-profit and Catholic healthcare organization in the U.S., Ascension operates over 2,600 facilities in 19 states and Washington, D.C. Its mission focuses on diversity, equity, inclusion, and providing compassionate care to those most in need. In the fiscal year 2021, Ascension provided medical care to financially insecure individuals, amounting to \$2.3 billion. Besides direct healthcare, Ascension works in investing, biomedical engineering, facilities management, risk management, and contracting.

In early 2020, Ascension tasked Senior Director of Organizational Development Brittany Simpson with creating a professional development opportunity focused on networking for women within the organization in the St. Louis area. The program was to launch in mid-March,

but Covid-19 pandemic-related closures forced Ms. Simpson to restructure to accommodate social distancing. The initial plan involved providing professional development to the organization's middle-tier (managers to senior directors) women. Brittany, along with two other seasoned executives within the organization, designed and implemented the first pilot online mentoring program in 2021. Multiple sites within the Ascension organization and sister organizations supported them. The team is currently developing a second pilot with additional team members to target a more diverse representation.

Structure and Planning

Because of the work conditions during the pandemic, the program transitioned to an innovative flash mentoring model. The original plan of a face-to-face, regional, long-term commitment moved to a national online program with reduced commuting and time commitment. Ascension has over 160,000 associates across the country, some in remote areas and many that work from home. The revised model fits nicely into their current situation. In flash mentoring, rather than multiple meetings over a long period, the mentor and mentee meet virtually between two to four times for 30 to 45 minutes per session. The hierarchy is the same as in traditional mentoring situations. Leaders in the community and people with experience in particular fields offer their expertise and knowledge to novices seeking development opportunities.

The initial pilot used the Google platform, and they housed everything on a Google site (<https://sites.google.com/new>). They set up mentor profiles on the website so mentees could pose questions and select their mentor based on common areas of interest. Ascension HR provided background information for potential mentors selected based on their accomplishments and proven track records within the organization over several years. They chose mentees among a

pool of female executives and managers who were well-versed in Ascension's mission and values and had already been through a leadership training course. Before the program's start, mentors and mentees received formal training in the form of drop-in questions and answer sessions. The training highlighted the program's goals, objectives, and desired outcomes, including opportunities for employees to connect with more senior staff members. Intentionally, these connections erode barriers that typically exist in corporate hierarchies and virtual work environments. The planning team organized project-based tasks by division or department. Site design, member profiles, data analysis, identifying associates, relations, and cross-checking background information are some of the project tasks.

The ratio of mentors to mentees was about one-to-one. Gathering personal life, career, and personality type information helped pair mentors with mentees. Those supporting the program deem mentorship selection an honor. It was an enrichment opportunity that was not required. Participation was for professional development, both individually and for the organization. They found organizations that required participation in similar mentoring programs had more difficulty garnering engagement from their participants. When offering compensation, people did not consider the offer to have a decent return on the investment of their time. The rich, authentic connections gleaned from the process were valued over monetary compensation.

Challenges and Misconceptions

Using Google products for scheduling and relying on the mentors' executive assistants to report schedules proved less efficient than the program coordinators would have liked. They could see the booked appointments but not who was meeting. Individual mentors chose the meeting platforms, which presented some inconsistencies as well.

The volume of participants was surprising, with 24 mentors and 30 mentees. Highly motivated mentors provided guidance, despite their hectic schedules. They became disappointed if mentees missed or had not booked their appointments. Mentees did not seem as motivated as the mentors. Because of the availability of appointments, mentees could book extra sessions once everyone had completed the two meetings allotted initially for each participant. Some who initially inquired did not ultimately take advantage of the opportunity. Others did not want to take advantage of the mentee opportunity, expressing that the idea of being mentored intimidated them, and they did not know what to ask. However, the process was very enriching for both mentors and proteges. Mentors even put forth the effort to research their mentees. Some mentors created career tracks for their mentees and offered to continue a relationship beyond the mentorship program.

Program Feedback

Providing profiles for protégés and mentors will save time for the leaders. A recommendation is to allow 15 minutes at the end of each scheduled block to prevent meetings from running over time and into the next appointment. Some mentors found that scheduling appointments in 45-minute blocks instead of 30 minutes helped both parties not to feel rushed and made for a more comfortable session. A helpful aid is using the mentoring module of a software program such as GP Strategies' Success Factors (2022) data collection, usage tracking, calendar management, feedback, and evaluations. They can also post profiles via this software. Having everything housed in one place will be more efficient than having information scattered in multiple places. The full report of summary and feedback titled "Flash Mentoring Pilot Results and Recommendations" is available upon request from Ascension or email Anita Delp at asdelp@crimson.ua.edu.

Personal Testimonials

Several research team members have or are currently participating in either formal or informal mentorship opportunities. The following section includes their personal testimonials.

Lyndon Batiste

In 2021, I was selected as a Kaleidoscope Diversity Scholar for the Association of Research Libraries (ARL) - a program designed to attract MLIS students from historically underrepresented racial and ethnic groups to careers in research libraries and archives. A feature of this program is its mentorship program, where Kaleidoscope scholars are paired with LIS professionals who best align with their career aspirations. The Kaleidoscope mentorship program has been extremely important to my professional development in that I have been able to find valuable career guidance, professional opportunities, and strategic relationships that will hopefully lead me to my career destination. In addition, I have been able to share my struggles and challenges as an LIS professional of color. As a Person of Color in LIS, I often sit at tables where no one else looks like me. As a result, I deal with imposter syndrome, isolation, and a strong sense of not belonging, which can all inhibit professional growth. However, mentorship has given me the confidence, the resources, and the support that I need to know that I belong and that I am capable. I believe that mentorship is important for everyone, but it is crucial for librarians from historically underrepresented racial and ethnic groups. In a thoughtful and serious mentorship program, SLIS can move closer to fulfilling ALA's strategic vision to "[e]xpand the work of ALA and its allies in building a diverse and inclusive profession" (2017a).

Anita Delp

In 1995 I was a part of The Ronald E. McNair Postbaccalaureate Achievement Program, also referred to as the McNair Scholars Program. The purpose of this grant-funded

U.S. Department of Education program is to promote advanced degrees among students from disadvantaged backgrounds. While the program focused on a singular project, it involved multiple instructional elements, such as research, professional workshops, and seminars. Mentorship was also a major component of the program. As I progressed through the steps of my project, I met weekly with my mentor for updates and direction. We also worked closely on day-to-day tasks. My mentor provided training on the hard skills of research and production as well as invaluable guidance for navigating the academic world. My mentor was my first example of professionalism. She was a role model to me, inspiring me in my current role which includes some training of new hires in my library system. Although we do not have a formal mentorship program, I do open myself up to that role when I train new library staff. I believe mentorship would be beneficial for library staff and students in library school as there are many situations that come up in libraries that are not covered in academic settings.

Crystal Hooper

In 2019, I took part in a year-long mentorship with six colleagues at the Somerset County Library System of New Jersey. The director of operations and director of public services met with us for an eight-hour session every other month. We worked on special system-wide initiatives, studied key managerial development practices, and discussed cultural issues within our organization. It was a very worthwhile experience. Our cohort continues to meet when facing supervisory times of hardship to gain perspective and guidance. The six of us have gotten recognized as up-and-coming leaders and continue to work on high-overview strategic planning projects with our lead mentors from this program. Three years later, our original group of six now helps present topics of interest to new managerial groups and act as mentors to other staff members.

April Kelly

As an educator, mentoring has been a very positive experience. I was a mentee throughout my undergraduate internships and had teachers who profoundly influenced me to mature into the teacher I have become over the last twenty-two years. I have also served as a mentor numerous times as a classroom teacher, reading and instructional coach, and in my current role as our school's AVID Coordinator. It has been a pleasure to assist new, first-year teachers in adjusting to teaching and managing their classrooms. Mentoring helps foster relationships with colleagues and provides a comfort zone for new teachers to ask questions they may not be comfortable addressing to the school's administration. Mentors provide access to resources and exposure to a variety of instructional methods. Mentoring assists in developing new teacher strengths and improving areas that need growth. A critical element is building a relationship of trust, and for both parties to have open communication and the desire to learn from one another. "Collaborator, not administrator" is a slogan adopted within our program. As mentors, we are not there to evaluate a new teacher's performance, but rather mentors provide structures and strategies that enhance lessons, skills, and student engagement, and model best practices that meet the needs of all students. Mentoring also provides a safe space for new teachers to voice their concerns, ask questions about the profession and institution, and develop and strengthen their instructional pedagogy and practices.

Allison Mansour

Though I am now a student in UA's SLIS, my undergraduate degrees were in History and Anthropology. As part of this program of study I began volunteering at the Mildred Westervelt Warner Transportation Museum in Tuscaloosa. This volunteering quickly turned into an informal mentorship as the director took me under her wing and ensured a thorough understanding of

exactly what it means to work in a museum. With her friendship and guidance, I created exhibits, promoted them on social media, learned how to formulate an exhibit display, and much more. In addition to these very important and practical skills, I began to understand how a museum professional interacts with their patrons and the greater community. LIS is often a field heavy in community interaction, and through learning how to manage this in my mentorship I am now better prepared to take on the role of intermediary between individuals and information. Furthermore, the relationships created with those I worked with has shaped my educational, professional, and personal experiences in countless ways. They have served as networking opportunities, references, resources, support systems, and friends. These experiences and relationships show that no matter the field or degree level, informal mentorships can have a lasting impact on the personal and professional lives of both mentors and mentees.

Larissa Orman

My undergraduate degree incorporated mentorship (discipleship) as a required part of the degree. Each semester had a class and credits devoted to mentorship, with about eight credit hours of discipleship over the course of the degree. First-year students were mentees only. They were paired with or chose an upperclassman (sophomore through senior). Sophomores, juniors, and senior-level students were required to be both mentees and mentors and were usually paired with staff or faculty members as their mentors. At least one hour per week was required to meet with each mentoring relationship (one hour total for first-year students and two hours for upper-class students). Often the mentorship relationships only lasted a year, but many continued all four years, and some continued beyond. The relationships focused on character development, personal growth, study and research habits, spiritual growth, and other goals set by the discipleship pair. I learned mentorship is most effective if all participants are engaged and willing

to work. Even difficult relationships can be profitable if the mentor listens, is available, and builds trust. I have had the privilege of being involved in multiple mentorship relationships, and each one has taught me something different. I would not be the person I am today without the interactions I had both with my mentors and mentees. It was exciting to have someone invest in my life, and it was a joy to do so with others.

Conclusion

From research, interviews, and surveys, it is clear mentorships are valuable to all parties involved. To have a high-functioning, successful program, extended and continual outreach to promote the program is necessary. Recruiting mentors such as faculty, alumni, or people working in the industry, can vary and allow for a wide range of inclusion. What is most worthwhile is making time for mentor and mentee to meet together, build a foundational bond around trust, and provide outlets for routinely gathered feedback. UA's SLIS needs to define mentorship to create specific expectations for success.

Overall, the research group believes a mentorship program is worthwhile for UA's SLIS to consider. However, a successful mentorship program requires acknowledgment of potential struggles and impediments, particularly at the starting phase. Some considerations include the state of the existing SLIS program, alignment with existing goals, resources, capacity, availability, and the ability to meet the needs of current and future graduate students. After completing this study, and based on personal experiences as both mentors and mentees, most of the research team members believe mentorships are valuable experiences.

Recommendations & Considerations

Based on research findings, the team members recommend a further and more in-depth review of what has worked well in existing programs and determine the long-term goals of

starting a SLIS mentorship program. Some initial questions and points to consider based on UA SLIS student-based needs include:

- What is mentorship? How will UA SLIS define mentorship specifically?
- What makes someone eligible to be a mentor? Participant considerations include fellow students (peer mentoring), alumni, department staff, and established professionals.
- How long will the mentorship/partnership last? Can mentees repeat the process with new mentors if the program is short?
- What is the application process for mentor and mentee?
- What are the next steps for graduating mentees? Will the department encourage graduating students to become mentors?
- How will the department's mainly virtual setting and the varied location of students and alumni affect a mentor-mentee relationship?

Some possible next steps include to:

- Determine who will oversee the mentorship program.
- Select criteria for mentors, including an estimate of how many will participate.
- Consider the time commitments of mentors, mentees, and program administration.
- Brainstorm any particular topics or areas of interest.
- Consider the budget, structure, and hierarchy of the mentorship program.
- Consider the limitations imposed by the online nature of the program.
- Remember the facets of geography or location, curiosity, and rapport of the mentors and mentees. Students and alumni come from varied backgrounds, work in many fields, and are located throughout the country and abroad.

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Appendices

Appendix A — Complete Annotated Bibliography

Akinola, S. A. (2021). The Impact of Mentoring on Competency, Career Growth, and Leadership Development of Library and Information Professionals in Academic Libraries in Osun and Ondo States, Nigeria. *Library Philosophy and Practice*, 6722.
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This paper aims to investigate the impact of mentoring on skill competency, career growth, leadership development of library and information science professionals, and the challenges besetting mentoring in librarianship with specific focus on academic libraries in Osun and Ondo States, Nigeria. The collection of data was through a questionnaire – “Mentoring, An essential tool for skill acquisition, leadership development and career growth in library and information science profession” (Akinola, S., Article Abstract). The results indicate one-on-one mentoring and role models are the most popular methods used to mentor newly recruited library staff. The study establishes that through mentoring young graduate librarians acquire competency, career

growth, job satisfaction, leadership qualities, and promotes the image of the profession. The problems facing mentoring include compatibility of mentors and mentees, mentees' insubordination, and reluctance of the old experienced workforce to groom the younger ones, and their attitude of taking undue advantage of the mentees. The study recommends mentors should be patient with the mentees and the mentees develop a positive attitude towards mentoring in order to have a successful and fulfilling career.

Bolli, T., Caves, K., & Oswald-Egg, M. E. (2021). Valuable Experience: How University Internships Affect Graduates' Income. *Research in Higher Education*, 62(8), 1198–1247. <https://doi.org/10.1007/s11162-021-09637-9>

This article by Bolli, Caves, and Oswald-Egg centers around the question of whether or not mentorships have a significant impact on the later incomes of those who have participated in them versus those who did not. Based on a series of formulas calculated with a range of predetermined values that include a range of economic situations and varied states of wealth, the authors show that mentor/internships do tend to have positive long term impacts on income levels. Though the study was done using Swiss students as test subjects, the authors point to other published research papers to indicate that the connection between increased income and real-world work experience in college students is likely to be standard in much of the West.

Brunsma, D. L., Embrick, D. G., & Shin, J. H. (2016). Graduate Students of Color. *Sociology of Race and Ethnicity*, 3(1), 1–13. <https://doi.org/10.1177/2332649216681565>

While Brunnsma's focus is on sociology, some broad statements were made about the whole academy. The experience of marginalized communities is different from other graduate students.

They face different problems and often have more limited avenues of help. Mentorship was an area often expressed as one of the most helpful experiences in graduate school. “Great mentoring goes beyond helping students to graduate; it involves helping students to develop their confidence, teaching, networks, and long-term career ambitions” (Brunsma, 2017, p. 7).

Even though this article does not focus on SLIS programs, it still has great potential to influence the beginning of a mentorship program, as SLIS places a great focus on diversity and inclusion. One way to potentially increase diversity is through better mentorship as mentioned in Brunsma’s article. It is important to notice the differences minority groups face when entering the academy. It is also helpful to keep these differences in mind when mentoring.

Buchanan, E., Myers, S., & Hardin, S. L. (2005). Holding Your Hand From a Distance: Online Mentoring and the Graduate Library and Information Science Student. *The Journal of Educators Online*, 2(2). <https://doi.org/10.9743/jeo.2005.2.4>

This study focuses on a survey of LIS online students in regards to mentorship. The survey was small and should only be considered a starting point for the research. The article suggests two kinds of mentorship being the most useful for students: peer-mentorship to help new students navigate courses, technology, and the online student experience; and professional mentorship to help career plan, network, and build professional knowledge and experience. One interesting note is those seeking mentors spanned all ages. The inclusion of the survey used will be helpful for any programs looking to gauge the interest in a mentorship program. One of the reasons peer mentorship was recommended is due to the natural isolation of online learning. One of the main reasons mentorship is considered is for the social aspects—support, encouragement, someone to share ideas with, and a listening ear.

Burke, J. J., & Tumbleson, B. E. (2019). Mentoring in Academic Libraries. *Library Leadership and Management*, 33(4), 1–19. <https://doi.org/10.5860/llm.v33i4.7348>

This article focused on a survey about mentorships in the academic library setting, the authors both participated in mentorships and their research focuses on best practices within academic libraries as well as literature review. The authors compiled previous research and did their own survey which showed that overall librarianship supports mentorship; but one issue is often librarians received mentorship at the beginning of their careers; but the trends show mentorship was not continuously provided to tenured librarians for professional growth. The article also used previous research to create and compile a list of methods of mentoring. Types of Mentoring according to Burke and Tumbleson include:

- Cross-generational mentoring
- Internship as part of MLIS program
- Matched with a mentor through a formal program
- Mentored by a team of mentors
- Mentored through group interactions (communities of practice)
- Mentoring aimed at groups underrepresented in libraries
- Mentoring aimed at leadership development
- Peer to peer (my mentor held a similar position/specialization)
- Supervisor as mentor

Couture, J., Gerke, J., & Knieval, J. (2020). Getting into the Club: Existence and Availability of Mentoring for Tenured Librarians in Academic Libraries. *College & Research Libraries*, 81(4), 676. <https://doi.org/10.5860/crl.81.4.676>

The focus and intent of this research is aimed at mentoring opportunities not for new librarians but rather tenured librarians and academic faculty. What programs and structures for mentorship are in place in R1 institutions for those seeking promotion and advancement? There were four survey topics and they are as follows: “Workload distribution, meaning how their work is distributed among librarianship, research, professional service, and other categories. Intention to seek promotion to full professor (only asked of associate professors), existence of, and their participation in, formal mentoring or leadership development programs, as well as the availability of mentoring targeted to tenured faculty who might seek promotion to full professor and experiences with informal mentoring, both pre- and post-tenure” (Gerke, Couture and Knievel, J., Article Abstract). Their findings concluded that overall mentoring led to long term success, but mentorship is often provided to new librarians and not offered to tenured librarians. One barrier determined was a lack of structural support and opportunities for mentorship could be a barrier to promotion for tenured librarians.

Crisp, G., & Cruz, I. (2009). Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in Higher Education*, 50, 525-545. doi: 10.1007/s11162-009-9130-2

Crisp and Cruz examined the literature and studies done on mentorship in regards to college students. Their review is consistent with others' findings. There is a lack of a universal definition or theory guiding mentorship. These insufficiencies make testing hypotheses and findings difficult. Crisp and Cruz found the literature agrees mentorship involves growth/learning/accomplishment for an individual; mentorship should be personal and reciprocal; and mentorship should include support. Crisp and Cruz bring up several failures in

methodology the studies they examined exhibited and end with suggestions for practice and further study. This article is significant as it incorporates research from before this annotated bibliography's scope. It is especially helpful when looking for studies on mentoring college students. A third of the studies looked at involved mentoring graduate students. Crisp and Cruz were helpful in reminding readers results cannot necessarily be projected onto different populations. They recommend a clear definition and theory to guide mentorship moving forward as well as studying nontraditional students to understand how mentorship affects them.

Dawson, P. (2014). Beyond a Definition. *Educational Researcher*, 43(3), 137–145.

<https://doi.org/10.3102/0013189x14528751>

As others have mentioned, there is no standardized definition of mentoring. This has led to some confusion within the literature. Dawson's article aims not to create a standard definition, but a framework which would cover many definitions and create a point of consistency in the literature. Dawson details sixteen different aspects of the framework. He uses the framework to analyze the workings of two different mentorship programs (Supplemental Instruction, S.I. and Peer Assisted Teaching Scheme, P.A.T.S.). Dawson's framework is appealing as he consulted with international experts. Ideally this would make the framework usable across multiple contexts, cultures, and demographics. This framework was built with the intention of helping administrations set up a mentoring program. The different aspects of the framework are different areas where decisions will need to be made. The framework is not prescriptive or directions, merely an aid to the decisions needing to be made. The framework gives examples through the S.I. and P.A.T.S. mentoring program and how they have chosen to formulate their programs.

Denda, K., & Hunter, J. (2015). Transformative Mentoring: Sustaining the Future of Academic Libraries through Engagement Centered Development of LIS Students. *Association of College and Resource Libraries*, 763–769.

Denda and Hunter advocate for mentorship from a teams-based system. They affirm the importance of mentorship both for the mentees and the mentors. Denda and Hunter observe often in internships and work experiences the positions have little engagement with librarians as their position is needed to fill hours or give the librarian time to work on something else. Their theory is based on feminist pedagogy and Freire's education works which both reject the authority of teacher over student and affirm that each can learn from the other. Denda and Hunter envision library students working in collaboration with librarians, faculty, alumni, and more. This vision has appeal as one person can mentor multiple students as part of one team. A drawback would be finding an ongoing project to work collaboratively on. The teams-based approach is appropriate when considering current library work. Denda and Hunter argue another positive would be the hands-on technological work which is needed in many library positions today. The team approach could also help to create a network that can be used for personal or professional development down the road.

Eldredge, J. D. (2010). Virtual Peer Mentoring (VPM) Might Facilitate the Entire EBLIP. *Process. Evidence Based Library and Information Practice*, 5(1), 7.

<https://doi.org/10.18438/b8x907>

Eldredge focuses on non-traditional mentorship. His idea is for peers to meet as needed; one will take on the role of mentor and the other the protégé; these roles can flip as needed. Eldredge points out a few challenges with traditional mentoring. First, there are often fewer experienced

mentors than those wishing to be mentored. Second, due to the power differential in traditional mentoring some ethical issues can arise. Eldredge advocates for e-mentoring because it unites mentors and protégé with shared goals rather than geographic or institutional commonalities. Eldredge's article gives a specific example of e-mentorship as it is used for a specific research method. However, his principles can be modeled on a broader spectrum. Especially worth noting is his table of tips for peer mentoring. It gives specific tips for the mentor and the protégé with general tips for both sides. Of key importance is the tip mentioning misunderstandings will arise due cultural differences and the importance of overcoming these challenges to learn about the peer's background.

Estevez, M. (2009). Listening to Students: Mentorship in Graduate Education. *Change: The Magazine of Higher Learning*, 41(1), 55–56. <https://doi.org/10.3200/chng.41.1.55-56>

This is a perspective article by medical student, Maureen Estevez, who benefited from program mentorship during medical school. In the article, Maureen accounts for their personal feelings of imposter syndrome and being weary of their potential success in the mentorship, citing the broken system they experienced around them in graduate studies that often sought to simply churn out graduates, not entirely develop them professionally. Maureen says that the most notable part of a mentorship is the aspect of networking and building strong professional relationships; an opinion shared across many studies of mentorship. It is crucial for higher education programs, especially graduate programs, to establish a lifelong relationship with their students, ensuring a connection between the institution and the profession.

Farmer, D., Stockham, M., & Trussell, A. (2009). Revitalizing a Mentoring Program for Academic Librarians. *College & Research Libraries*, 70(1), 8–25.

<https://doi.org/10.5860/0700008>

This article focuses on the mentorship program established at Kansas State University. Kansas State University has had an active formalized mentorship program established for almost 20 years. The primary focus of the mentorship was to assist in the promotion of staff to reach tenure, and to assist and prepare members for their portfolio and annual reviews. Stockham and Trussell stated that while there was an abundance of materials on how to build mentorship programs and the elements needed to form successful mentorship programs, they noted that, “While the library literature was helpful in identifying many of the elements needed for successful mentoring relationships, little additional information on establishing or revitalizing a program in an academic institution was found. Nor did the library literature identify and describe the skills necessary to be an effective mentor or how to keep a program vital for both mentors and mentees.” Essentially, they developed and updated their mentoring program at Kansas State University and one major conclusion was that mentoring should be voluntary and not forced or mandated on every faculty member. They also determined that for mentorship programs to remain relevant and successful, the institution needs to continuously monitor and evaluate the mentorship program to determine that it is meeting the needs of the mentees.

Faure, Suzanne. (2000). *LLAMA Formal Mentoring Guide*. Library Leadership & Management Association.

https://www.ala.org/llama/committees/mentoring/LLAMA_Formal_Mentoring_Guide

This document provided a general description of the mentor and mentee roles. When initially created, the purpose of this document was “to encourage and nurture current and future leaders, and to develop and promote outstanding leadership and management practices libraries through a mutually beneficial shared interaction between the mentor and mentee”. This was presented at the 2008 ALA conference and it was a small scale program (25 attendees who were first year LLAMA members) to primarily offer guidance and professional development for new librarians. The element that was most critical was the listed steps for evaluation and assessment. This is an area that other research did not primarily focus on but our group felt was an essential component for consideration in creating and developing a formal mentoring program.

Freedman, S. (2021). Mentoring Experience of Academic Librarians: A Pilot Study of

Mentorship in Academic Libraries. *Library Leadership and Management*, 35(2), 1–27.

Freedman focused on studying mentorship programs within academic libraries. Freedman refers to “Leuzinger and Rowe’s 2017 study reported that 25 percent of academic libraries in Canada have mentoring programs.” Freedman discusses some of the challenges of creating a mentor program including: “mentor/mentee mismatch, mentor neglect, and communication problems in the mentoring relationship. It categorized reasons, drawbacks and risks into four groups: lack of (mentoring) opportunity, lack of resources, lack of time as other priorities take precedence, and that mentoring is resource-intensive, and a lack of understanding.” He also discussed some benefits of mentoring including “professional growth, socialization and leadership development”. Freedman has focused on questions that include the following: What motivated academic librarians to enter the MP? What kind of mentorship is common to academic librarians in New England? What barriers do you anticipate about the mentoring program? What Benefits

of the MP were realized? Freedman's pilot study concluded that "Mentoring programs should therefore be elevated to the level of a major strategic priority." Freedman also determined that "effective mentoring programs benefit mentees, mentors, and the library organizations through connecting them in a meaningful and long-lasting way." Freedman even recommended that the survey expand nationwide to further research findings.

Gallup Kopp, M., & Murphy, J. M. (2012). Mentored Learning in Special Collections: Undergraduate Archival and Rare Books Internships. *Journal of Library Innovation*, 3(2), 50–62.

Though many special collections libraries and archives mentor graduate student interns, L. Tom Perry Special Collections at Brigham Young University's unique internship program primarily serves undergraduate students. Fuelled by a strong university mandate to promote undergraduate learning and scholarship, Perry Special Collections seeks to nurture undergraduates with interests in archives and rare books. This article describes the genesis and current structure of the undergraduate student internship program, and how it enriches students and the special collections professions (Murphy and Gallup-Kopp, article abstract). This article, though primarily focused on a specific practice within LIS, offers insight into how these programs can be efficiently run to the benefit of all parties. This includes focusing on the reason behind the mentoring as well as the individual benefits of specific roles and experiences students will encounter. Rather than just thinking about what one party can give the other, a mutual relationship is built around the experience of learning and developing interpersonal skills for the workplace.

Goodsett, M., & Koziura, A. (2016). Are Library Science Programs Preparing New Librarians? Creating a Sustainable and Vibrant Librarian Community. *Journal of Library Administration*, 56(6), 697–721. <https://doi.org/10.1080/01930826.2015.1134246>

Goodsett and Koziura's survey of new library professionals reveals a few areas LIS graduate programs may be falling short in preparing their students for employment. They surveyed more than 575 people representing 51 different schools. Their two research questions were: how well their LIS education prepared them for their first job and what could improve LIS education to meet the needs of newly hired librarians. The most common area lacking in LIS programs is hands-on learning. Mentorship was not discussed through this article, and the authors did not dedicate time to discussing the ways in which LIS education could become more hands-on. However, mentorship is often a hands-on learning experience. It was interesting to see that mentorship was required for 6 of the survey respondents though it is unknown what school/s required those or if those respondents indicated a further need of hands-on training.

Hands, A. S. (2018). What Doctoral Student Motivation Tells Us about the Future of LIS Education. *Journal of Education for Library and Information Science*, 59(3), 17–25. <https://doi.org/10.3138/jelis.59.3.2018-0014.03>

This is a study aimed to address the most common factors in LIS professionals' motivations to earn doctoral degrees. The study conclusions suggest five top motivating factors in LIS professionals pursuing doctoral degrees: previous experience in academia, research interests, career preparation, encouragement from others, and appeal to the academic environment. The data was collected through student surveys, interviews, and admission statements. Studies like these help to inform future doctoral students, LIS administration, and faculty on the future of

these programs, as well as how to address and improve the pipeline from graduate studies, to doctoral studies, to work in academia. A continuing pipeline from new LIS professionals to faculty positions in the academy is imperative to the growth and progression of LIS education.

Harrington, M. R., & Marshall, E. (2014). Analyses of Mentoring Expectations, Activities, and Support in Canadian Academic Libraries. *College & Research Libraries*, 75(6), 763–790. <https://doi.org/10.5860/crl.75.6.763>

According to authors Harrington and Marshall, “mentoring expectations, activities, and support in Canadian college and university libraries were investigated by surveying 332 recent MLIS graduates, practicing academic librarians, and library administrators. The authors focused on the merit of mentorship and how it helps with “recruitment, retention, and restructuring” within a library program. The authors discussed the positive benefits of mentoring including, “mentoring offers established and proven best practices to enhance organizational and individual learning. Mentoring programs have proven to be one of the most significant factors contributing to an individual’s career success, including promotion and retention.” They concluded: “In summary, successful mentoring initiatives reveal positive outcomes for mentors, mentees, and the organization. Their study’s guiding questions included: Who is mentoring in college and university libraries? Do academic librarians expect to be mentored? What are the perceived important activities in a mentoring relationship? Is mentoring supported by academic administration? Their Table 9 and 10 would also be useful in guiding new programs.

Hass, V. H., & White, T. (2005). Mentorship Task Force Report, Professional Development Committee, ARLIS/NA. *Art Documentation: Journal of the Art Libraries Society of North America*, 24(2), 49–56. <https://doi.org/10.1086/adx.24.2.27949376>

This is a report of the Mentorship Task Force, created in 2004 by the Art Libraries Society of North America's Professional Development Committee. This report is the compiled research on library mentorship programs and a literature review used to consider a pilot mentorship program for the ARLIS. The report gives a background to the basic findings of the research, such as the characteristics of a mentorship program, what it aims to serve and achieve, and how it benefits both mentors and mentees. The report also provides a model for the ARLIS pilot mentorship, which can be easily deconstructed and used by other MLIS programs to curate their own.

Hemming, D., & Phinney, J. (2021). Mentoring Library School Interns at a Distance: Insights Gained from a Remote Community of Practice. *Partnership: The Canadian Journal of Library & Information Practice & Research*, 16(2), 1–6. <https://doi.org/10.21083/partnership.v16i2.6654>

In this article Hemming and Phinney talk about the experiences Dalhousie University (a 200 year old public university in Nova Scotia) had in creating an intern/mentee support group.

Additionally, it discusses the impact of COVID-19 on the program and how shifting expectations changed the way the authors understood their role in the development of students' careers. For those who are considering creating a mentorship program, this article offers an interesting take on some of the issues mentors may face as well as suggested solutions to these problems. For instance, Hemming and Phinney discussed how they worked within COVID restrictions to

continue the training preparations and how they decided to proceed with group meetings rather than one-on-one.

Hilbun, J., & Akin, L. (2007). E-mentoring for Librarians and Libraries. *Texas Library Journal*, 83(1), 28–32.

https://archive.org/details/sim_texas-library-journal_spring-2007_83_1/page/n29/mode/2up

E-mentoring is common today due to advances in technology. Libraries have access to the technology needed to develop an e-mentorship program. Hilbun and Akin recognize the advantages of e-mentorship as location does not matter when the program is online. They recognize seven aspects to a good e-mentorship program. 1. The program must have structure: a set timeframe with specified individuals who agree to a purpose and how frequently to communicate/meet. 2. There must be objectives to meet. 3. Administrative support is vital. 4. Technical support is key, as the mentoring aspect will be done through technology. 5. Both parties need access to communication tools (social media, chat, or even blackboard). 6. Participants need access to training and support. 7. The program and pairings need assessment reflective of the established goals and objectives. This article takes on more meaning after COVID when many aspects of life were moved online. E-mentoring does not require mutual location which is an advantage when participants and mentors are scattered across the world. While the article is not in depth on any aspect, it is helpful to see a gambit of the essentials to create a successful program. Hilbun and Akin note e-mentorship is an especially good fit for librarianship because of their access to the technology needed to make it successful.

Hoy, M. (2011). Building Pathways to Working With Collections: Can Internships and Student Work Experience Help? *Australian Academic and Research Libraries*, 42(1), 29–42. <https://doi.org/10.1080/00048623.2011.10722202>

Referring back to previous research literature as a starting point, this article follows the experiences of 16 Australian LIS professionals who are newly situated in intern positions at collecting institutions. The trajectory of these experiences is charted by a series of interviews spread out over time so Hoy could understand better the impact of the experience on the students. They found that there was a cohesive positive feeling towards the experience, in large part due to the non-menial work the interns were given. Some of these specific activities include:

- providing front-of-house services to the public
- providing education services to school children and university students
- researching, organizing, accessioning, and describing holdings
- reviewing collection management policies
- assisting colleagues or supervisors in organizing events and assisting in the development of exhibitions.

James, J. M., Rayner, A., & Bruno, J. (2015). Are You My Mentor? New Perspectives and Research on Informal Mentorship. *The Journal of Academic Librarianship*, 41(5), 532–539. <https://doi.org/10.1016/j.acalib.2015.07.009>

This article is the summation of a survey done with the purpose of understanding the impacts of informal mentorships amongst LIS students and professionals. Indeed, the entire argument the authors pursue is that some of the most formative experiences in one's career often occur in

situations outside the realm of formal career building scenarios. While an article supporting the idea that informal mentors are highly beneficial may seem contradictory to the creation of a formal program, what James, Rayner and Bruno show is that the quality of the learning experience is based largely on the relationship between individuals rather than on the size of the institution, the number of mentors, or the amount of funding a program receives.

Johnson, B. W., Smith, D. G., & Haythornthwaite, J. (2021, July 17). *Why Your Mentorship Program Isn't Working*. Harvard Business Review.

<https://hbr.org/2020/07/why-your-mentorship-program-isnt-working>

The authors point out the potential value of creating effective mentorship programs. Their list is very rounded, touching on all aspects of life from professional satisfaction, to salary, and mental and physical health. However, they note a wide gap of access to quality mentorship programs. From this disparity, they derive their thesis: lack of training and experience on the part of mentors leads to failed mentorship programs. Many see mentorship skills as parallel to managerial or other related skill sets, and therefore do not see the need to train or support mentors. This failure is compounded as mentors are not given the time or the incentive to mentor well. The authors see these assumptions as the “achilles heel” of mentoring structures. They suggest mentors to be trained in skills like generous listening and giving feedback. The best mentors have personal integrity and understand personal boundaries in the workplace, because the mentor/mentee relationship is one of trust. These qualifications are especially critical in mentorship, and will require training and assessment. The article recommends the Master Mentor approach used by the School of Medicine at Johns Hopkins, which is desirable due to its prestige and focus on selection, competition, and training. Applying the advice given will take creativity

on the part of SLIS. Training and creating a culture of prestige will be more challenging if the mentors are not a part of the school itself.

Jordan, A. (2019). An examination of formal mentoring relationships in librarianship. *The Journal of Academic Librarianship*, 45(6). <https://doi.org/10.1016/j.acalib.2019.102068>

This study examined the formal mentoring program of mentor-mentee relationships of the LLAMA (Library Leadership and Management Association) from 2010 to 2015. The purpose of the current study was to evaluate the relationships of mentees with their mentors and explore factors that contribute to mentees' career outcomes. According to Jordan, The American Library Association and its divisions and affiliate organizations have approximately 15 formal yearlong mentoring programs. The primary focus of these programs is assisting mentees with leadership, career development, and conference participation. The article examines various case studies of college institutions that created and developed mentorship programs. This research primarily focused on the dynamics of mentoring relationships and how those relationships impacted the mentor/mentees involved. Jordan's summary also included some common barriers for mentorship which were mentor-mentee mismatch, mentor neglect, and mentor communication issues. (Jordan, A., Article Abstract).

Kammeyer-Mueller, J. D., & Judge, T. A. (2008). A quantitative review of mentoring research: Test of a model. *Journal of Vocational Behavior*, 72(3), 269–283. <https://doi.org/10.1016/j.jvb.2007.09.006>

Kammeyer-Mueller and Judge attempt a quantitative approach to assessing mentorship outcomes. They are interested in addressing a discrepancy in the field between those supporting

mentorships in organizations, and those who do not see a direct correlation to future professional success. One issue with the data is that mentoring is often informal, and therefore its quality and existence is “self-reported” by those who see themselves existing in that relationship. The outcomes are self-reported by participants based on their feelings regarding the efficacy of their mentorship. How excellence in mentorship is achieved, however, is relatively unknown. The selection process poses issues, as mentors often choose people they perceive as high performers, thereby creating a self-fulfilling prophecy of value. The authors determined little relationship between career advancement and education through mentorship. Therefore, if career advancement is the goal of a mentorship, it may not be fulfilling its desired outcomes. This article points out some of the flawed assumptions in mentorships, however it does not go into detail comparing one style of mentoring to another. Therefore it is inconclusive on several levels, but gives one pause to consider the efficacy of mentorships in general when compared to other educational and professional relationships.

Kuyper-Rushing, L. (2001). A formal mentoring program in a University Library:

components of a successful experiment. *The Journal of Academic Librarianship*, 27(6), 440–446. [https://doi.org/10.1016/s0099-1333\(01\)00258-0](https://doi.org/10.1016/s0099-1333(01)00258-0)

Kuyper-Rushing’s article is unique as it documents the beginning of a mentorship program. It tells the good and bad of how the program was implemented. The initial response was negative from all sides based on current workload and the lack of faculty buy-in before the program’s implementation. Concerns were raised about evaluations and culpability. One of the program’s components is supervisors cannot serve as a mentor to anyone directly responsible to them. To alleviate some initial concerns a mentorship workshop was scheduled before the formal start of

the program. The program had its share of unexpected difficulties. During their pilot program one of the mentors passed away, another took a position elsewhere, and several of the mentees resigned to other positions. These difficulties will be part of any mentorship program and all programs will need a way to move forward from them. The positive aspect of this article is the change of attitude by those involved. All came away with positive responses to the program. One of the key aspects of this article was the discussion on the evaluation of the program. Evaluation is a vital part to any program to determine how to make it better and if it is worth continuing.

Lacy, M. & Copeland, A. J. (2013). The Role of Mentorship Programs in LIS Education and in Professional Development. *Journal of Education for Library and Information Science*, 54(2), 135–146. <https://files.eric.ed.gov/fulltext/EJ1074120.pdf>

Lacy and Copeland focus on mentorship for those interested in academic librarianship. Indiana University–Purdue University Indianapolis’ School of Library and Information Science partnered with university librarians to create this mentorship program. Only those interested in academic librarianship were invited to participate in the program. They had eight students and librarians participate in this mentoring program. The librarians and students were interviewed at the end of the semester to answer the research question: “How can mentorship programs contribute to LIS education and to professional development for librarians?” Students gained valuable insight into day to day work experiences of an academic librarian, practical job search skills, and awareness of professional culture. This article does focus on mentorship during school not after hire or in the early career phase. However, the sample of participants for this survey is small and limited only to those interested in academic librarianship. Grant money was used to pay a stipend to the university librarians who were part of the program. Yet, all of them indicated

interest for the next year despite the exclusion of the stipend. The participants had good reviews of the program. The newness of the program limits the ability to assess it and to implement it in different places.

Lee, M. (2009). Growing Librarians: Mentorship in an Academic Library. *Library Leadership and Management*, 23(1), 31–37.

https://www.researchgate.net/publication/49116108_Growing_Librarians_Mentorship_in_an_Academic_Library

Lee focuses on mentorship in general, and surprisingly spends little to no time talking about mentorship of LIS students. The one exception is the mentorship involved in an LIS internship. Lee looks at several kinds of mentorship. There is mentoring interns, coworkers, new hires, and then mentoring for promotion. Through the article Lee emphasizes the benefits of mentorship. While most would agree mentoring an intern is important, not all internships will include the time to pour into the intern. In Lee's example, 45 minutes each day for six weeks was set aside to mentor the intern. The intern highly praised this time as well spent. However it should be understood this is a significant time demand for any mentor.

Li, D. K., & Lowe, R. A. (2019). Putting the pieces together: Thoughts of a novice ERM librarian and the importance of mentorship. *Journal of Electronic Resources Librarianship*, 31(1), 34–40. <https://doi.org/10.1080/1941126X.2018.1562608>

Like many individuals in SLIS programs across the country, the career path of the author of this article was untraditional, drawn out, and at times confusing. Li highlights her journey through different libraries and positions all whilst emphasizing the growing list of skills and

achievements she compiled through experience and personal attempts at improvement. Together, she and Lowe use this experience to underline the importance of mentor relationships to the development of professional and interpersonal skills. Furthermore, Li's personal account of becoming a self-taught e-resource manager speaks particularly to the need for mentors with experience in the increasingly complex world of digital library science.

Lorenzetti, D. L., & Powelson, S. E. (2015). A Scoping Review of Mentoring Programs for Academic Librarians. *The Journal of Academic Librarianship*, 41(2), 186–196.

<https://doi.org/10.1016/j.acalib.2014.12.001>

This article discusses best practices and trends in mentorships in academic libraries. Some data that stood out upon reading this research was the following, “In a 2013 survey of the members of the Association of Research Libraries Directors' listserv, researchers reported that 83.3% of tenure-granting and 66.7% of non-tenure granting academic libraries provided librarians with some form of mentoring support (Smigielski, Laning, & Daniels, 2014). In contrast, a recent survey of library graduates, librarians, and library administrators in Canadian college and university libraries revealed that the majority (84.5%) of librarians do not have access to institutionally-supported mentoring programs (Harrington & Marshall, 2014).” The research questions developed for this study were: 1) What are the goals of academic library mentoring programs?; 2) How are these programs structured and delivered?; and 3) To what extent, and in what ways, have programs been evaluated? This research also included a comprehensive list of universities who had active formal mentoring programs in place. Mentioned in this research was the need for evaluation and assessment of each program, this study did provide a breakdown of

the participating universities and how they are assessing their programs but throughout our group's research, this is an area of weakness throughout mentorship programs overall.

Lorenzetti, D. L., Shipton, L., Nowell, L., Jacobsen, M., Lorenzetti, L., Clancy, T., & Paolucci, E. O. (2019). A systematic review of graduate student peer mentorship in academia. *Mentoring & Tutoring: Partnership in Learning*, 27(5), 549–576. <https://doi.org/10.1080/13611267.2019.1686694>

This review included 47 studies on peer mentorship for graduate students. They included studies with peer mentorship for all kinds of graduate programs: masters to PhD, all disciplines, different countries, and some with ethnic or minority focus. This review focused on two questions. How peer mentorship impacted graduate students, and what structure have academic institutions adopted to support peer mentorship? Four aspects were impacted by peer mentorship: academic, social, career, and psychological. These impacts cross all degrees and programs of study. They were unable to answer their second question of structure and peer mentorship. This review is helpful in organizing some of the literature and study on mentorship in graduate school into one place. They found that peer mentorship has many benefits for graduate school both academically and socially. Yet, the authors recognize more research is needed to determine how institutions can best implement a peer mentorship program to be equitably accessible to all disciplines and cultures.

Malecki, A. L., & Bonanni, M. (2020). Mentorship programs in academic libraries. *Public Services Quarterly*, 16(1), 35–40. <https://doi.org/10.1080/15228959.2019.1701613>

This article provided a thorough literature review regarding mentorship within librarianship. According to the introduction statements, “Three articles, one case study, and two survey studies highlight the benefits of mentoring that lead to positive effects and behaviors for successful lifelong careers in academic libraries. In another article, Jordan addresses special challenges that need to be considered for mid-career or minority librarians in the framework of the Library Leadership and Management Association (LLAMA) mentorship programs. The importance of applying quality mixed-method assessment tools to ensure that mentoring programs meet their goals is an important case study from the University of North Texas Libraries.” The article discussed the key characteristics and traits of strong mentors and the necessity of mentors to build and establish positive relationships with the mentees they serve. One article in the review also discussed the work of Farrell and Whaley and brought up psychosocial problems that arise in mentorship, including “racial microaggressions, impostor phenomenon, and burnout.” The literature review also discussed challenges of evaluation and assessment of programs to ensure that they are successful. One article from the Journal of Library Administration strongly suggested using a mixed methods assessment to ensure the continued success of a program and to make adjustments as needed and keep a continuous “cycle of assessment” in order to document the “measures of success in meeting goals of a mentorship program.”

McAllister, C., & Steele, K. (2020). Mentorship in Collections and Resource Management:

An Implied Competency. *Serials Librarian*, 78(1–4), 93–97.

<https://doi.org/10.1080/0361526X.2020.1731884>

Based on their presentation at NASIG’s 2019 conference, this article by McAllister and Steele approaches the topic of mentorship from the viewpoint that one may simultaneously be a mentee

and a mentor, or that one day in the future a professional may mentor another individual. They also had plenty of suggestions for mentees, mentors, and for creating a good working relationship between the two. Some of these include:

- Establish a schedule and preferred communication method.
- Not every mentorship match will be idyllic, and that's okay.
- Keep a log of what you learn from the process and from one another.
- Have FUN!

Montgomery, B. L. (2017). Mapping a Mentoring Roadmap and Developing a Supportive Network for Strategic Advancement. *Sage Open*, 7(2).

<https://doi.org/10.1177/2158244017710288>

Montgomery is offering a roadmap for assessing the need for a mentor, then defining the mentor, mentee relationship, and finally keeping that relationship healthy. While there is a wealth of information on the need for mentorships, Montgomery argues there is still a great need for creating tools that bring a healthy mentorship into reality. They offer a set of cyclical steps for doing just that:

- Self Reflection (What do I need? In what area? Where can I find it?)
- Establishment (What is the framework? What are the goals?)
- Maintenance (Does the framework still function?)
- Moving Ahead (Periodic review and renegotiation)

This roadmap is very flexible and intended to be universal, so that anyone (regardless of their institutional affiliation) can initiate a mentor/mentee relationship. This roadmap is very loose and may be self-evident in some ways, but the process of forming it into a structure may prove useful

in the establishment of any mentorship program, especially a loose one. Montgomery makes the point that many people may have excellent potential mentors already in their network, and may just need help from SLIS cementing that relationship into something with more structure and accountability in order to make it thrive. If SLIS decides to take this tactic, then Montgomery's map may be of particular interest.

Njoku, I. S. (2017). Improving the Performance of Librarians Through Mentoring: The Case of Academic Libraries in South-East and South-South Zones of Nigeria. *Library Philosophy and Practice*. <http://digitalcommons.unl.edu/libphilprac/1592>

Although this article is based on a Nigerian study, it was fairly comprehensive and had a strong response rate within the study. The article and research focused on the positive benefits of mentorship such as productivity, expanding librarians professional skills, and maintaining positive work attitudes and behaviors. The article discusses the Social Cognitive Theory and the AMO (Ability, Motivation, and Opportunity) Theory to determine how these influence the mentor and mentee relationship. Their findings discussed, "that mentoring had influence on the performance of librarians by making them gain clarity of their duties, develop initiatives and working under minimal supervision and enhanced their job potentials. It implies that librarians who had the opportunity of being mentored by experts in librarianship had better performance on their jobs than those who did not." This study concluded mentoring undoubtedly has positive benefits and their research provided strong recommendations for academic libraries to develop formal mentorship opportunities.

Noy, S., & Ray, R. (2012). Graduate Students' Perceptions of Their Advisors: Is There Systematic Disadvantage in Mentorship? *The Journal of Higher Education*, 83(6), 876–914. <https://doi.org/10.1353/jhe.2012.0036>

This source is a compilation of decades of gender and race studies, research, and literature views. It focuses on the presence and effects of discrimination in graduate study programs. Race and gender privilege are not uncommon in higher education, in fact it is prevalent since, until recent years, white, cis-hetero males dominated academia. This paper aims to address the looming question around graduate mentorship: does systematic discrimination play a role in the outcomes and satisfaction for mentees? The research has many nuances, concluding the racial discriminations among genders, gender discriminations among races, orination discrimination, and more, and that all of these factors do, in fact, affect graduate mentorship. While the paper does not necessarily detail or discuss prevention methods for institutions, it does serve to point out common discriminations and provide research administrators can use to evaluate their own programs, while notability citing diversity programs and trainings are not the only solution to these issues, a common path that academia takes to promote performative work.

Olivas, A., & Ma, R. (2009). Increasing Retention Rates in Minority Librarians Through Mentoring. *Electronic Journal of Academic and Special Librarianship*, 10(3). https://southernlibrarianship.icaap.org/content/v10n03/olivas_a01.html

Recruitment of minority librarians has been at the forefront of library literature for decades. However, what happens to those librarians after they graduate from library school and get their first library jobs? This article discusses the results of a study conducted by librarians new to the field, which indicates that minority librarians who have had constant interactions with mentors,

regardless of distance, tend to have better job satisfaction and go on to become mentors and leaders themselves. Critical findings and recommendations included “Of the surveys sent out to eight electronic listservs including REFORMA, American Indian Library Association (AILA), Chinese American Librarians Association (CALA), Asian/Pacific American Librarians Association (APALA), Black Caucus of the American Library Association (BCALA), Spectrum Scholars, Knowledge River, Minnesota Institute for Early Career Librarians, 157 were deemed “usable”. Of those usable surveys, 20 percent of minority librarians said they felt they were mentored sufficiently in the first five years of their careers”. “While ALA provides mentoring to new professionals through the Black Caucus Mentoring Program and REFORMA’s Mentoring Project, among others, and many state library associations have begun offering mentoring services, (Bonnette, 2004) the best form of mentoring is the one-on-one kind that is formed unexpectedly—also known as informal mentorships’. Through these mentoring relationships, a bond is formed greater than nearly any formulated mentoring relationship. (Ma and Olivas, Article Abstract).

Opengart, R., & Bierema, L. (2015). Emotionally Intelligent Mentoring. *Human Resource Development Review*, 14(3), 234–258. <https://doi.org/10.1177/1534484315598434>

Opengart and Bierma seek to understand the effect of emotional intelligence on the success of a mentorship relationship. Then they speculate on how to transform these discoveries into practical applications. The authors define emotional intelligence according to previous literature on the subject, landing on a model that privileges the ability to emotionally adapt, self-awareness, and the ability to help others understand their emotions among other traits. The authors believe low emotional intelligence in either person in the partnership can lessen the effectiveness of the

mentorship. However, if a mentor and/or mentee focus too much on the emotional side of their relationship and not on action, they run the risk of creating an unproductive relationship where the mentee does not grow in their professional abilities. The conclusions of this article are to evaluate the emotional intelligence of the mentor and the mentee and use the results as a guide to achieve desired outcomes (for example, if the goal is to increase the emotional intelligence of a mentee, pair them with a highly emotionally intelligent mentor). The authors spend a great deal of time defining emotional intelligence in the first half of the article, so skim through that section to the conclusions unless the reader is developing the training side of the program and wants an in-depth look at the skills needing to be assessed.

Osif, B. A. (2008). Successful Mentoring Programs: Examples from Within and Without the Academy. *Journal of Business & Finance Librarianship*, 13(3), 335–347.

<https://doi.org/10.1080/08963560802183096>

While Osif does not specifically address mentorship of LIS students, she does have some key points in the definition of mentorship worth noting. Osif has six key parts to mentoring: “guidance, knowledge, experience, contacts, a willingness to help, and a desire to see the mentee succeed” (Osif, 2008). Osif discusses some of the particulars of mentorship within the University of Delaware Library. A two hour meeting each month is encouraged to keep in contact on a regular basis. Assessment is performed every three months. Most of Osif’s focus is on mentoring in an academic library. A useful part of Osif’s article is the idea that a mentor should be one who has gone before. Someone who has experience where the mentee wants to go. It is less helpful to pair people whose interests lie in different directions. Yet, Osif also mentions mentors can change with time or someone could have multiple mentors. Another helpful part were the aspects

of a successful program which included: mentors not being mentees' direct supervisors, both sides should volunteer, the mentor should have experience, and the mentee should be guided.

Phillips, A. L. (2014). What Do We Mean By Library Leadership? Leadership in LIS

Education. *Journal of Education for Library and Information Science*, 55(4), 336–344.

<https://files.eric.ed.gov/fulltext/EJ1074319.pdf>

This resource is a literature review of scholarly research on how adequate leadership while both in library school and on the job are important factors in a librarian's success in a career environment. The research is meant to serve LIS programs and leadership in better understanding the benefits of mentorship programs and how to incorporate a successful program. The article goes over 10 years of compiled research of library literature and research of graduate school leadership and mentorship programs in the United States, covering the topics of vagueness in the definitions of leadership, the qualities of library leadership, and how LIS curriculum supports new generations of librarians. The article's research reveals perspective needs such as for more mentorship programs (leadership programs in article), certain quality needs of institutional leadership, and how implementing career and leadership training into LIS curriculum can benefit the new generations of library professionals.

Rathbun-Grubb, S. (2016). End of Program Assessments and their Association with Early

Career Success in LIS. *Journal of Education for Library and Information Science Online*,

57(1), 43–56. doi:10.12783/issn.2328-2967/57/1/4

This is an analysis of pre-graduation exit programs and assessments in MLIS programs and how they pertain to the successes of new LIS professionals. The article argues students who

participate in end of program assessments and training are more likely to have positive early career outcomes than those who did not. In this paper, End of Program Assessments (EPA's) include: internships, mentorship programs, independent studies, research programs, portfolios, and theses. When students participate in these programs, the paper argues they themselves and the institution are making more significant investments in their careers, especially in terms of human resources, specific job skills, and quantitative evaluation.

Reid, J. M., & Sobczak, P. D. (2022). Challenging the Glass Ceiling: Collaboration as the Key to Increasing the Number of Librarians of Color in Academic Libraries. *Collaborative Librarianship*, 13(1), 23–29.

<https://digitalcommons.du.edu/collaborativelibrarianship/vol13/iss1/4>

Written by both a mentee and a mentor, this article discusses the necessity for LIS mentorship programs to support the involvement of minority librarians within the field. A large part of the article focuses on testimony from the two authors, and this insight offers a good starting place in developing a program that emphasizes diversity, equity, and inclusion. Reid and Sobczak also make it a priority to discuss how important the relationship between peers is, and even suggest that peer mentorships are as important as those with superiors.

Robbeloth, H., Eng, A., & Weiss, S. (2013). Disconnect Between Literature and Libraries: The Availability of Mentoring Programs for Academic Librarians. *Endnotes: The Journal of the New Members Round Table*, 4(1).

https://digitalcommons.unf.edu/library_facpub/10

Robbeloth observes literature is abundant on mentorship programs and often informal mentorship naturally occurs however; the researchers wanted to determine how likely recent graduates would have access to a formal mentoring program. According to the authors, the guiding questions for this study included: “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?” The researchers compiled and surveyed 122 total institutions and of those 92 gave responses. The authors used the following survey questions for the institutions: “ 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 findings of this research reviewed the overall benefits of mentorship but the research also discussed some of the challenges in establishing a formal mentorship program.

Ross, K. M. (2013). Purposeful Mentoring in Academic Libraries. *Journal of Library Administration*, 53(7–8), 412–428. <https://doi.org/10.1080/01930826.2013.88219>

This article offers statistical information about the future of the LIS profession and the role mentoring may play in retaining and promoting academic librarians into leadership positions within an organization. An overview of the history and definition of the word mentor and current terminology is offered to provide the reader with understanding of the complexity surrounding the concept of mentoring. Both formal and informal mentoring processes are discussed and examples are provided. The benefits of mentoring are detailed and include the benefits for mentors, mentees, and academic libraries, with a special focus on underrepresented peoples and generational considerations now prevalent in libraries. Qualitative methodologies are examined

to determine relationships, and the methods used include interviews, questionnaires, and print and online surveys. Case studies from across the nation are analyzed and offered as evidence mentoring does in fact work well in many academic libraries, but librarians should be mindful that these mentoring processes must be evaluated periodically to remain viable. A brief discussion and future considerations section offer helpful information on gaps in the literature and the challenges academic libraries face as they create and implement mentoring processes in their respective academic organizations. (K. Ross, Article Abstract).

Scandura, T. A. (1998). Dysfunctional Mentoring Relationships and Outcomes. *Journal of Management*, 24(3), 449–467. <https://doi.org/10.1177/014920639802400307>

Scandura tackles the assumption any mentorship is a good mentorship. They point out flaws in data collection on the effectiveness of mentorships in informal settings, as mentors who are given the chance to choose their mentee will select high-performers, therefore the effectiveness can be self-fulfilling. Scandura turns to a thesis proposing dysfunctional mentorships can exist, and that they are not neutral, but can be harmful. Because mentorships are personal, but exist in a professional setting, poor relationships, including bullying, harassment, and sabotage of the mentee, have been noted in previous literature. The inherent power imbalance in mentor relationships is considered a source of many of these issues, especially since mentorships tend toward the informal. If the mentor is a direct supervisor, there are even greater complications as the mentee may not get all they need to advance. Mentorships can fail for many reasons, but among the most documented are personal friction and the mentor not having the necessary professional clout to advise, direct, and recommend their mentee. Scandura calls for more work to be done in the field of dysfunctional mentorships. Even though this is an older article (1998)

that may not address the concerns of contemporary mentorships completely, it is an important note that mentorships cannot be assumed as inherently good, and that not all mentorships are equally beneficial for either mentors or mentees.

Thomas, K. M., Willis, L. A., & Davis, J. (2007). Mentoring minority graduate students: issues and strategies for institutions, faculty, and students. *Equal Opportunities International*, 26(3), 178–192. <https://doi.org/10.1108/02610150710735471>

This article focuses on the mentorship experiences of underrepresented groups in graduate school. The authors bring attention to the lack of diversity in the academy which leads to fewer diverse mentors available. They advocate for cross cultural/gender/ethnicity mentoring which could stimulate social justice and equity. This however only works well if mentors are comfortable in multicultural scenarios and in their own identity. To improve mentorship in the academy the authors advocate for mentor evaluations, as part of faculty and tenure evaluations, accompanied by rewards and awards comparable to those for excellence in teaching or research.

Thomas, Willis, and Davis have written a must read for anyone looking to promote diversity and social justice in the academy. It is a key article to developing cross-cultural/gender/ethnicity mentoring in a way that benefits both the mentor, the protégé, and the organization. The authors note several institutional advantages to diverse mentoring: organizational change, multicultural competency, help to recruit diverse new students, improved organization image, encourage diverse alumni which could potentially lead them to fiscally support the organization.

Usova, T., & Anderson, S. (2016). *Mentorship: Making It Work*. *Pacific Northwest Library Association Quarterly*, 81(1), 26–31.

<https://arc.lib.montana.edu/ojs/index.php/pnla/article/download/1034/854>

This resource is a review of best practices for professional mentorship curated from the 2016 Pacific Northwest Library Conference. The article first introduces provisions and nature of mentorship, following an overview and analysis of the Greater Edmonton Library Associations Professional Buddies Program. The GELA Professional Buddies Program is a mentorship program for LIS students and newly graduated professionals that provides hands-on learning experiences and career network training through collaboration with seasoned library mentors. The article outlines the initial faults of the mentorship program in its first year, what has made it and other programs successful overall, and advice for being an effective mentor or mentee, making it a useful resource for understanding the basics of mentorship, how a program operates, and the goals/expectations both mentors and mentees should have.

Williams, G.H. (2019). *The impact of mentoring experiences on academic librarians' career trajectory and job satisfaction (27548251)* [Master's thesis, Valdosta State University]. ProQuest Dissertations Publishing.

<https://www.proquest.com/openview/dade59cc415a8d644abc6c8aeaa9d861/1?pq-origsite=gscholar&cbl=18750&diss=y>

Williams focuses on academic librarians' experiences with mentoring. She has three research questions. One focuses on the when of mentoring, one looking at their satisfaction with mentoring, and one looking at the role of mentoring in administrative vs non-administrative positions. Williams also remarks on the differences between formal and informal mentorship,

stating librarians often prefer informal mentorship. Williams' survey did not find significant correlation between early career mentoring and later managerial positions. Also, no increase in career satisfaction was found between those who were mentored and those who were not. Yet, nearly all of those surveyed had participated in some type of mentorship (formal or informal) which indicates librarians believe mentorship is important. Williams mentions the possibility of adding opportunities to develop mentoring skills to master's programs. This would be a potential for future study.

Zerzan, J. T., Hess, R., Schur, E., Phillips, R. S., & Rigotti, N. (2009). Making the Most of Mentors: A Guide for Mentees. *Academic Medicine*, 84(1), 140–144.

<https://doi.org/10.1097/acm.0b013e3181906e8f>

The authors approach mentorship from the mentee perspective. They believe the mentee should undertake the initiative to guide the mentorship relationship. The authors recognize the value of having multiple mentors. They use a business strategy called “managing up” to inform their view of mentorship. The authors recognize that not every mentorship relationship will be a good fit. They also realize mentorship relationships, like other relationships, take time and effort to develop. The emphasis of this article is on the mentee. A good mentee should know themselves. How they learn best; where they want to go; what they want to learn; what their goals and ambitions are; what personalities they work best with; what characteristics they clash with. The knowledge of themselves should guide the process of choosing a mentor. The mentee knowing what they want to receive from the mentorship should make them easier to mentor and help move the relationship forward faster.

Appendix B — Email Template

Hi [insert name],

Hope this email finds you well and that you are looking forward to your summer break/term/semester.

My name is [insert name] and I currently work at [insert work location]. I am a graduate student at the University of Alabama's Library and Information Science program. As part of a collaborative Project Management course, my peers and I are writing a report for [Dr. Naidoo](#) and [Professor Bullock](#) about mentorship programs. We are hoping to provide a recommendation to start a similar program to yours.

While researching ALA accredited programs, I ran across yours and am really impressed with the information discovered on your website! I have a few questions for you I believe will help Dr. Naidoo and Professor Bullock in their decision-making process.

Do you have 10 to 15 minutes to chat via phone or Zoom next week? If time is an issue, I would be happy to send you a few questions via email? I promise I won't send over 5-7 questions.

Thank you so much for your time and I look forward to hearing from you!

Best,
[insert name]

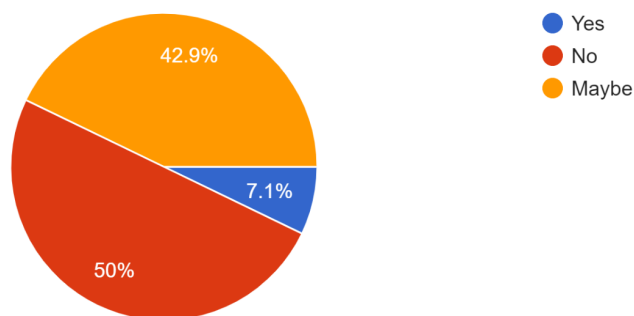
Appendix C — Rutgers University Alumni Survey

Responses provided by Somerset County Library System Staff

Question 1:

When attending Rutgers, did the School of Library & Information Science (SLIS) offer a mentorship program?

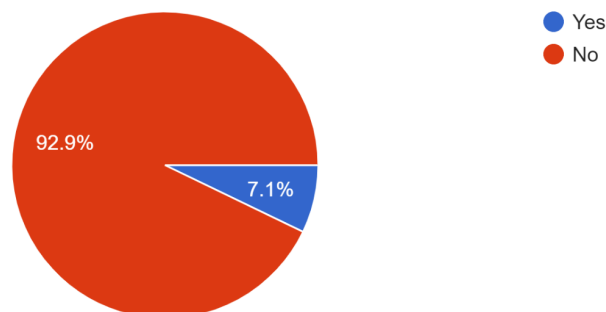
14 responses



Question 2:

Did you participate in Rutgers mentorship program?

14 responses



Question 3:

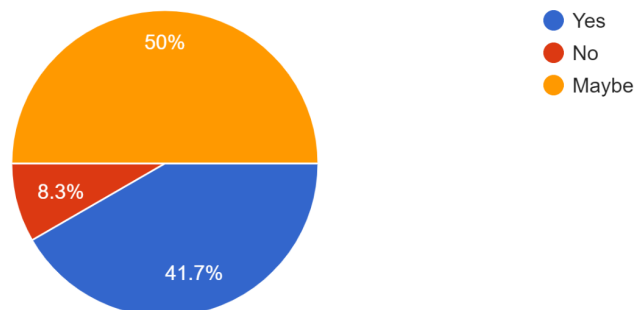
If you participated in a mentorship, briefly share your experience. (2 responses)

1. In 2002 when I was finishing my MLIS I was already working full-time as a school librarian so it was probably not the traditional mentor experience. The school librarian I was paired with in Bridgewater was great. She let me observe her teaching and gave me lessons to copy to get started at my school library.
2. I never heard about the Rutgers SC&I mentorship program. I attended Rutgers from August 2019-January 2022. If this program was available to grad students in the library program, I was never made aware during career preparedness workshops or orientations. I got emails from the career center on a regular basis, and this program was never promoted via email either.

Question 4:

If there was no mentorship program offered when you attended Rutgers, do you wish that would've been an option?

12 responses



Question 5:

Overall, what are your thoughts on mentorships for library graduate students? (13 responses)

1. I thought it was very valuable and should be offered to students.
2. I don't think it's necessary. Required formal internship programs should be required. Mentorship, no.
3. I think it's a great idea. Mentorships, in general, are a terrific way to support new learners or workers and, if implemented correctly, would enhance the mentor and student equally.
4. I think it can help provide a clear path to career directions or opportunities that students might not have if left on their own to navigate potential employment.
5. I think they are invaluable! Even though RU did not have one in my time there, I was lucky enough that the director at the library where I worked became my mentor for some time.
6. Probably a good idea - my first day on the floor was very different from my time in school.
7. Mentorship is beneficial in developing communication skills and a great way to learn from others' experiences.
8. I think that since library school education is so abstract that any real-world experience that library school students can get while going to school would be extremely helpful to better show them what real-world librarianship is actually like.
9. While attending the RU MLIS program, I was also working at SCLSNJ. The librarians I worked with served as informal mentors, providing opportunities for practical experience, helping direct class projects towards useful topics, and just generally being supportive. It was invaluable, and added greatly to my grad school experience, better preparing me for the 'real world' of librarianship.
10. I graduated from Rutgers with an MLS (MLIS didn't exist yet) in January 1998. At the time I had no library experience and a Master's degree. Very awkward to begin a career that way. I didn't start from the ground up. For someone like me, a mentorship would have been an excellent way to gain experience for my resume and make connections in the field. Instead, I started a "temporary" job at SCLSNJ in February 1998 and am still here now.
11. I think it would be a great idea. I've had a great experience finding mentors at SCLSNJ, but for library students who don't have that opportunity, mentors through a school program would be a great resource.
12. Mentorship programs are an excellent tool for career development, and librarians are especially eager to provide information and insight. Having a formal option for students is a great idea.

13. It depends on the level of mentor commitment. I augmented my education with jobs in the field. During my two years in school, I worked in two academic libraries and one public library. Along the way, I got mentored by my supervisors in two of the positions.

Appendix D — Interview Questions with Nora Dominguez of UNM Mentoring Institute

**Communication held via zoom with Nora Domingez, Ph.D.
Mentorship Director, The University of New Mexico, Mentoring Institute
Email: noradg@unm.edu**

Interview Questions asked by Franses Rodriguez:

1. *Do you know why the mentorship program was created?*
2. *Who was involved in the planning process? Students, faculty, staff, potential mentors?*
3. *Who led the project and how was it managed?*
4. *What support did the program need in terms of finances and staffing?*
5. *What partnerships within the school, university, or outside were helpful in creating the program?*
6. *How long did the program take to get off the ground?*
7. *How were mentors and mentees recruited to participate in the program?*
8. *If you have had the opportunity to discover any of the long-term benefits of the program, what can you tell me about the successes in the first year?*
9. *Have you been able to do any assessment? If so, do you have any information that would be helpful in our process to consider?*
10. *What misconceptions about mentorship programs were discovered?*
11. *Do you have any tips or materials to share with other institutions hoping to create a mentorship program?*

Appendix E – Library Association Mentorship Programs

Many library associations have mentorship programs. They vary in formality, time spent, and purpose. Here is a cursory list of programs with contact information (if available). Due to Covid-19-based closures, some of the information may be outdated. The research team sourced program goals, mentor and mentee qualifications, and other distinctive information from the programs' respective websites, all listed in the above reference section.

Asian/Pacific American Librarians Association (APALA) Mentoring Program

Contact:

- Mentoring Committee (mentoring@apalaweb.org)

Goals:

- Provide guidance and growth to new library professionals
- Foster leadership in library associations

- Bring communication between all aspects of librarianship

All participants must be APALA members before beginning the program. The Mentoring Committee matches pairs based on library type, goals, location, and the availability of mentors. Pairs must communicate at least once a month, spend two or more hours working on building their relationship, and meet for at least ten months. The Mentoring Committee will check in with pairs at least three times during the year.

Association for Library Collections and Technical Services (ALCTS) Mentoring Program

Mentoring Subcommittee of the ALCTS Leadership Development Committee 2020-2021

Chair:

- Zachary Stein, Head of Special Collections/Assistant Professor Edith Garland Dupré
Library University of Louisiana at Lafayette
- Members:
- Laura Evans, Metadata Librarian and Assistant Head of Cataloging, Binghamton
University Libraries
- Erica Findley, Cataloging & Metadata Librarian, Multnomah County Library
- Joy Panigabutra-Roberts, Head of Cataloging, University of Tennessee
- Paul Lightcap, Collection Manager, Multnomah County Library

Information on this Mentorship Program is 1-2 years out of date from 2020-2021. However, it has a helpful LibGuide found at <https://alcts.libguides.com/mentoring>. This program is open to members of ALCTS, LITA, and LLAMA. Members can choose to be mentors, mentees, or both and must commit to one year. However, relationships can continue after the year, though mentors and mentees will no longer be part of the formal program. Mentors and mentees will be required to assist in assessment at the end of their mentoring period.

Association for Library Service to Children (ALSC) Mentoring Program

The ALSC Membership Committee and the Managing Children's Services Committee administer this program.

Membership Committee:

- Amy Seto Forrester (Co-Chair, July 1, 2020, to June 30, 2022)
- Mrs. Allison M. Knight (Co-Chair, July 1, 2021, to June 30, 2023)
- Keary Bramwell (Member, July 1, 2020, to June 30, 2022)
- Dr. Ramona Caponegro (Member, July 1, 2021, to June 30, 2023)
- Aryssa F. Damron (Member, July 1, 2021, to June 30, 2023)
- Jamie Fujiko Kurumaji (Member, July 1, 2021, to June 30, 2023)
- Melody T. Leung (Member, July 1, 2020, to June 30, 2022)
- Lexie E. Newman (Member, July 1, 2021, to June 30, 2023)
- Erin Warnick (Member, July 1, 2021, to June 30, 2023)
- Sarah J. Zaharako (Member, July 1, 2021, to June 30, 2022)
- Susan Kusel (Consultant, July 1, 2020, to June 30, 2023)
- Elizabeth Serrano (Staff Liaison, September 1, 2020, to July 31, 2022)

Managing Children's Services Committee:

- Mr. Michael A. Rogalla (Co-Chair, July 1, 2020, to June 30, 2022)
- Kristin Kelly Williamson (Co-Chair, July 1, 2021, to June 30, 2023)
- Mrs. Katie Marie Cerqua (Member, July 1, 2020, to June 30, 2022)
- Tanya M. DiMaggio (Member, July 1, 2020, to June 30, 2022)
- Kerrie A. Mierop (Member, July 1, 2021, to June 30, 2023)
- Amanda L. S. Murphy (Member, July 1, 2021, to June 30, 2023)
- Ms. Uma S. Nori (Member, July 1, 2020, to June 30, 2022)
- Diana R. Price (Member, July 1, 2020, to June 30, 2022)
- Ms. Rebecca Simone Shaknovich (Member, July 1, 2021, to June 30, 2023)
- Ms. Maria Francesca Trivisonno (Member, July 1, 2021, to June 30, 2023)
- Kay M. Weisman (Consultant, July 1, 2018, to June 30, 2022)
- Elizabeth Serrano (Staff Liaison, September 6, 2019, to June 30, 2023)

This mentorship seeks to pair together those interested in library services to children for one year. This last year's timetable ends June 30, 2022. Mentors must be members of ALSC. However, mentees do not have to be members, merely connected to children's library services and 18 or older.

Their objectives are:

- Enhance the skills and confidence of those early in their library career.
- Encourage networking.
- Opportunity to learn skills from peers.
- Encourage members in their work.
- Build interest in committee participation.
- Support equity, diversity, and inclusion.
- Familiarize with ALSC's competencies.
- Develop new leaders.

Association of Christian Librarians (ACL) Mentoring Program

Contact:

- Kellie Barbato (kellie.barbato@lr.edu)

Association of College and Research Libraries (ACRL) Dr. E. J. Josey Spectrum Scholar Mentor Program

Contact:

- David Connolly (dconnolly@ala.org; (800) 545-2433 ex 2513)
- Those who wish to be mentored should contact the ALA Office for Diversity, Literacy, and Outreach Services (spectrum@ala.org; (800) 545-2433 ex. 5020)

This program pairs BIPOC library students in ALA's Spectrum Scholarship Program interested in Academic Librarianship with an established academic librarian from ACRL. The ACRL, Dr.

E. J. Josey, and the Spectrum Scholar Mentor Committee monitor the program. Members include:

- Dr. K.T. L. Vaughan (Chair, July 1, 2021, to June 30, 2022)
- Ms. Marquel Anteola (Vice-Chair, July 1, 2021, to June 30, 2022)
- Ms. Marquel Anteola (Member, July 1, 2020, to June 30, 2022)
- Tracy Bicknell-Holmes (Member, July 1, 2020, to June 30, 2022)
- Orolando Duffus (Member, July 1, 2021, to June 30, 2023)
- Elizabeth A. Dupuis (Member, July 1, 2021, to June 30, 2023)
- Dr. Michael Gutierrez (Member, July 1, 2021, to June 30, 2023)
- Aubrey Iglesias (Member, July 1, 2021, to June 30, 2023)
- Dr. Leila June Rod-Welch (Member, July 1, 2020, to June 30, 2022)
- Cynthia Rubi Teyolia (Member, July 1, 2021, to June 30, 2023)
- Faye A. Chadwell (Board Liaison, July 1, 2021, to June 30, 2022)
- Mr. David M. Connolly (Staff Liaison, July 1, 2021, to June 30, 2022)

Mentor requirements:

- Be a member of ACRL.
- Commit a minimum of one year.
- Attend an online training session.
- Have a proactive role in the mentee's goal achievement.
- Communicate monthly or on a different agreed-upon regular basis.
- Agree to spend time together at conferences where both attend.
- Complete and submit assessment surveys up to twice per year.
- Complete an online application form to take part.

Library Leadership And Management Association (LLAMA) Mentoring Program

Contact:

- Mentoring Committee Chair Mary Thornton Moser (mary.moser@umb.edu)
- Vice-chair Lorelei Rutledge (Lorelei.Rutledge@utah.edu)
- LLAMA Executive Director Kerry Ward (kward@ala.org).

This program pairs those interested in library leadership with a librarian in a current leadership position. The program runs from the ALA conference in June through the end of April. Participants must be a member of ALA and either LLAMA, LITA, or ALCTS. The program requires an orientation time. (Much of this data stems from the most current mentorship program from 2020-2021).

Medical Library Association (MLA) Mentorship Programs

Contact:

- Kate Corcoran at MLA headquarters if you are and MLA member (corcoran@mail.mlahq.org)
- Tomi Gunn at MLA headquarters to start if you are not an MLA member (gunn@mail.mlahq.org)

Middle East Librarians Association (MELA) Mentorship Program

Contact:

- Mentorship Coordinator: Sarah DeMott, PhD, MLS, Faculty Librarian for Freshman Seminar, Library Liaison for Judaica, Middle East and Near East Studies at Harvard College Library (mentorship.coordinator@mela.us)

Goals:

- Support and encourage new librarians
- Support and guide students entering the profession
- Build job-seeking skills and career skills
- Provide opportunities for professional development
- Build a network with professionals
- Encourage collaboration
- Keep librarians in their profession.

Participants must be MELA members. The program runs for 12-18 months. Mentors must make first contact, with in-person meetings strongly recommended at the annual conference.

New Members Round Table (NMRT) Program

Contact:

- NMRT Mentoring Committee (alanmrtmentoring@gmail.com)

Mentors must be employed in a professional position for at least five years and be willing to correspond with their mentees. Mentors can be from any division or affiliate group of ALA, and they must provide an assessment at the end of the program. Mentees can be from any library or position, and ALA membership is not required. They must understand that this is not a job-seeking service. Mentees are required to complete an assessment at the end of the program.

Society of American Archivists (SAA) Mentoring Program

There is no direct contact information. However, interested parties can contact the Mentoring Program Subcommittee through the SAA website (<https://www2.archivists.org/membership/mentoring/contact>). Interested participants must be SAA members. The Mentoring Program Subcommittee matches pairs for a program that lasts six. Pairs should be in contact with each other once a month and the subcommittee checks in halfway through the program. Participants complete an evaluation survey at the end of six months.

STS (Science and Technology Section) Sci/Tech Library Mentors Program

Contact

- mentoring.sts@gmail.com.

This program is a year-long formal mentorship. The first meeting sets up the goals. Mentoring committee members will occasionally check in on the progress of the mentor/mentee relationship. At the end of the program, participants submit an evaluation of the mentorship relationship to decide if both parties desire to continue their partnership informally.

The goals of the program are to:

- Create support for librarians at all stages of their careers.
- Share skills and interests with other professionals.
- Offer flexible but formal professional partnerships.

The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (REFORMA) Mentorship Program

Contact:

- mentoring@reforma.org