



## **SURVEY RESULTS**



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## EXECUTIVE SUMMARY

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### Introduction

What comprises socialization in research libraries and archives? Black and Leysen define socialization as “how librarians assimilate the culture, values, and perspectives of the library, the university, and the profession.”<sup>1</sup> Ballard and Blessing describe socialization in a broader context as “the process by which employees learn about new jobs, roles, and the culture of workplace.”<sup>2</sup> Organizational culture, which has a significant impact on the socialization process, plays several key functions: shaping organizational identity; fostering collective commitment; building social stability; and allowing people to make sense of a new environment.<sup>3</sup>

Given the challenges that newcomers experience in research libraries and archives, effective socialization is critical. Such challenges may include a highly demanding workload; time management; communicating and working within a large bureaucracy; acquiring knowledge and skills in specific areas (such as collection development and liaison work); and experiencing the transition from school-to-work.<sup>4</sup> Research libraries and archives have used various strategies to facilitate effective socialization of newcomers. Black and Leysen note that effective recruitment is critical to meaningful socialization, and assert that libraries “are increasingly at a disadvantage if they do not actively work to ensure the best fit between candidate and institutional profile.”<sup>5</sup>

Janice Simmons-Welburn and William C. Welburn assert that formal orientation programs are an important component of socialization for newcomers, as they satisfy information needs “in the face of uncertainty.”<sup>6</sup> Research libraries also use mentoring and

residency programs to acclimate newcomers (including librarians of color).<sup>7</sup>

Designed to complement SPEC Kit 239, *Mentoring Programs in ARL Libraries*,<sup>8</sup> the SPEC survey on socializing new hires explores broader organizational socialization programs and activities in ARL member institutions. The purpose of the survey is to investigate the progress made in ARL member organizations to establish or enhance socialization programs and activities (such as orientation programs, mentoring, residency appointments, and staff development sessions directed at organizational acculturation) for all newly hired, paid employees. It explores the availability and types of programs, activities, and resources currently offered in ARL institutions; staff involved in designing and coordinating socialization programs and activities; goals and budget for socialization programs; length of participation in programs and activities; evaluation and assessment of programs; and benefits of socialization programs, activities and resources.

### Availability and Types of Socialization Programs, Activities, and Resources

Sixty-five of the 126 ARL member institutions (52%) responded to the survey. Fifty-seven respondents (88%) report offering programs, activities, and/or resources for socializing newly hired, paid employees into their organizations. While eight respondents (12%) report that they do not currently offer socialization programs or activities, some of those institutions nevertheless noted the value and importance of such efforts. For example, one library indicated that planning socialization programs will be the first priority for a new director of staff development.

Research libraries and archives increasingly focus on effective socialization for *all* new hires. Fifty-two institutions (91%) reported that their programs and activities are designed for all newly hired, paid employees. Orientation sessions and related resources are the most widely reported and are typically offered to all new hires. Forty-seven of the 51 respondents that use orientation checklists specifically report using them for all new hires.

While the majority of respondents offer some socialization activities for all newly hired, paid employees, certain programs are much more likely at this time to be offered to librarians only. For example, 28 organizations (50%) indicated that they offer formal mentoring programs; of those, 22 report that mentoring programs are designed specifically for librarians and only six provide formal mentoring for all new hires. Respondents describe specific approaches (formal and informal) to facilitate mentoring for librarians. Examples include a “buddy” system to facilitate social networking, peer mentoring, and assigning library faculty mentors to guide new librarians through the tenure process.

Research libraries and archives use a variety of methods and approaches for socializing new hires. Thirty-eight respondents (68%) reported using staff development sessions to enhance the socialization process, while 22 organizations (39%) report using a pairing system (other than mentoring) to facilitate job shadowing or coaching. Only seven institutions (13%) report offering a residency, fellowship, or similar program. Twenty respondents (36%) report using other methods and approaches for all new hires, and/or for specific categories of staff. Selected examples of activities for all new hires include library tours, lunch and/or coffee with administrators and/or peers, and meet and greet events. Selected examples of activities for librarians include faculty committee meetings, informal meetings for untenured faculty, and a “new librarians’ roundtable.”

Responding institutions also offer socialization programs as standardized, group events and/or as individualized, one-on-one activities and sometimes offer programs both ways. For example, 21 respondents offer individualized job shadowing and/or coaching

(only two respondents describe job shadowing and/or coaching as standardized activities). On the other hand, more often than not, orientation and staff development sessions are standardized offerings; the reverse is the case for formal mentoring programs, which are much more likely to be individualized. It is of note that in all cases some libraries offer a specific program in both ways.

Respondents reported that their libraries also provide (and are currently developing) a variety of resources to support socialization programs and related activities. Examples include orientation checklists; policy manuals; brochures; training documents on topics such as collection development and instruction; audiovisual materials (such as a welcome video from the Dean of Libraries); welcome packets and notebooks; and electronic sources (such as a Wiki listing various procedures and policies). While selected materials (such as faculty handbooks) are targeted to librarians, respondents indicated that socialization resources are generally developed and offered for all new hires. Responding institutions noted that resources such as faculty handbooks and policy manuals are increasingly available online (replacing physical copies).

### **Designing and Coordinating Socialization Programs/Activities**

Design and coordination of socialization activities are generally a shared effort, with complementary responsibilities. For all categories of staff, the immediate supervisor plays the key role in *coordination* of socialization activities, and the HR/Personnel Officer follows closely. Although the immediate supervisor has a similar level of responsibility in program *design* for other professional staff and support staff, the HR/Personnel Officer has a notably stronger role in the design of socialization programs for librarians (23 responses for the HR/Personnel Officer, as compared to only six responses for the immediate supervisor).

Noteworthy are how frequently library committees have responsibility for socialization, especially for librarians (16 institutions), and how varied the committees are. The importance of preparation/support for tenure or continuing status responsibilities

is the likely reason, as evidenced by the number of comments citing promotion and tenure committee involvement in socialization activities. For support staff and other professional staff, the Staff Development Officer is somewhat more likely to be involved than a library committee (eight to nine responses for the Staff Development Officer, as compared to seven for a committee).

### **Goals and Budget for Socialization Programs**

By far the primary goal is to communicate the organizational culture of the library, as cited by 54 institutions (95%). An additional seven goals were selected by 56%–75% of respondents, including those relating to: performance evaluation, promotion and tenure, inclusion, retention, training in specific areas, organizational culture of the campus/parent institution, and professional culture of librarianship. Among other goals described, several institutions seek engagement and identification with the larger entity, communication of the library's strategic plan and mission, and introduction to the local community.

There is a sense from respondents' comments that budgeting is not a major issue. Many institutions fund socialization activities from general library funds/operating budget or a combination of library, university, and private funds. Occasionally, the library staff association will fund specific events. A number of institutions report that little or no budget is needed, with costs limited to staff workload.

### **Length of Participation in Socialization Programs and Activities**

The time frame for completing each socialization activity is logically shaped by the nature and scope of each program. Socialization for new hires is an ongoing process, and can vary based on the individual needs of each new employee. For example, respondents describe the individualized nature of job shadowing or coaching, and note that the relationships developed through this activity can last well beyond a specific time frame. As mentoring can also facilitate the development of long-term professional relationships, the time frame for this activity also varies considerably. Other socialization activities have more specific time

frames. For instance, orientation programs are typically completed during the first six months to one year on the job. Respondents also noted that orientation activities are often completed in stages, starting with a checklist on the first day or week, and involving meetings (over a period of several weeks or months) with staff from the human resources unit, the immediate supervisor, and/or other colleagues.

### **Evaluation and Assessment of Socialization Programs**

Fewer than half of the respondents (24 or 43%) have tools in place to solicit feedback from participants for evaluation, with an additional 13 (23%) reporting that they plan to develop a process. Surveys, individual interviews, and focus group meetings are typical approaches. Other tools include evaluation forms, breakfast or lunch with the dean or administrators, and exit interviews.

Research libraries and archives utilize various measures of success, with feedback from participants as the largest single response. Also cited are employee and supervisor satisfaction, morale (with one institution specifically seeking improvement as measured by an annual ClimateQUAL<sup>®</sup> survey), retention rates, and achievement of tenure. One respondent has two simple measures: does the mentee volunteer to become a mentor; and does the mentee encourage other new staff to participate in the mentoring program.

### **Benefits of Socialization Programs and Activities**

Respondents report a wide variety of benefits accrued from socialization programs and activities (for the organization as a whole, as well as for new hires). Socialization programs and activities facilitate general orientation and acclimation to the organization and its culture. Through meeting and getting to know colleagues more quickly, new hires establish a network of contacts within and outside the organization. Respondents also note that new hires receive the necessary tools and support to learn and do their jobs effectively, which enhances and increases productivity. Survey respondents also reported that socialization programs facilitate learning about how to be successful in the promotion and tenure process, which can

increase retention. Socialization activities can also shape and reinforce a collegial environment, which benefits the entire organization.

## Conclusion

The purpose of the survey was to investigate the progress made in ARL member organizations to establish or enhance socialization programs and activities. Survey results clearly demonstrate that socialization activities are widespread and growing in research libraries and archives. The volume of response and detailed sample documents provided are indicative of the prevalence of existing activities and institutional commitment to these programs. There is a perception of the critical importance and value of these activities to the enhancement of organizational success. The plethora of comments on the benefits of socialization programs indicates that ARL members highly value these efforts.

Orientation programs are ubiquitous. Staff development is second only to orientation as a socialization strategy for all new hires. Somewhat surprising is the relatively low number of institutions that report having a residency or fellowship program.

We were specifically interested in the current status of mentoring programs, because there is ARL data from 1999 in SPEC Kit 239, *Mentoring Programs in ARL Libraries*. At that time, only 26% of respondents reported formal mentoring programs. In the current survey, half of the respondents report the existence of a formal mentoring program, representing a doubling in twelve years. Several cite university mentoring mandates for faculty. In addition, 39% have other pairing arrangements, such as job shadowing or coaching. We anticipate that mentoring will continue to expand as a socialization tool over the coming years.

It is clear from the comments that there is a great deal of interest in improving existing programs and offering new activities. ARL institutions have produced an impressive array of concrete resources that are now available through this SPEC Kit to support the development or expansion of a variety of socialization strategies. The results are rife with creative

ideas to enhance existing programs. The authors identified several practices that would strengthen their institution's mentoring and orientation activities. It is not, however, clear from the results which activities produce the best results, as little formal assessment has occurred.

Survey results point to the need for development and future research in the area of assessment. More than half of the respondents have or plan to develop tools for evaluation of socialization programs; however, feedback from participants through surveys or other means is by far the most utilized approach at this time. Without more concrete assessment tools, it is difficult to point to the more successful strategies.

In particular, further research is needed to evaluate the impact of socialization activities on retention and success in tenure or continuing status. Each is cited by more than two-thirds of respondents as an important goal. Similarly, promoting an inclusive workplace is a highly rated goal. It would be valuable for libraries to know the most effective strategies to support those goals, which requires determination of outcome measures and appropriate assessment techniques.

Based on the generalized responses to the budget queries, it is clear that libraries have made a significant but largely unmeasured investment in socialization programs in terms of staff time and other resources committed to these activities. As libraries develop greater capacity for assessment, it may prove fruitful to collect data to evaluate the return on investment for the individual strategies of orientation, formal mentoring, less formal pairings such as job shadowing or coaching, staff development, and residency programs.

Recognizing the importance of socialization efforts, more than one respondent proposed that libraries need to focus more on the continuing socialization of all groups of employees, not just new hires. That too is an area for future exploration.

ARL member institutions are strongly engaged in a wide variety of socialization activities and report significant benefits to both the individual and institution. Continued growth is anticipated.

## Endnotes

<sup>1</sup> William K. Black and Joan M. Leysen, "Fostering Success: The Socialization of Entry-Level Librarians in ARL Libraries," *Journal of Library Administration* 36, no. 4 (2002): 4.

<sup>2</sup> Angela Ballard and Laura Blessing, "Organizational Socialization through Employee Orientation at North Carolina State University Libraries," *College & Research Libraries* 67, no. 3 (2006): 240.

<sup>3</sup> William Sannwald, "Understanding Organizational Culture," *Library Administration & Management* 14, no. 1 (2000): 8.

<sup>4</sup> Joanne Oud, "Adjusting to the Workplace: Transitions Faced by New Academic Librarians," *College & Research Libraries* 69, no. 3 (2008): 256–63.

<sup>5</sup> William K. Black and Joan M. Leysen, "Fostering Success," 12.

<sup>6</sup> Janice Simmons-Welburn and William C. Welburn, "Organizational Entry, Sense Making and New Professional Employees in Academic Libraries." Paper presented at the 11<sup>th</sup> national conference of the Association of College and Research Libraries, Charlotte, NC, April 10–13, 2003.

<sup>7</sup> William K. Black and Joan M. Leysen, "Fostering Success," 9–11.

<sup>8</sup> Barbara Wiffkopf, *Mentoring Programs in ARL Libraries*, SPEC Kit 239 (Washington DC: Association of Research Libraries, Office of Leadership and Management Services, 1999).





## SURVEY QUESTIONS AND RESPONSES

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The SPEC survey on Socializing New Hires was designed by **Sharon Ladenson**, Gender Studies and Communications Librarian; **Diane Mayers**, Human Resources Administrator; and **Colleen Hyslop**, Senior Associate Director and Head of Human Resources, Michigan State University Libraries. These results are based on data submitted by 65 of the 126 ARL member libraries (52%) by the deadline of March 18, 2011. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

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Socialization is defined by Black and Leysen<sup>1</sup> as: "how librarians assimilate the culture, values, and perspectives of the library, the university, and the profession;" and in a wider context by Ballard and Blessing<sup>2</sup> as: "the process by which employees learn about and adapt to new jobs, roles, and the culture of the workplace." Given the challenges that newcomers experience in research libraries—such as highly demanding workload; time management; communicating and working within a large bureaucracy; acquiring knowledge and skills in specific areas (such as collection development and liaison work); and transitioning from school to work—effective socialization is critical.

In 1999, ARL published SPEC Kit 239, *Mentoring Programs in ARL Libraries*. Only 26% of the respondents reported having formal mentoring programs. The survey identified wide and varied benefits to the mentee, mentor, and institution and provided lessons and guidelines for the development of mentoring programs.

Since 1999, there has been increased focus in research libraries and in the literature on broader organizational socialization issues and programs. The main purpose of this survey is to explore what progress has been made in ARL member libraries to establish or enhance socialization strategies—such as mentoring, orientation for new hires, residency appointments, and staff development opportunities directed at organizational acculturation—for all newly hired, paid employees. Issues to be explored include:

- Current availability and types of socialization programs, activities, and resources in ARL libraries
- Staff involved in designing and coordinating socialization activities
- Organization, budget, and goals for socialization programs
- Rate and length of participation in socialization activities
- Evaluation and assessment of socialization programs
- Primary benefits, impact, and outcomes of socialization activities

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1 William K. Black and Joan M. Leysen, "Fostering Success: The Socialization of Entry-Level Librarians in ARL Libraries," *Journal of Library Administration* 36 no. 4 (2002): 3–27.

2 Angela Ballard and Laura Blessing, "Organizational Socialization through Employee Orientation at North Carolina State University Libraries," *College & Research Libraries* 67 no. 3 (2006): 240–48.

The survey will also gather documentation about ARL member libraries' socialization plans and programs and provide a benchmark for progress toward implementation of socialization strategies.

## BACKGROUND

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1. How many librarians has your library hired in the past two years? N=62

Minimum	Maximum	Mean	Median	Std Dev
0	48	7.53	5.50	8.22

Librarians	Responses
0	2
1-5	29
6-10	20
11-15	6
16-20	2
>20	3

2. How many other professional staff has your library hired in the past two years? N=62

Minimum	Maximum	Mean	Median	Std Dev
0	21	4.86	3.00	5.42

Professional Staff	Responses
0	11
1-5	32
6-10	10
11-15	4
16-20	4
>20	1

3. How many support staff has your library hired in the past two years? N=62

Minimum	Maximum	Mean	Median	Std Dev
0	397	15.81	9	49.86

Support Staff	Responses
0	5
1–5	14
6–10	23
11–15	9
16–20	5
>20	6

4. Does your library offer programs, activities, and/or resources that are intended to socialize newly hired, paid employees into the organization? N=65

<b>Yes</b>	57	88%
<b>No</b>	8	12%

**Selected Comments**

I am filling out this survey in the context of an orientation program that I run for employees new to the Library Services service unit of the Library of Congress. We run three programs a year for 20 staff each who have all been hired by Library Services within the last five years. It is for all levels of permanent staff.

New Employee Orientation - Buddy System: library staff mentor is assigned as the new employee's "buddy" for a year.

Orientation checklist is provided to supervisors of all new hires which includes review of policies and procedures, tours, introductions to colleagues, meetings with senior administrators, etc.

Orientation, department orientations, annual holiday party, annual meet the new folks, and librarian peer mentoring.

Our on-boarding activities are fairly significant, including pre-hire, post-hire, and long-term activities.

There is an orientation program that is not very active, but supervisors do make an effort to ensure that new librarians are oriented. Individual departments will 'socialize' newly hired staff differently, depending on need and position.

We have a Library Staff Association for all new hires. We have an informal peer librarian "Socializer" assignment for new librarians. We have GOLD, an organizational learning and development team that offers activities.

We have an orientation program for all new permanent employees. We also hold new staff coffees three times per year.

We have orientation activities for all regular employees, but far fewer for graduate assistants and student employees.

If you answered "Yes," please complete the survey.

If you answered "No," please click the Next>> button below to submit your survey.

## **SOCIALIZATION PROGRAMS, ACTIVITIES, AND RESOURCES**

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### 5. When are new hires informed about your library's socialization programs, activities, and/or resources? Check all that apply. N=57

Upon arrival at the library	47	83%
During an orientation session	36	63%
During the interview process	31	54%
Upon being hired	29	51%
Other time	10	18%

#### **Please describe the other time.**

Announcements via email.

Weekly staff bulletin via email.

Immediately prior to starting.

Informal communication with supervisor prior to start date.

Ongoing from supervisor and colleagues.

Orientation and socialization are ongoing processes; information is mentioned informally as the supervisor works with the employee and as new activities, policies, and processes are implemented.

Personal invitation to annual luncheon of new employees and library managers.

Varies by unit.

When new/refresher programs are offered.

When they are invited to participate in the Library Services New Employee Orientation Program.

#### **Additional Comments**

Contact is made immediately prior to the person starting by the Director of Planning, Assessment, and Organizational Effectiveness, the immediate supervisor, and by the mentor. A meeting to begin orientation is scheduled for approximately one month after the start date.

Critical information is provided during the selection process in a "Joining the UA Libraries" packet to be sure candidates are aware of the UA Libraries' team-based organization in particular and other cultural or unique factors in our environment. The first day of work involves meeting with the Libraries' HR and orientation begins. A new employee notebook is provided which details everything from library-wide work-related policies to pay information, phone directory, brief history of the organization and its org structure, the Libraries' mission, vision, and principles, governance structures, types of employees, general expectations of employees and team leaders, and a full description of the performance management, career progression/merit award, and communication systems. There is also more detailed information about several related topics to explain our culture. It covers, in particular, areas where the Libraries differ from the university in how it operates.

Currently, we do not have a centralized orientation and socialization program in the library, but several units and departments have their own.

Information about socialization programs during the interview process is part of library faculty recruitment.

Most staff find out about this program when they are contacted to participate, although now that more staff have been involved it is becoming more widely known.

Tenure track candidates are informed of the Faculty Mentor program during the interview process. After a candidate is hired, a "match" is determined based partially on professional focus and partially on personality.

We have a multi-session "New Employee Orientation Program" that all new career staff attend. In addition, most departments and supervisors provide information about such programs and activities within the unit.

**6. Does your library offer socialization programs/activities for all newly hired, paid employees or for specific categories of staff? N=57**

All newly hired, paid employees	52	91%
Librarians	5	9%
Other professional staff	2	4%
Support staff	1	2%

**Selected Comments**

**All newly hired, paid employees**

All career employees attend a multi-session "New Employee Orientation Program."

All employees receive some kind of orientation but the degree varies considerably. The supervisor covers the work duties, work-related expectations of student (and all other) employees, but offers no "socialization" with other student employees. For GA's, there is a welcome session for library student GA's but not for other field GA's. Regular employees (librarians, other appointed professionals, and staff) all follow a fairly standardized process of new employee orientation (NEO) to the Libraries.

Currently, there is more emphasis on socialization for library faculty than there is for library staff.

Socialization excludes student workers, they do receive an orientation. But socialization does include GRA student workers.

Tailored to each employee group: librarians, professional (other), support staff.

Temporary hourly employees not included.

The university provides an "on-boarding" process for all new employees. The library does not provide its own orientation to all.

We tell new hires about our Library Staff Association and its various activities throughout the year.

### **Librarians**

For librarians we do this consistently. For professional and support staff it is done at the supervisor's discretion.

Librarians select a "mentor" to assist them throughout the tenure process.

Librarians have a special faculty welcome and mentorship program.

There are activities in place, but they are more structured for librarians.

### **Librarians and Other Professional Staff**

A general orientation for non-professional staff is determined by their supervisor and varies within each department or team.

### **Librarians and Support Staff**

Librarian activities are more formalized; support staff left up to department.

## **7. Please briefly describe how your library introduces new hires to their colleagues (e.g., reception, email announcement, featured on Web page, etc.) N=57**

Note: More than forty respondents indicated that email is used to introduce new hires. Respondents indicated that they used a variety of methods (in person and electronic) to introduce new hires, such as newsletter announcements; introductions at meetings, receptions, and social events (such as lunches and coffee breaks); and supervisor introductions of new hires to colleagues (as part of a general orientation to the library).

### **Selected Comments**

A message is sent to the library's electronic mailing list; librarians are generally featured in spotlights on the library's website and staff newsletter (electronic). Individual departments have overall responsibility for the orientation of new employees to the workplace.

All new hires are welcomed in our weekly e-newsletter. Hiring managers are expected to identify the people most likely to be working with the new hire and make appropriate introductions.

All staff are introduced by their supervisors on LibNews-L, the library listserv, on the first day of employment. Library faculty are introduced at the first faculty meeting they attend after their start date. There is a joint reception in the fall to welcome all new faculty to the library and to GSLIS.

An announcement of the new appointment is included in the bi-monthly HR update that is sent to all library employees. To announce new librarian hires to faculty colleagues on campus, an announcement is included in the campus newspaper along with the employee's picture.

An email announcement is sent prior to their start date. They are introduced at the first "Dean's Corner" (meeting of all employees) after their arrival. All new employees are given a tour of the libraries. The immediate supervisor also introduces them in their department. Supervisor checklist of departmental activities includes meet the employees, lunch on the first day, and assigned mentor/buddy.

An email is sent to all library staff a day or two after the new employee arrives. During the first few days the supervisor walks the new staff member around to the most relevant departments and branches making introductions along the way. At the next library-wide meeting of all library staff, supervisors introduce any new staff they may have. In the introduction they give a bit of information about the person's background and previous employment as well as what they will be doing in their new position.

Announcement of hire made in dean's weekly update & blog. New faculty & professional staff & library science grad assistants are introduced at faculty meeting. Faculty candidates also meet others during interview.

Announcements on our internal listserv before the new hire starts work. New Employee Spotlight in staff newsletter. Introductions at faculty and all-staff meetings. Visits to other library departments. Reception to meet colleagues outside the libraries for new dean.

Departments generally coordinate their departmental receptions or lunches. All new hires are announced via email by the Director of Libraries. Also, new staff are recognized at all-staff meetings (held twice or more per year) and at new staff coffees (held approximately three times per year).

During a new hire's first day, the individual meets with their manager. Their manager then introduces new hires to their colleagues. New hires are also featured in the monthly publication of "Declarations," an agency staff newsletter.

Email announcement prior to arrival. Welcome reception in department. Introductions to immediate co-workers on first day and colleagues throughout library system in following weeks. Tours are conducted by department staff for newly hired staff in other library departments.

Email announcement, one-on-one meetings with various employees as part of orientation, and welcomed/introduced at library-wide meetings.

Email announcement, weekly email updates, in-unit tours, invitations to participate on committees, projects, staff luncheons, university-wide orientation (colleagues across campus).

Email announcement to all staff, personal introduction to colleagues in same unit, and introduced at council meetings (for academics and professional staff).

Email announcement, departmental tours, introduction at twice-yearly meetings of library staff association (all library employees), quarterly library faculty meetings, and quarterly welcome luncheons.

Email announcement; supervisor is responsible for arranging in-person introductions and a tour/walkabout throughout the entire library; one-on-one meeting with dean after six weeks or so.

Faculty attend university-wide reception as well as library faculty receptions. New staff send a library-wide email to all other staff announcing their start date, position, office location, contact information, and other information they choose to share. Unit heads and supervisors will often lead the introductions of new staff to their colleagues.

In the case of new librarians and supervisors, announcements are sent out to all library staff. Everyone new is listed in the staff newsletter.

Lunch with search committee members. Coffee break with team members. Lunch with colleagues on their first day of employment. Orientation meetings with colleagues and other managers (one-one-one). Email announcement. Personal introductions by manager.

“Meet and greet” events, announcements made during monthly all-staff meetings, email announcements of new hires sent to all staff. Welcome committee meets with new staff, and mentoring opportunities for both classified/support staff and professional librarian & other professional staff.

New hires are introduced at library-wide town meetings and via email from their supervisor to all staff. Some departments hold a “coffee klatch” for new arrivals.

One of the suggestions in a strategic planning group that focused on new employees in Library Services was to mount brief introductions on the LS staff intranet. The form has been designed but that feature has not yet been implemented, awaiting transfer of the LS staff intranet to a new platform. In terms of initial introductions to colleagues, that is handled at the individual team level by the supervisors and team members.

Regular employees (of all kinds) are first mentioned in “hire announcements” from the team leader to the Libraries’ all-staff listserv. This provides notice of their name, position, and a short summary of their background/qualifications. Regular employees are welcomed at the first available all-staff meeting (generally one per month or so), and provided pretty much the same information with a bit more personal information such that other employees might take an interest in them (hobbies, etc.). There are newbie breakfasts held for regular hires with the Dean of Libraries (used to be quarterly but now as long as once a year, depends on the number of hires).

Supervisors and the new employee will visit all the different department. Supervisors will send a “welcome” email to the staff listserv. Departments will schedule training sessions with library staff.

The library hosts a formal orientation program, featuring the university librarian and other members of the Library Cabinet. This is in addition to the campus-sponsored New Employee Orientation. New librarians are invited to a luncheon hosted by the Librarians Association of UCLA (LAUC-LA) on the day of the orientation. LAUC-LA is an advisory group, one of ten divisions of the system-wide Librarians Association of the University of California (LAUC). UC librarians are academic appointees but they are not members of the Academic Senate (i.e., they do not have tenure).

There are announcements of all new hires in the weekly Library Newsletter, which goes to all library employees. There is an annual ice cream social organized by the Amity Committee to which new hires are specifically invited. New librarians are introduced at the regular monthly meeting of the Librarians’ Forum.

Training Coordinator escorts new employee around library to introduce to staff. All-staff meeting introductions. New librarians/professionals get mentors and join New Librarians and Library Professionals Group for first three years.

We announce new hires in our weekly (online) Staff Bulletin. The Library Staff Association includes a “New Faces” profile with photo in its monthly newsletter. Our (online) Library News introduces new librarians to campus faculty and students. New faculty are introduced at each monthly Library Faculty Meeting.

We have town meetings generally once per month and at the beginning of those meetings we do staff transitions. New employees are then introduced by the supervisor or the HR Manager to all the staff present. We make a point of



welcoming new department heads to members of the Department & Council Representatives meeting and at Faculty Council meetings. New hires are taken around by the supervisor or HR Manager on their first day to meet other members of the department and other administrators. Email regarding new hires is also sent out to the entire staff by the supervisor.

We send out an email announcement with a short description of the person, their hobbies, interests, education, etc.

8. In the matrix below, please indicate the types of socialization programs/activities your library offers for new hires and whether they are targeted to all newly hired paid employees or to specific categories of staff. Check all that apply. N=56

	N	All New Hires N=52	Librarians N=33	Other Professionals N=5	Support Staff N=7
Orientation sessions	52	48	4	1	—
Staff development sessions	38	36	2	—	—
Formal mentoring program	28	6	22	2	—
Other pairing, such as job shadowing, coaching, etc.	22	7	9	3	7
Residency, fellowship, or similar program	7	7	—	—	—
Other activity	20	11	9	1	1

**Please briefly describe the “Other activity” targeted to all new hires.**

All new hires review workload, responsibilities, work-related expectations and processes they will handle or be involved in. Work-related expectations vary by classification (type of hire). Librarians often shadow peers to learn “ways” that this library uses to perform librarian duties. If librarians are Continuing Eligible, there is a guidelines document distributed. Staff are hired with a six month probationary period, including a three month review and a 5.5 month review.

Formally introduced by supervisor to library staff at quarterly coffee breaks (2 to 3 minute introduction with info about work, education, hobbies, etc.)

In addition to attending a quarterly orientation session held for all new employees, each new employee has a specially tailored orientation program based on their position. All new permanent hires are invited to a university-wide orientation session coordinated by the HR Division.

Library tours, meeting with all administrative units, lunch with supervisor/co-workers.

Lunch with Executive Group, committee fair.

Meet and greet events, email announcements, announcements during “all-staff” meetings.

Meeting with safety coordinators for the work area.

Meetings arranged with selected other relevant staff to include social as well as work-related conversations, tours, introductions to other staff, etc.

New employee luncheon.

New employee meeting held every 18–24 months. Supervisors receive orientation to library management policies, procedures, and practices.

University-wide orientation program.

**Please briefly describe the “Other activity” targeted to librarians.**

Group meetings of new librarians and professionals who have been at library for three years or less.

Informal get-togethers of untenured faculty; quarterly one-on-one meetings with the deputy dean throughout tenure process.

LAUC-LA is developing a mentoring program for librarians. The purpose of the program is likely to be two-fold: a more formal program that pairs mentors and mentees, based on goals, and a more informal “buddy” system to foster social connections among librarians.

Meetings with faculty committees, deans.

New librarians are paired informally with a “Socializer” peer librarian from another department.

New librarians are required to participate in the “new librarians roundtable”—orientation meetings held one time per month for two years.

Our Librarians’ Association schedules a special orientation meeting with each newly hired librarian within the first month or two of employment.

Peer mentoring.

Reference creates a training schedule for each new hire. This will include meeting with staff from other parts of the library.

**Please briefly describe the “Other activity” targeted to other professionals.**

Group meetings of new librarians and professionals who have been at library for three years or less.

**Please briefly describe the “Other activity” targeted to support staff.**

Reference creates a training schedule for each new hire. This will include meeting with staff from other parts of the library.

**Additional Comments**

Each new hire attends an orientation session conducted by the university’s Human Resources Management.

Mentoring program for faculty librarians is quite new and is currently voluntary.

Methods of training/orienting to the job vary widely by the need of the individual (say the person is fresh out of library school so needs more involved orientation to librarianship and particular focus on this library). Some teams are highly structured in terms of required training modules and time frames and other teams are very loose in terms of their requirements, supervision, and job shadowing and in what is provided to individuals (little instruction; more on-the-job, in-the-moment Q&A; little coaching or supervision). In the same way there is considerable variation in what is required for output (one time requires up-to-date calendars and email and is rigorous about tracking output especially by data; and others do not). Sometimes a buddy or colleague is assigned to assist or “familiarize” the new employee and sometimes there is little attention to this or no one is available depending on workload. New employees are encouraged to attend library-wide meetings or team reports as well as join in wellness activities or diversity workshops.

Most departments have some amount of socialization activities that they undertake with new staff. There is no standardization of these programs so they vary considerably in terms of activities and the amount of time devoted to them.

Orientation: New Employee Breakfast. Meet colleagues from other departments. Meet university librarian. Libraries’ Faculty Advisory Board introduces new librarians at monthly faculty meetings (pastries/donuts, juice are served).  
Mentoring Program: Each newly hired librarian is assigned a mentor for one year. Newly hired professional receives coaching from colleagues in the employee’s department and from colleagues in other departments. Newly hired support staff shadow one or more current employees.

Orientation is provided at the department level, and varies by department.

Purpose of new library professionals group is socialization and introduction to the culture, profession, and some skills building.

There is a formal orientation and training program for new reference librarians, but it is only for reference librarians.

There is a one-day orientation briefing that is offered to all new Library of Congress hires offered by the Human Resources division. The Library Services Program is eight separate sessions over approximately five weeks.

These activities are also included for existing staff who have internally transferred to another library or unit. Staff development opportunities is a whole separate category handled separately.

We are in the process of developing a centralized orientation session for all new hires, but we are still 4 to 6 months from implementing it.

**9. Please indicate whether the socialization programs/activities for new hires are standardized/group events or individualized/one-on-one activities. Check all that apply. N=55**

	<b>N</b>	<b>Standardized N=48</b>	<b>Individualized N=49</b>
Orientation sessions	54	42	29
Staff development sessions	39	34	15
Formal mentoring program	27	10	21
Other pairing, such as job shadowing, coaching, etc.	22	2	21
Residency, fellowship, or similar program	7	2	5
Other activity	16	12	7

10. Please describe the typical time frame (e.g., within the first two months on the job, one year, until program goals are met, etc.) for new hires to complete each type of program/activity offered by your library. N=52

#### Orientation Sessions N=51

First day (3 responses)

First two days

First week (3)

First two weeks (3)

First month/one month (8)

First two months (5)

First three months (6)

First four months

First six months (3)

Within the first year/one year (6)

Until goals are met (3)

#### Other time frame:

"Day 1," basic information; university orientation within 30 days of hire; "organizational orientation" within 30 days.

During first few days; university-wide: as sessions are scheduled.

First day on job in Library Personnel; up to several months in department.

One-on-one orientation checklist with supervisor (within 1st 2 weeks), one-on-one meeting with HR (within 1st month), and quarterly orientation with other new staff (within 1st 3 months).

Orientation sessions take place the first day, the first week, and the first month to six weeks from the employee's start date.

The general timeframe is 6 months to 1 year to learn a job. Internal HR orientation is immediate to 8 weeks. Team much longer. Some orientation is standardized and some is individualized such as for such a type of position. Some orientations are group events and some are individual or one-on-one activities. See website for standardized, group activities. Team leaders or other supervisors provide the majority of orientation to the employee in their work responsibilities; first assessing how much they know and developing a plan of what they need to learn. Milestones are assigned.

The new staff member will attend the university's orientation program the first Monday the new staff member is here.

We target staff for our program that have been in Library Services from six months to five years.

With most department/branch: received feedback, now do gradually over more than two months because recent hire found extensive orientation interfered with learning the core duties of the job.

## Formal Mentoring Program N=27

First week and ongoing

First 3 months

First 6 months (2)

First year (5)

Throughout the tenure process (6)

Continuous/ongoing/ throughout the career (4)

### Other time frame:

Anytime at the individual's request.

During the first month of employment, each newly hired librarian is assigned a mentor for one year.

Incumbents asked that they be allowed to get to know people in the organization (over three months) before being assigned a formal mentor.

Mentoring may occur informally for librarians and for GA's. Library faculty has an internal organization which meets monthly and staff have a board of elected representatives who participate with Library Faculty Association in governance in Library Cabinet.

Mentoring program goes on until the faculty member achieves promotion and tenure. Some continue beyond that date.

This could last from 3 to 5 years. General librarians (one-year contracts) may request to have mentors.

The six-year faculty probationary period.

The program begins within the first month of employment and lasts as long as necessary. Typically this is a minimum of through the first reappointment and then is an on again off again process. The professional relationship is established and called upon when necessary.

## Other Pairing, such as job shadowing, coaching, etc. N=18

Assigned pairing upon hiring.

First day

Within 1 to 2 months

First few months

2 to 3 months

Within 3 to 6 months of hire

Until goals are met

Ongoing

Throughout career

Based on program goals; this activity is very individualized.

During the first week of employment, each newly hired professional is given a schedule to meet with multiple coaches during the first four weeks of employment, but the relationships go well beyond that timeframe. Job shadowing for newly hired support staff takes place during the first month.

For the most part, this is probably individualized but some teams make a habit of providing job shadowing for certain positions, particularly those serving public desks, for example, or for learning connection development (librarian). Different people on a team may be assigned to assist a new employee in learning specific tasks or shadowing. Coaching is provided by the team leader or other supervisor (or Sr. Librarian) as needed.

New librarians in some divisions are paired with colleagues for up to six weeks.

New reference staff members will shadow at the reference desk before formally being assigned desk shifts.

Supervisors complete a library checklist with new employee beginning the first week; department heads are responsible for orientation and job training.

This is done on an individual unit level and is much less formal and predictable. Some are only a few hours or a few days, while others are longer.

Up to several months in department.

Within the first year, new employees need more coaching and the development of informal relationships provides support; management "matches up" the new hire with experienced colleagues for counsel and direction.

### **Residency, Fellowship, or Similar Program N=7**

One year

Two years (4)

Every three years

Entire residency period

### **Other Activity, please specify N=19**

Activities vary considerably. Most of these occur within the first month of employment.

All but the annual recognition program take place the first month of employment. During the annual recognition program a new faculty member of the year and a new staff member of the year is chosen.

Campus has a formal welcoming event for faculty and APs once a year. The library and GSLIS has a reception for new faculty each fall.

First month: Meetings with faculty committees, deans.

First week or month: Meet & greets and announcements (some announcements are prior to their start date).

Mandatory EEO training occurs online through the Learning Management System (LMS) within the employee's first 30 days. Thereafter, LMS offers employees access to training and professional development courses online throughout their tenure.

Meetings with other relevant, individual staff members begin at about two weeks & last from two to six months.

New employee meeting held every 18 to 24 months.

Ongoing: professional development.

Other activities can happen sometime between the first two to six months.

Reception: first two weeks after hire.

Reference creates a training schedule for each new hire.

Review of the newbie notebook is three to six months along with probationary cycle for classified staff. Performance management and promotion & continuing status system are ongoing. There are luncheons for the "junior (assistant)" librarians about every six weeks with the Dean of Libraries. She discusses issues facing librarians here or nationally; she may send out articles. There is no specific staff development per se except some funding for professional workshop attendance.

Staff development session: within four months. Annual new employee luncheon: within one year.

Supervisors and department heads are encouraged to orient new employees to the home department within the first 3 months of hire.

Three years: Group meetings of new librarians and professionals who have been at library for three years or less.

Throughout the year, the Chief Information Officer/Chief Librarian hosts several events for all staff members as a means of building community: Welcome back coffee break (Fall); Bar-b-que/Tail Gate Party (Fall); Long Service Recognition Celebration (Fall); Holiday Party (Winter); Ice Cream Day (Summer).

Until faculty librarians reach tenure: Informal get-togethers of untenured faculty; quarterly one-on-one meetings with the Deputy Dean throughout tenure process.

Within first 3 weeks: Meeting with safety coordinators for the work area.

11. Please indicate what kinds of resources your library offers new hires to support socialization programs/activities, and whether they are targeted to all newly hired, paid employees or to specific categories of staff. Check all that apply. N=57

	N	All New Hires N=55	Librarians N=11	Other Professionals N=2	Support Staff N=5
Orientation checklists	51	47	1	2	3
Website/intranet resources	50	49	1	—	1
Policy manuals	42	35	7	—	3
Brochures	26	23	3	—	—
Audiovisual resources	11	11	—	—	—
Other resources	9	9	—	—	—

### Please briefly describe the "Other resources."

All new hires are provided with strategic planning brochures (including our People Plan brochure).

All regular hires receive a new employee (newbie) notebook as described previously. Librarians have web access to materials on promotion and continuing status, professional activities funding. Librarians are provided training documents on such topics as collection development, providing instruction, various policies and processes aligned with these subjects, etc.

Each librarian is connected with a mentor to act as a resource for various areas to include general environment and reappointment and promotion. We also have an orientation listserv developed to provide networking and social opportunities for librarians and professional staff. Orientation committee activities.

Job-related training, i.e., specific Voyager training, etc.

Reference guides, training manuals.

We do not have a single policy manual available, rather the public, university and internal library policies are available on-line.

Web sites, various handouts. Various handouts about the campus (map), policies, Austin (if they have relocated for the position).

Welcome packet: Orientation Checklist, Benefits brochures, Contacts List by Topics, Campus Map, Gym Membership Forms, Organization Chart, Organizational Communication Practices.

Wiki describing various policies and procedures.

### Additional Comments

All policies are online so no need for a physical manual. AV resources if the position needs that information. Various handouts are tailored to the type of position and may change throughout the year.

An orientation checklist was developed by the strategic planning group that made recommendations for the new employee orientation program for Library Services. It is given to supervisors of new employees as a recommendation of topics they should make sure to have been covered with new staff.

Policy manuals: Represented librarians and staff are given a print copy of the university/union agreement.

The faculty handbook is online (only) and offers detailed information to all University Libraries faculty from the local culture to the RPT process. There is also an Hourly Employee Guidelines PDF that is provided to all new hourly hires.

The library as a whole does not provide each new employee the exact same materials. These materials are provided at the department level as appropriate to each employee and department.

We are in the process of developing audiovisual resources, including a welcome video from the Dean of Libraries, but it is not currently available.

We have a "Joining the Library" packet (that is) supposed to be sent by email to all interviewees before the interview. We provide brochures on Life & Work Support, campus shuttle, parking rates, benefit options, list of new employee orientations, and required trainings. We offer brochures on many other topics that can be provided as needed, such as disability resources, etc. Teams may provide their own work-related expectations documents as well. We provide



several maps: of campus, of parking, of the Libraries. We provide information card about IT support. Of course, we provide new hires with a position description.

## DESIGNING AND COORDINATING SOCIALIZATION PROGRAMS/ACTIVITIES

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12. Please indicate which group or individual has the primary responsibility for designing and/or coordinating socialization programs/activities. Check all that apply. N=57

All New Hires N=54

	N	Designing N=50	Coordinating N=51
Immediate supervisor	45	35	38
HR/Personnel officer	43	37	35
A library committee	17	14	13
Staff Development officer	14	12	10
Colleagues of higher rank	13	9	10
Other	8	8	5

Please briefly describe the “Other” group or individual and their role.

Employment Development Committee. Various units offer to coordinate such opportunities as webinars. Campus HR Training and Development offers weeklong supervisory training program.

Human Resources administrative support person. We’ve also recently established the Organizational Development Team and they will be involved in reviewing and designing future socialization programs.

Library committee coordinates initial orientation. Supervisor makes introductions. Administration supports group events twice a year which are usually one retirement reception and one staff appreciation reception. Individuals within the departments address day-to-day socialization.

Peers, colleagues.

The person responsible depends on the position.

The team leader is the primary person responsible for most critical aspects of orientation and may delegate pieces or the whole to the employee’s immediate supervisor. With non-regular hires such as GA’s and other student employees, it is extremely likely that immediate supervisor will take this on. All employees received some orientation even if it is just a brief overview of policies and employment expectations along with a checklist; these are provided by the Libraries HR. The Libraries has selected one employee (Director of Marketing/PR) to liaison with the library school around graduate assistantships and she does handle a few aspects of the recruitment and selection process of GA’s. Her role is larger with respect to one program of GA’s—the UA has a Knowledge River program for minority library school students and she facilitates/coordinates their selection and placement within the Libraries. She also provides an initial orientation

meeting at the beginning of the fall semester to the library school student GA's. All employees are required to complete a few training sessions (public service, sexual harassment prevention, computer security awareness) that have been designed by central HR or other university-level department.

The university's HR department designs and presents a day-long standardized orientation to all new regular staff to introduce them to the campus.

University Human Resources, Equality Administration, Faculty Affairs, and the Training & Development office within HR.

**Additional Comments**

Associate Directors and HR Officer send email announcements. HR Officer designs and presents the first part of the library orientations (direct supervisor finishes the library orientation). Two separate committees are responsible for other socialization and mentor activities.

HR/Personnel Officer serves on the Staff Learning & Development Committee. The whole committee is responsible for designing/coordinating the orientation day program. The HR/Personnel Officer is responsible for designing the orientation checklist, and the supervisor implements it.

The immediate supervisor primarily coordinates the orientation for all new hires.

**Librarians N=45**

	N	Designing N=39	Coordinating N=45
Immediate supervisor	35	6	32
HR/Personnel officer	30	23	26
A library committee	16	13	13
Colleagues of higher rank	15	11	9
Staff Development officer	9	6	7
Other	12	11	9

**Please briefly describe the "Other" group or individual and their role.**

A departmental training committee.

Associate Dean for Organizational Development designs and coordinates the New Librarians and Library Professionals Group.

Different people offer different guidance. Librarians also coordinate a program of "welcome."

Faculty Relations; UBC Librarians and Archivists Association; UBC Financial Services; informal forums; colleagues – peers.

For non-administrator librarians, who are part of the faculty bargaining unit and who are subject to the faculty-like processes for contract renewal, promotion, and regular appointment (tenure), the Promotion and Regular Appointments (PARA) Committee elected by the Academic Assembly of Librarians provides an information session for new librarians about the PARA processes, timelines, and requirements.

Human Resources administrative support person. We've recently established the Organizational Development Team and they will be involved in reviewing and designing future socialization programs.

LAUC-LA hosts and invites new librarians to a luncheon held on the day of the library's formal orientation program. For the past few years, LAUC-LA has been developing a mentoring program that is likely to have a two-fold approach: formal mentoring and informal "buddy" pairings.

Promotion and Tenure Committee offers annual program and workshop for untenured librarians.

Specifically, the three associate deans through whom all librarians report have designed the orientation for new librarians.

The information get-togethers for untenured faculty are coordinated by the untenured faculty. The quarterly one-on-one meetings with the Deputy Dean are coordinated by the Deputy Dean.

Two Libraries' HR work team members, along with a small cross-library project team, designed new hire program and sessions for all regular employees within the past 10 years (massive overhaul). The program was co-coordinated by each expert with my assistance. The team leader is the primary person responsible for most critical aspects of orientation and may delegate pieces to senior librarian or colleagues as seen fit. The Library Faculty Association (LFA) provides some socialization in and of itself. Librarians involved in the promotion and/continuing status process will be involved with the P&CS committee at some point and receive orientation as needed throughout their careers. Colleagues will also be involved in informal mentoring, formal or informal training, and 'orientation' to the Libraries' processes and procedures.

**Additional Comments**

Associate Directors and HR Officer send email announcements; HR Officer designs and presents the first part of the library orientations (direct supervisor finishes the library orientation). Professional Staff Affairs committee is responsible for other socialization and mentor activities.

The Tenure Track Faculty Mentor Program is implemented by the College Advisory Council and the Associate Dean.

**Other Professional Staff N=38**

	N	Designing N=35	Coordinating N=37
Immediate supervisor	33	25	30
HR/Personnel officer	29	23	24
Staff Development officer	9	7	7
A library committee	7	7	6
Colleagues of higher rank	7	6	3
Other	5	5	3

**Please briefly describe the "Other" group or individual and their role.**

Associate Dean for Organizational Development designs and coordinates the New Librarians and Library Professionals Group.

Colleagues, peers; Association for Management & Professional staff.

Human Resources administrative support person. We've recently established the Organizational Development Team and they will be involved in reviewing and designing future socialization programs.

The team leader is the primary person responsible for most critical aspects of orientation, but if there is a work team within the larger functional team, may have delegated supervision to the work team leader as seen fit. The Staff Governance Association (SGA) is a library-based organization of classified staff and it provides some socialization in and of itself thru bi-yearly meetings and occasional social events. As a team-based organization, colleagues may also be involved in formal or informal 'orientation' or training regarding the Libraries' processes and procedures.

### Support Staff N=39

	N	Designing N=35	Coordinating N=37
Immediate supervisor	35	25	31
HR/Personnel officer	30	25	24
Staff Development officer	8	7	5
A library committee	7	7	6
Colleagues of higher rank	5	3	5
Other	3	2	2

### Please briefly describe the "Other" group or individual and their role.

Sometimes colleagues: peers or cross-unit peers.

Human Resources administrative support person. We've recently established the Organizational Development Team and they will be involved in reviewing and designing future socialization programs.

The team leader is the primary person responsible for most critical aspects of orientation (and likely this employee's immediate supervisor) but may delegate pieces to colleagues as seen fit. There is no "other appointed professionals" organization within the library. As a team-based organization, colleagues may also be involved in formal or informal 'orientation' and training regarding the Libraries' processes and procedures.

### Additional Comments

The Library Staff Association (LSA) plans and organizes twice-yearly events to facilitate informal conversations among library employees at all levels, across the organization. A representative of LSA speaks at the library's formal orientation program.

## GOALS FOR SOCIALIZATION PROGRAMS/ACTIVITIES

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13. What are the primary goals of your library's programs and/or activities for socializing new hires?  
Check all that apply. N=57

Communicate the organizational culture of the library	54	95%
Communicate the process and requirements for performance evaluation	43	75%
Communicate the process and requirements for promotion and tenure	39	68%
Promoting an inclusive workplace	39	68%
Promoting retention	38	67%
Training in specific areas, such as collection development, instruction, and/or liaison work	33	58%
Communicate the organizational culture of the campus/parent institution	32	56%
Communicate the professional culture of librarianship	32	56%
Describe opportunities for collaboration/group work	24	42%
Describe opportunities for scholarly research and getting published	20	35%
Developing skills for collaboration/group work	16	28%
Other goal	13	23%

### Please describe other goal.

Another goal of the orientation session is to expose the new employees to the collections and staff not housed in the main library. The university has orientations which accomplish some of the other goals listed above, such as organizational goals and evaluation processes.

Communicate information about educational opportunities.

Communicate information about professional development opportunities.

Communicate the research culture of the organization.

Convey the organizational structure of the library, provide an overview of functional areas beyond the new hire's own, encourage identification with the larger entity (not just the immediate work group).

Describing and explaining our unique culture, mission, and principles; our team-based organization (substructures and governance system); the systems model and process improvement models by which we operate; strategic planning and performance effectiveness management system (PEMS); clarifying and reinforcing work-related and performance expectations and ensuring that team is planning and implementing learning goals for the new employee specific to their work and the work of the team. At the same time, the NEO project team recognized the value in socialization and promoting a welcoming, supportive environment for the new employee to the workplace and the costs of hiring and training new employees, so a comprehensive program was put in place. We took care to stagger some of the initial overload for the new employee and allow time to absorb and reinforce new learning. We recognized the often steep

learning curve for the new employee and thus developed the Foundations sessions to comprehensively and consistently train new employees in the Libraries' team culture, key processes, and philosophy. As part of the Foundations sessions we included "working in teams" and facilitation skills/effective meetings as well as other hands-on tools for participating successfully. We included, optionally, a session on personality assessment and understanding of different types (and consequently how the differences might hinder or help teamwork).

Develop staff to help them reach their potential.

Encouraging engagement in the library in a broad sense of understanding what others do to accomplish the vision/goals.

Facilitate personal networking; provide introduction to the local community.

Introduction to cultural opportunities, restaurants, possible social & civic groups, hairdressers, etc. in the community.

Since Library Services and the Library of Congress are large institutions, our principal goal is to give new staff information that allows them to put their own work into a larger context. For example, acquisitions and bibliographic access staff are often unaware of outreach programs, and technology policy may be unaware of the resources and staff devoted to preservation. We try to give an overview of all areas to inform and increase appreciation for the overall work and mission of Library Services. We also want staff to enjoy and learn about additional benefits of working at the Library and on Capitol Hill so that it is not "just a job."

Social networking and interaction.

To communicate the strategic plan for the library and its supporting strategies; to communicate our "people" vision and supporting strategies; to provide practical information pertaining to the person's bargaining unit.

#### 14. Please briefly describe how socialization programs/activities are funded. N=35

General library funds/general operating budget (5 responses)

No budget/Costs limited to staff workload (8)

Other Funding:

A combination of funds from the training budget and from private funds.

By Hospitality Committee, by the Libraries general or discretionary funds.

Cost is supported by the library administration.

Except for programs at the institutional level such as the benefits seminar for new employees, there is not a separate line of funding for socialization programs/activities. The welcome lunch for new employees is funded by the staff association to the extent that they pay for the new hires' lunches and anyone else who attends goes Dutch treat.

From operating funds or development funds.

Funding for socialization programs comes mostly through the HR/staff development budget line.

Funding from departmental hiring and training budgets and library funds allocated for Learning and Development.

Libraries' Foundation Accounts and Libraries' Staff Association (LSA sponsors fundraisers with half of the proceeds going to charity and half going to fund programs and activities for all faculty and staff).

Library budget. University-wide orientation from university budget.

Not much funding needed or required. If we need, funded by general library fund.

Operating funds and staff workload.

Our socialization programs/activities are funded primarily through the library's operating budget, although some activities are funded centrally through the university administration such as the New Faculty Orientation sessions and luncheon.

Primarily funded by library and the university depending on the program.

Primary accomplished using existing resources. Some expense provided by HR budget.

Some are centrally funded by the university; other programs are funded by the Libraries while others require the use of the educational assistance or professional development funds of the employee.

Some programs are funded by the department allocations, other are funded through volunteer collaboration.

The Libraries' HR has funding in its operating budget to support the New Employee Orientation Foundations sessions and provide meals during them. In the past we provided more booklets and materials and paid for licensure with MBTI certified instructor. Now that we don't have in-house experts in the NEO Foundations and conflict resolutions modules, we have to rely on "other funding" to provide special catch-up sessions. There has been sporadic funding of training in project management from a national facilitator but now we can provide it in-house. We have worked with central HR to see about substitute facilitators, with only some success (they are understaffed as well). LFA and SGA groups have limited team events funding.

The library's formal orientation program is funded by staff development funds. The LAUC-LA luncheon for new librarians is funded by monies allocated to LAUC-LA by the university librarian. LSA events are funded by member dues and donations.

The library/GSLIS faculty fall reception are funded by the university librarian out of gift funds. The annual recognition of new employee's reception is funded by the university librarian, who gives a budget to the social committee for a variety of events, around \$1200. The dean also provides additional funds as needs are identified.

Very little funding is required; minimal funding from library administration budget is used, as needed.

Vice Provost discretionary funds are used.

We do it ourselves or send employees to (free) campus training. The Library Staff Association funds its own activities with dues contributions.

## EVALUATION OF SOCIALIZATION PROGRAMS/ACTIVITIES

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15. Has your library developed any tools to solicit feedback from participants to help evaluate the success of your socialization programs/activities? N=56

<b>Yes</b>	24	43%
<b>Not yet, but we plan to</b>	13	23%
<b>No</b>	19	34%

If yes or planning to, which tools does/will your library use to solicit feedback from participants? Check all that apply. N=35

Surveys	24	69%
Individual interviews	17	49%
Focus group meetings	14	40%
Other tool	8	23%

**Please describe the other tool.**

Dean and associate dean have lunch with new cohorts of library faculty to learn about their experiences.

Meetings with staff organizations and committees.

New hires are invited to breakfast with the Dean of Libraries each fall.

Our newly formed Organizational Development Team will undertake to solicit feedback from new hires.

The Classified Staff Affairs committee has designed a feedback tool for their mentor program, but has not had an opportunity to use it yet. The Professional Staff Affairs committee has not designed any feedback tools for their mentor program.

We ask each attendee to complete an evaluation form after completing the New Employee Orientation Program.

We developed forms for participants to evaluate every one of the eight components of the program.

We may also consider exit interviews.



## 16. What measures of success does/will your library use? N=31

Feedback from participants (8 responses)

None at this time (4)

Other Measures:

At this time the overall measure of success is when a tenure track faculty member obtains tenure.

Determining if employees are knowledgeable about necessary policies and procedures. Aware of internal and external contact to gain more information. Fully trained and equipped to be effective in their job. Collegial and tolerant atmosphere. Retention numbers for librarians and professional staff.

Employee and supervisor satisfaction.

For many years, I participated on the campus-wide Provost's Committee on Retention. This committee surveys those who leave. We offer opportunities for those people to be interviewed as well, to try to analyze what can be done differently for retention. The library dean, or a designated AUL, holds exit interviews with all librarians, if they desire. Supervisors hold exit interviews with all graduate assistants who matriculate, and the head of Library Human Resources meets with all staff members who leave.

For the luncheon, library managers debrief each year. Often, individual staff express appreciation either in person or via email following the luncheon.

In a web-based survey following the new employee orientation, we ask new employees what one or two new things they learned, what questions they still have, and ask them to suggest three ways we can improve the program. We may also review enrollments in campus training courses to determine how many new employees have taken advantage of these opportunities.

Link to strategic plan directions and goals.

Our hiring and intake procedures are currently in a process of moving from a central campus HR-centric model toward one administered by the library to a larger extent. With this change we are creating a hybrid process that coordinates with central HR. We have undertaken needs assessment to identify gaps to be filled and undertaken development/refinement of processes and tools. We have developed and are meeting our formative or process goals. Shortly, we will begin developing appropriate outcome or summative goals and their specific measures for our hiring and acculturation programs.

Our measure of success is when the individual indicates to us as part of our feedback collection process that they felt that the orientation activities provided them with the appropriate information that they needed in their early days on the job.

Our orientation is evaluated by new hire satisfaction survey feedback and retention rates.

Ratings on evaluations, retention statistics.

Results from both surveys and focus groups help continually reshape our programs.

Retention, morale.

Satisfaction on the part of the new employee, also input from mentors, supervisors.

Self-report, observation of engagement, team work, and retention.

Strategic Plan goal achievement. Individual employee achievement of performance goals. Overall improvement on annual ClimateQUAL® survey.

Two measures of success: 1. Does the mentee volunteer to become a mentor? 2. Does the mentee encourage any new staff they may supervise to participate in the Mentoring Program?

Use data to see if programs make a difference, improve program planning, ensure best use of funds and demonstrate impact.

We respond to suggestions by tweaking the course or changing elements around. We also provide feedback to individual presenters based on information in the evaluation forms. Our motto is "continuous improvement."

## **BENEFITS OF SOCIALIZATION PROGRAMS/ACTIVITIES**

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### **17. Please briefly describe up to three primary benefits for *participants* of your library's socialization programs/activities. N=52**

Note: Primary benefits noted by respondents included meeting and getting to know colleagues; establishing a network of contacts within and outside of the library; acclimating new hires to the organizational culture; facilitating general orientation to the organization; facilitating support for learning about the promotion and tenure process; and getting to know the organizational culture.

#### **Selected Comments**

Getting oriented to colleagues, work assessment, and environment. Acquaintance with professional development opportunities. Knowledge/expectation of performance appraisal standards (staff) and peer review process (librarians).

Helps new hires develop a network to support them in their role. Enables individuals to feel they are an important part of the organization, builds a sense of community. Encourages collaboration between co-workers.

Meet the university librarian (UL) and other members of the Library Cabinet; connect their faces and names; hear about the scope of their assignments. Learn the strategic priorities of the library from the UL directly. Gain a better understanding of where the employee and his/her department fit into the library as a whole.

Employees feel supported and valued by the organization. Employees receive the necessary tools, knowledge, and support to do their jobs and enhance their promotional opportunities. Employees gain a better understanding of the organization's culture and mission.

Develop contacts, collaborators, research assistance, or professional development. Receive/impart knowledge about the UGA Libraries from a perspective beyond one's own departmental colleagues or supervisors. Identify library staff and faculty who have interests corresponding to professional research projects and/or have similar community and civic interests.

1. Because of the large size of this institution, it is helpful for all levels of staff to be able to maneuver this large organization. Orientation and socialization help reduce the anxiety of new employees. 2. Orientation and socialization

activities help develop coworker relations & social networks, which can lead to career opportunities down the road. 3. Ultimately, individuals will have higher job satisfaction because they feel that the organization cares about them.

1. Become more productive quickly. 2. Establish contacts/supports. 3. More effectively integrate into the organization.

1. Faster acclimation to new workplace. 2. Greater awareness of staff development opportunities. 3. Have developed one good working relationship with their mentor.

1. Feel welcomed and more comfortable. 2. Meet managers across the library to feel more inclusive. 3. Integrate more quickly.

1. Help new employees understand the organization and culture of the Libraries and feel they are valued members of the organization. 2. Convey the mission and values of the organization to employee so he/she can represent the library professionally on campus and beyond. 3. Inform the employee about job expectations, performance evaluation, compensation, rights, responsibilities, benefits, etc.

1. New tenure track faculty have a personal relationship with a tenured, established faculty member who will help the new faculty member navigate the intricacies of the RPT process. 2. The mentor - mentee relationship helps the new faculty member understand the work culture of the university in general. 3. This relationship often becomes a friendship that spans work and non-work related activities.

1. Obtain new skills. 2. Staff better informed. 3. Improved programming.

1. Speeds assimilation into organizational culture. 2. Provides resources and contacts. 3. Cultivates relationships with staff beyond immediate work area.

1. To learn about the culture of the library and the university. 2. To receive emotional support/inclusiveness - become part of the family. 3. To help more inexperienced librarians and staff to develop professionally.

1. They can hear from the senior leadership of the library about the library's vision, mission, and supporting strategies. This helps them to 'connect the dots' as to how their job supports the achievement of the library's vision. They also get to meet the dean and senior leadership. 2. They can understand how the library's strategic plan connects to the university's strategic plan. 3. They benefit from planned activities which are felt to be advantageous to new hires.

Expands personal contacts. Provides new hires with a sense of where they fit into the larger organization and a sense of connection to a larger process. Provides support for the P&T process, and an understanding of general performance expectations.

Know where to get assistance/describes appropriate workflow. Know whom to approach for help. Know tools and process relevant to their responsibilities.

Knowledge about the organizational culture. Useful knowledge about evaluation and promotion procedures. Opportunities to network with other employees. Solid resources to effectively navigate the environment.

Knowledge of the organization and areas with which they will interact. Feeling of being welcomed and valued. Understanding of cultural expectations and acceptable behavior.

Meeting and building collegial working relationships with other library staff members at all levels; receiving useful information about the library, the university, and the organizational culture; having some fun.

New employee feels like there is a plan for them to be oriented to the library and the university. Librarians quickly learn about the functions performed in all departments and meet all staff. Redundant coverage of topics as well as printed copies of information help ensure that employees have received vital information.

New hires understand the library's organizational culture. New hires know where to locate information. New faculty librarian hires understand the process required for tenure and promotion.

Participants gain knowledge of library and campus culture. Mandatory trainings are clearly laid out. Librarians receive mentorship as they progress toward tenure.

Participants begin to understand the local culture. Participants begin to understand the work environment.

Participants get to meet new people and understand the culture better. Participants are oriented and trained so that they understand the expectations. Participants make friends and find mentors.

Participants report an increased feeling of welcome, and comfort in knowing someone outside the unit (mentoring).

Provides an introduction to the librarian promotion process. Provides flexibility and is geared to the particular needs of the new hire. Our informal mentoring program is an opt-in opportunity rather than a requirement.

Social and professional networking; understanding of library & university policies & procedures; training in their essential job functions or learning the local procedures.

The participants get to know the library's HR staff. The participants have resources for navigating our unique culture. The participants have an opportunity to contemplate and communicate their staff development needs.

They acquire a better understanding of the library's culture and how they fit into the organization. They get to know their peers better and become part of a network of young professionals they can rely on for support. They become more engaged in library activities while developing essential skills.

Understand employee benefits; understand process for appointment, reappointment, tenure/promotion (librarians), leaves, professional development; introduction to the university and library environment and welcoming activities.

## 18. Please briefly describe up to three primary benefits for the *library* of your library's socialization programs/activities. N=51

Note: Primary benefits noted by respondents included increasing productivity; developing and reinforcing a collegial environment; increasing job satisfaction and retention; and facilitating success in the promotion and tenure process.

### Selected Comments

1. Promote a sense of community among Libraries employees. 2. Enhance productivity by developing motivated and knowledgeable staff. 3. Connect the individual to the overall mission of the Libraries.

1. Become more productive quickly. 2. Establish contacts/supports. 3. More effectively integrate into the organization.

1. Develops collegial atmosphere. 2. Communicates organizational values (service, diversity, intellectual freedom, etc.) 3. Encourages participation and communication.

1. Ease on-boarding. 2. Encourage early participation in staff development sessions. 3. Better retention.

1. Promotes collegiality. 2. Helps bring out the best in our staff so that they can make the most of the resources available to them. 3. Helps promote a healthy constructive workplace.

Acclimate to the university, library. Retention. Inclusion.

An effective orientation has a great impact on the new employee's job satisfaction, helps to get the new hire successfully acclimated to the agency, and results in better job performance and retention.

Better informed and thus better prepared faculty who understand the promotion and tenure system; faculty who have a mentor to help acclimate them in addition to their supervisor.

Better informed employees. Improved moral. Faculty librarians who are more likely to succeed in attaining tenure and promotion.

Building a common understanding of the library. Retention. Broader knowledge of library.

Employees with adequate knowledge of the organization's policies and procedures. Good staff retention. Socialized employees who are effective in a collegial and collaborative work environment. Productive and content employees.

Enhance new hires' ability to work productively on teams not only with their own departmental colleagues or supervisors, but also with colleagues library-wide. Decrease learning curve of new hires role recognition and task expertise. Facilitate the continued professional development of faculty and staff.

Facilitates good working relationships and overall organizational health. Promotes retention. Promotes successful job performance.

Foster inclusive, welcoming environment. Enhances collaboration. Retention.

Gain feedback from new employee participants about how to improve our orientation programs and processes (via questions asked during the program and responses to the survey). We have an opportunity to update the strategic message to new employees, e.g., the statistics/measures reported to ARL and shared with others, such as campus decision-makers, potential donors.

Getting people to fully participate in research and state/national service activities. Assimilate new hires into the organizational culture. Getting people educated in how the library operates so they can become fully participating employees.

Greater personal satisfaction at work for new & longer-term staff and thus improved performance. Greater efficiency & effectiveness of staff. Improved retention.

Helps individuals build personal relationships which in turn fosters trust and leads to the sharing of ideas. Improves productivity and staff morale. Keeps staff engaged which in turn improves services to users and patrons.

Identification with the larger entity. Increased cooperation and cross-functional interaction. Decreased "fit" issues due to ill-defined culture expectations.

Improves the quality of our services to have trained staff. Increases our success in achieving strategic goals. Increases employee satisfaction and commitment to the organization; increases retention.

Promoting inclusiveness among staff. Educating staff of other resources. Opportunity for the dean to meet new staff members.

The library builds strong community. Enhances morale. Creates an engaged and effective workforce.

The library develops a cohort of new people who work together more effectively. The library develops a group of more engaged, better-informed and loyal professionals. The library retains their best people.

The participants get up to speed on administrative issues faster.

With staff having access to the broader picture, they can contribute more fully to the library's mission, either by performing their specific job with a greater sense of purpose, or by contributing in other ways to the library, e.g., as a volunteer docent or serving on extracurricular committees.

## **ADDITIONAL COMMENTS**

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### **19. Please enter any additional information that may assist the authors' understanding of your library's activities to socialize new hires. N=17**

Another area of related research that is needed is continuing socialization of all employees. For instance, we offer periodic "Open Houses" for our branch libraries and departments that help all employees get to know other areas of the library (and other employees) better. Also, we offer a quarterly "Mystery Meet" where employees volunteer to be assigned in random groups of four to go out to lunch together.

As an employer, we should remember how few chances we get to make a good first impression with a new employee. According to statistics, a person changes jobs roughly 10 times between the ages of 18 and 37. Effective integration of new employees, therefore, becomes essential for good human resource management. Providing new employees with adequate orientation and successfully integrating them into the organization, known as on-boarding, involves making sure employees have the tools and support they need to do their job—from the moment they are hired until they are up and running in their job.

In addition to the Libraries' specific efforts, the university conducts a broader new hire orientation. This addresses the institution's mission, history, and culture, as well as policies, benefits, and resources.

Most of our activities are informal, except as it relates to promotion, contract renewal, and tenure. We have nearly completed a newly designed orientation program for new staff that we hope to implement soon, and would like to develop a similar program for faculty.

On our campus, all new faculty can join the new faculty development program. In this formal program, for the first few years they have regular training seminars on how to essentially be successful in the rank and tenure process. New faculty choose a formal mentor. This mentor is paid a few hundred dollars as an incentive.

Our current socialization programs/activities have developed organically and we will begin approaching their design and delivery in a more formalized fashion.

The Archivist Development Program (ADP) is a developmental program that orients new archivists to NARA and provides opportunities for them to network with each other and meet senior leaders in the agency. As a group, participants attend two training classes each year of the two-year program which helps them understand NARA's mission and vision, what NARA's archivists do across the different program offices and the challenges they face. The initial training introduces them to the office heads and each other. Prior to the class, we hold a conference call where the participants informally meet each other and share their backgrounds. At the training, they receive nametags and a class roster. Throughout the week, we encourage them to switch their seats each day, so as to facilitate meeting more of their peers. The training also includes time for table and class discussions where they begin the sharing and exchange of knowledge and information. Participants also identify and complete observational assignments/job shadowing and a 30-day rotational assignment of their choice, either within the agency or outside to broaden their understanding of

archival challenges, issues, and practices. In collaboration with their supervisor, participants select a mentor within the first 60 days on the job. This person helps the participant learn the ropes of the office and agency by providing their guidance and perspective. Although participants receive an ADP guide once they join the program, a website has been created with information on the program. A wiki is also being used to encourage participants to network with each other between training classes and share their developmental experiences and knowledge. An ADP coordinator provides regular communication to the ADP participants and their supervisors, either via email or conference calls/webinars.

The department head or supervisor plays a very important role. Providing opportunities for people from different units to interact is very important to build a shared community interest, which translates to excellent library support for students and faculty. Develops appreciation of how others in the Libraries support faculty and students.

The libraries maintain a separate set of programs for student assistants. These activities include departmental orientation/training activities and system-wide programs and events designed to demonstrate appreciation and to enhance the students' commitment to the organization.

The library does have an informal mentoring group that provides one-on-one matching of new librarians with more senior librarians. The mentoring group also sponsors informal discussion groups, to which new librarians and staff seeking library degrees are encouraged to attend. Topics for discussion may include portfolio reviews, career challenges for new professionals, networking and training opportunities outside of the workplace.

The New Employees Orientation Program (NEOP) was developed and implemented in 2009. Since July 2009, due to budget cuts and a 12-month, campus-wide hiring freeze, we have hired very few new staff. We have also undergone some leadership and organizational changes. Therefore, we will need to revise the content of NEOP before we resume the group sessions.

The New Librarian and Library Professionals Group was formed in 2008. Some have rotated off, others have joined. It is about socialization and enculturation. The associate dean solicits agenda items from the group, but also contributes to the agenda and includes topics such as "library politics," how to work in teams, leadership, communication issues, and so forth.

The staffing dedicated to our library personnel services has been stretched very thin during the period covered by this survey. Due to hiring freezes since the fall of 2008, a support staff (admin assistant) position has been vacant and frozen for over two years, and an administrative coordinator position that became vacant some time ago remains vacant. We have never had a position dedicated solely to staff development, unfortunately. At present, that basically leaves me (the library's personnel officer) to oversee and handle all the personnel actions including searches and hiring, performance reviews, librarian contract renewals, attendance and payroll matters, absence and FMLA matters, disciplinary matters, conflict resolution, arrivals and departures. Thus, regrettably, over time, there has been very little ability to develop the number and types of orientation and outreach activities for new hires that we would have wished.

The university specifically mandates mentoring programs for faculty to assist in their development. This is a university priority.

The Library's HR director believes socialization is most successful when it is informal and not required.

We have developed several avenues for socializing new hires. Including training of supervisors, assigning mentors, better-organized on-boarding practices, and clearly articulated goals communicated to the new hire.

While it is unfortunate that the library does not have any formal socialization activities for other new hires, the university has a mandatory day-long orientation to help new hires get started at Kent State. Most supervisors take new hires under their wings the first several weeks and months to make certain the person is comfortable in the work place and feels a part of the unit.

## RESPONDING INSTITUTIONS

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University of Alberta  
University of Arizona  
Arizona State University  
Boston University  
Boston College  
Brigham Young University  
University of British Columbia  
University of Calgary  
University of California, Irvine  
University of California, Los Angeles  
University of California, Riverside  
University of California, San Diego  
Case Western Reserve University  
University of Chicago  
University of Colorado at Boulder  
Columbia University  
University of Delaware  
Duke University  
Georgetown University  
University of Georgia  
University of Guelph  
University of Illinois at Urbana-Champaign  
University of Iowa  
Johns Hopkins University  
Kent State University  
University of Kentucky  
Library of Congress  
Louisiana State University  
University of Louisville  
McMaster University  
University of Massachusetts, Amherst  
Massachusetts Institute of Technology  
University of Miami  
University of Michigan  
Michigan State University  
National Archives and Records Administration  
University of New Mexico  
University of North Carolina at Chapel Hill  
North Carolina State University  
Northwestern University  
University of Notre Dame  
Ohio University  
University of Oklahoma  
Oklahoma State University  
University of Oregon  
University of Ottawa  
University of Pennsylvania  
Pennsylvania State University  
Rice University  
University of Rochester  
Rutgers University  
University of Saskatchewan  
University of South Carolina  
Southern Illinois University Carbondale  
Syracuse University  
Temple University  
University of Texas at Austin  
Texas A&M University  
Texas Tech University  
University of Virginia  
Washington University in St. Louis  
University of Waterloo  
Wayne State University  
University of Western Ontario  
York University