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Cover Page Footnote

Thank you to our CUNY Librarian colleagues who took the time to take our survey

All Onboard! An Exploration of Perceived Organizational Support in Onboarding Best Practices for Academic Librarians

by Patrick J. Raftery, Jr., and Jeffrey Delgado

Abstract

This study builds upon previous research on academic librarian onboarding. The current literature has explored how academia differs from other professional occupations, what academic librarians want from onboarding and how they gain it, and the established best practices for Association of College and Research Libraries (ACRL) member libraries using an organizational socialization (OS) model. However, the OS model used in these works focused only on an examination of onboarding documents; it did not obtain direct feedback from newly hired academic librarians or address the role of perceived organizational support (POS). This study attempts to expand previous research by investigating the role of POS and OS in onboarding academic librarians, using the City University of New York (CUNY) as its sample population. Participants were asked to complete a questionnaire designed to explore the POS and OS domains that facilitated the successful onboarding of new employees.

Keywords

Academic librarians, onboarding, organizational socialization, perceived organizational support, best practices

Biographies

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Introduction

Imagine the scene: New York City, 2019. Two Queens College library school classmates are reunited by being hired into the City University of New York (CUNY) system. One began their tenure track a year before the other. The newer

hire calls their former classmate-turned-colleague and asks, “Hey, so how did your onboarding go? I have a few questions. Maybe you can help me out.” Their colleague responds, “You got onboarded?”

Onboarding is an essential process for integrating a new employee into the workplace. However, onboarding should not be confused with orientation. The latter is a training session generally provided by Human Resources (HR) to introduce a new hire to the workplace and its rules; it is considered one of the first steps of onboarding. In comparison, onboarding’s main objective is to socialize the new hire into acquiring the organization’s values, norms, and behaviors; it is a process that can span from a few months to a year (Employee handbook, 2019, pp. 344-345).

While there is an abundance of literature on onboarding theories, methods, and benefits, such studies are primarily focused on businesses. Thus far, only a few are geared toward onboarding librarians and even fewer for academic librarians. Accordingly, this study builds upon previous research on academic librarian onboarding, notably by the Association of College and Research Libraries (ACRL), and identifies best practices using an organizational socialization (OS) model with respect to existing documentation and suggested enhancements. However, previous literature has neglected direct feedback from recently hired academic librarians to illustrate its efficacy and has failed to address the role of perceived organizational support (POS), which is an important dimension of OS according to the onboarding literature. Thus, this study attempts to enrich previous research by investigating the role of POS and OS in onboarding academic librarians, using City University of New York (CUNY) librarians as its sample population.

Literature Review

According to Bradt and Vonnegut (2009), “onboarding is the process of *acquiring, accommodating, assimilating, and accelerating* new team members, whether they come from outside or inside the organization” (p. 3, italics in the original). The majority of the literature on onboarding and human resources suggests that the onboarding period is critical for new employees to become successful in their position and organization, create a professional standing/identity, enhance job performance, and engage with the organization (Keisling & Laning, 2016).

The search for literature on academic librarian onboarding yielded a meager amount of scholarship. In particular, the results produced a few articles on the importance of onboarding (Hall-Ellis, 2014; Keisling & Laning, 2016; King et al., 2018) as well as on the building and development of onboarding programs (Lisbon & Welsh, 2017; Snyder & Crane, 2016; Weiner, 2015). However, a common theme was found within the literature: the use of socialization models, particularly an OS model designed by Chao et al. (1994).

In “Employee onboarding: Identification of best practices in ACRL libraries,” Graybill et al. (2013) obtained documents on onboarding policies and procedures from 17 institutions affiliated with the ACRL. They then compared these documents with the socialization model proposed by Noe et al. (2010) and the OS model proposed by Chao et al. (1994). The socialization model (Noe et al., 2010) consists of four stages: Anticipatory, Encounter, Organizational, and Settling in (p. 205). The organizational phase, based on Chao et al. (1994), is “one of the most intense phases [and] involves several steps [which] provides new employees with key information about the organization history, organizational goals, language, politics, people, and performance proficiency” (Noe et al., p. 206). Graybill et al. (2013) found that, among the 17 institutions that participated, many addressed only a few of the areas of the socialization models: “only two institutions are successful at implementing an onboarding process with virtually all practices ... [and] there are a number of institutions that are engaged in orientation programs; they do not include the socialization processes and related activities and tasks” (p. 210). While the work of Graybill et al. (2013) can be considered a step in the right direction, it did not provide feedback or efficacy results.

To address the problem of how to measure best practices in onboarding academic librarians, a deeper dive into OS and the methodologies used to measure its success is needed. According to Chao et al. (1994), “organizational socialization is concerned with the learning content and process by which an individual adjusts to a specific role in an organization” (p. 730). They identified six dimensions of OS (history, organizational goals, language, politics, people, and performance proficiency) and designed a questionnaire with 39 items using a Likert scale to measure the reliabilities of these six dimensions. They concluded their work by stating that their “assessment of organizational socialization was judged to be useful as a measure of the extent to which an individual has become socialized in specific content areas” (p. 733).

However, Haueter et al. (2003) cited research illustrating potential problems with the scale designed by Chao et al. (Bauer et al., 2007; Klein & Weaver, 2000). They addressed the problematic scale by collapsing four of the dimensions (history, organizational goals and values, language, and politics) into one dimension (OS). They also included two new scales, namely, group socialization (GS, work team) and task socialization (TS, job task), to create the Newcomer Socialization Questionnaire (NSQ). Their results supported the construct validity of the NSQ.

In 2014, Perrot et al. built upon previous work (Chao et al., 1994; Haueter et al., 2003) by measuring the POS construct. According to Eisenberger et al. (1986), POS refers to employees’ perceptions of how their organizations value their well-being and contributions. Their perceptions of favor or disfavor will become a determining factor in their job performance. Eisenberger et al. (1986) created the Survey of Perceived Organizational Support (SPOS) scale, which consisted of 36 items/statements to measure POS with high reliability. In comparison, Perrot et al.

(2014) used a much shorter version of the scale which included only a selection of the highest loading items. Furthermore, according to Rhoades and Eisenberger (2002), the majority of studies on POS use a short form developed from the 17 highest loading items in the SPOS. However, for practical reasons, many studies use fewer items. Because the original scale is unidimensional and has high internal reliability, the use of a shorter version does not appear problematic (p. 699).

There is plenty of literature on the role of OS, including POS, in various occupations. Thus far, studies have explored retention and job satisfaction in the fields of banking (Jehanzeb, 2020) and teaching (Richter et al., 2022), to name only two. One extensive study (Allen & Shanock, 2013) explored the role of POS and OS with 500 new hires in large organizations across multiple locations. Zhong et al. (2016) surveyed 130 companies across the People's Republic of China, while Lapointe et al. (2014) explored multiple types of organizations—both public and private—across Canada. Perrot et al. (2014) surveyed three different types of apprentices (stonecutters, roofers, and carpenters) across four regions in France. For the present study, only one, multicampus, university, CUNY, was selected as the sample population.

Currently, the world of librarianship is experiencing a mass exodus of workers. Chapman (2009) states that an “estimated 60% of librarians in the US were 45 years or older” (p. 123). Consequently, almost 20 years later, 60%-65% of librarians will be 65 years or older if these numbers continue. This prediction means that there could be an abundance of librarians retiring at a pivotal moment in librarianship. Considering that the emergence of the COVID-19 pandemic has reduced library staffing and the fact that “generally employees who plan to leave an organization decide within the first few days or weeks of a new job” (p. 124), proper onboarding is crucial to the retention and quality of librarians. Assessing current onboarding tactics is the first step in this process and is necessary in moving forward.

Methodology

This work builds upon previous research on academic librarian onboarding. The ACRL best-practices guide suggested by Graybill et al. (2013) uses an outdated OS measure previously improved by Haueter et al. (2003). However, it does not include the measure of perceived OS, which, according to current onboarding literature, is an integral part of onboarding.

For the present study, CUNY was chosen as the sample population due to its size and uniqueness. CUNY comprises 25 campuses; thus, it has 25 individual libraries constituting 25 varying onboarding practices. Both the university (CUNY) and each individual CUNY campus have unique perspectives, even when the campuses are geographically close to one another. Typical consortia have campuses separated by hundreds of miles, whereas CUNY campuses are located within the same city.

Moreover, given the size of and the authors' access to the university, CUNY is an

excellent starting subject for this type of analysis. Thus, recently hired CUNY academic librarians were surveyed on their onboarding experiences to investigate POS and the OS domains, namely, organizational (CUNY), group (campus), and task (library) socialization, which facilitate the successful orientation of new employees. This work seeks to answer the following research questions:

RQ1: Do academic librarian onboarding practices provide POS?

RQ2: Do academic librarian onboarding practices include the three dimensions of organizational socialization from the NSQ—organizational (university) roles, group (campus) roles, and task (library) roles—to successfully onboard new academic librarians?

Design, Instrument, Distribution, and Data Collection

A call for participants was placed on the CUNY listserv, CULIBS. Eligibility for participation required subjects to be hired or recently promoted to a faculty librarian role within the past seven years. This position includes both full-time and part-time academic librarians. A total of 26 participants met the criteria and completed the questionnaire. This position includes both full-time and part-time academic librarians. Of the original 28 candidates, two participants were rejected due to their responses to the first question (i.e., they had worked at CUNY for more than seven years). A total of 26 participants met the criteria and completed the questionnaire. No personal identifying information or campus location was collected to ensure anonymity and reduce the risk that fear of retaliation from management would affect results. Participation in the study was voluntary, and no compensation was provided to the participants.

Participants were provided with a link to the questionnaire hosted on LibWizard, which was configured to encrypt all user-submitted responses and securely store the data produced. All survey content and responses were transmitted using the HTTPS secure protocol. Additionally, the questionnaire was configured so as not to collect the participants' IP addresses, referrer, or browser information.

The questionnaire consisted of five pages. Four preliminary questions were asked to establish the criteria for participation. The rest of the survey comprised the three subscales of the NSQ (Haueter et al., 2003), with the addition of the short version of the POS scale proposed by Eisenberg et al. (1986), using a 7-point Likert-type scale ranging from 0 = “strongly disagree” to 6 = “strongly agree.” The questionnaire was designed to start with the POS scale (7 questions), followed by the OS (12 questions), GS (12 questions), and TS (11 questions) scales. There were 46 questions in total. In this study, the three tiers of socialization represent the three tiers within the CUNY system. OS represents CUNY, a multicampus university; GS represents the individual campuses within CUNY; and finally, TS represents the individual library at each campus. The questionnaire can be viewed in Appendix A.

Limitations and Weaknesses

There was potential for some participants to experience discomfort due to questions about their employment and employer. Additionally, privacy/confidentiality concerns about who might view the responses might contribute to this discomfort. In anticipation of such risk, the recruitment email and consent form addressed privacy concerns regarding data collection. As mentioned previously, no personal information or data (e.g., names and campus affiliations) were asked for or collected.

Another limitation was the instrument design for this study. The instrument for the sample population clearly states the organization name, CUNY, and the name of the campus library. For future research and generalizability, the instrument should use the terms “organization” (university) and “department” (library), because not all colleges and universities have more than one campus or multiple libraries.

Another potential limitation of this study was the timing of the migration of CUNY libraries to a new integrated library system (ILS). For decades, CUNY libraries had been using the Ex Libris ILS Aleph. There was much preparation for the migration to the new Ex Libris ILS Alma, which was planned for spring/summer 2020. However, due to the emergence of COVID-19, the hands-on training that the vendor, Ex Libris, would have provided did not occur. What did occur was that Ex Libris provided “Train the Trainer” sessions via Zoom to selected members of the CUNY library system. The new “trainers” then provided instruction—also via Zoom—to their colleagues concerning the different areas of librarianship (cataloging, circulation, and acquisitions). The migration and lack of vendor training may have negatively affected the respondents’ answers to the TS portion.

There was no direct benefit to the participants in this study. This study’s benefit is that it helps prepare future academic librarians to serve the academic community. Moreover, this study contributes to the onboarding literature by using the NSQ and POS scales, which have yet to be used to evaluate the efficacy of onboarding practices employed for newly hired academic librarians.

Findings

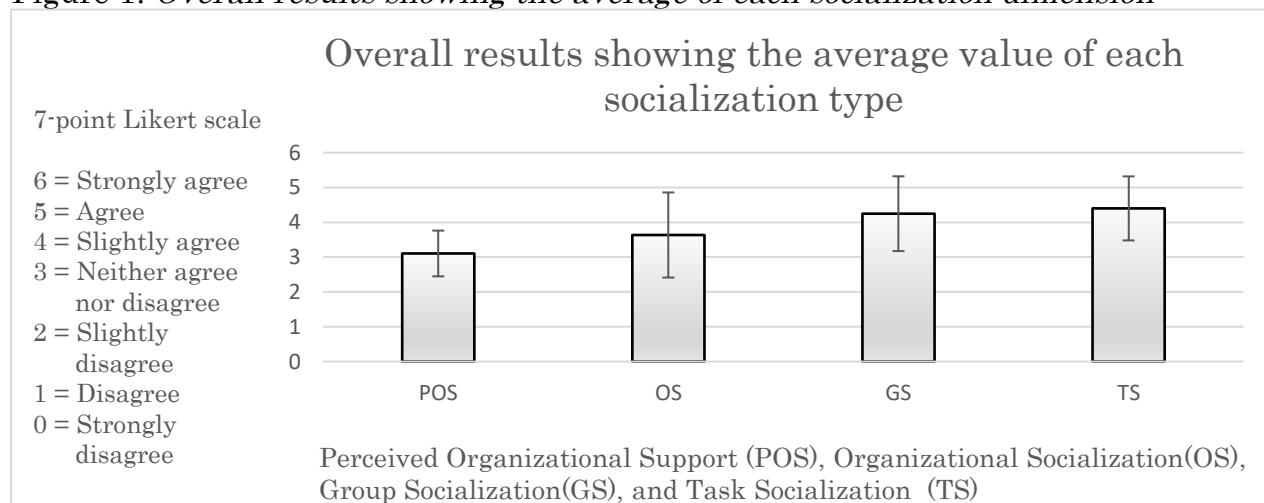
The data show the results of the 26 participants who met the above-mentioned criteria. Before investigating the participants’ mean scores, it is imperative to explain the meaning of these scores. The true neutral on a 7-point Likert scale is 3 because its answer is “neither agree nor disagree.” As such, the following numbers reflect the answers used on the Likert scale: 0 is “strongly disagree,” 1 is “slightly disagree,” and so forth until 6 (“strongly agree”). The data were used to illustrate several things using the Statistical Package for the Social Sciences (SPSS) statistical software.

When viewed as a whole (see Table 1), the results represent “neither agree nor disagree” to “slightly agree.” The POS and OS results are neutral (“neither agree or disagree”), whereas GS and TS both have a “slightly agree” result. Collectively, the data reflect a neutral to a “slightly agree” indication of POS and organizational, group, and task socialization (see Figure 1). Furthermore, based on the mean values of the raw data, most participants either agree with the above or are entirely neutral in terms of CUNY onboarding.

Table 1. Overall results showing average values of perceived organizational support (POS), organizational support (OS), group support (GS), and task support (TS)

<i>Dimensions of socialization</i>	<i>Number of participants</i>	<i>Average (Mean)</i>	<i>Standard Deviation</i>
<i>POS</i>	<i>26</i>	<i>3.1044</i>	<i>0.65721</i>
<i>OS</i>	<i>26</i>	<i>3.6346</i>	<i>1.22181</i>
<i>GS</i>	<i>26</i>	<i>4.2468</i>	<i>1.07380</i>
<i>TS</i>	<i>26</i>	<i>4.3986</i>	<i>0.91924</i>

Figure 1. Overall results showing the average of each socialization dimension



2

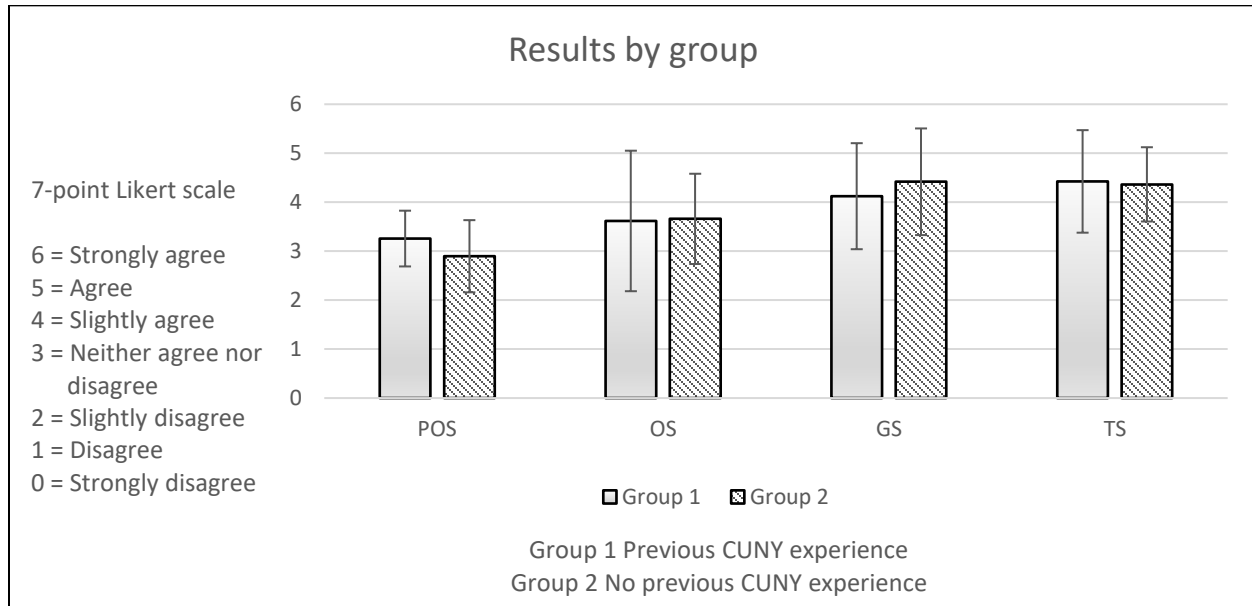
To understand the data more clearly, the participants were first analyzed as a whole. They were then separated into two subgroups: participants with previous CUNY work experience (Group 1) and participants without previous CUNY experience (Group 2). The two groups were also evaluated separately within each of the following dimensions of OS: POS, OS, GS, and TS.

The creation of the above-mentioned two groups provides a better understanding of the responses toward POS, OS, GS, and TS (see Table 2). As can be seen, Group 1 holds a more neutral, “neither agree nor disagree” opinion concerning POS, while Group 2 holds a “slightly disagree” stance toward their POS. Regarding CUNY’s OS, the mean scores of both groups scores are neutral, leaning to “slightly agree.” Both GS and TS gained average slightly positive scores in both groups (see Figure 2). Based on the mean values of this data set, CUNY librarians generally have a “slightly agree” response to GS and TS (campus and library roles) but have a neutral stance toward OS and POS (CUNY roles and POS).

Table 2. *Results separated by Group: Group 1 (previous CUNY experience), Group 2 (no previous CUNY experience)*

<i>Dimensions of socialization</i>	<i>Group</i>	<i>Number of participants</i>	<i>Average (Mean)</i>	<i>Standard Deviation</i>
<i>POS</i>	<i>1</i>	<i>15</i>	<i>3.2571</i>	<i>0.56938</i>
	<i>2</i>	<i>11</i>	<i>2.8961</i>	<i>0.73704</i>
<i>OS</i>	<i>1</i>	<i>15</i>	<i>3.6167</i>	<i>1.43469</i>
	<i>2</i>	<i>11</i>	<i>3.6591</i>	<i>0.92154</i>
<i>GS</i>	<i>1</i>	<i>15</i>	<i>4.1222</i>	<i>1.08281</i>
	<i>2</i>	<i>11</i>	<i>4.4167</i>	<i>1.08909</i>
<i>TS</i>	<i>1</i>	<i>15</i>	<i>4.4242</i>	<i>1.04710</i>
	<i>2</i>	<i>11</i>	<i>4.3636</i>	<i>0.75842</i>

Figure 2. Average scores by socialization type: perceived organizational support (POS), organizational support (OS), group support (GS), and task support (TS) and by Group: Group 1 (previous CUNY experience) and Group 2 (no previous CUNY experience).



Moving away from averages and focusing on significance, this data sample was too limiting and could not produce any significant change when viewing the data in their purest form. With separation of the participants into two groups (i.e., those with CUNY experience and those without), the data became more illustrative in terms of POS.

After the separation of the participants into two groups, the data revealed more about the dimension of POS. Significance within SPSS reached $N = .05$. No group or single item is remotely close to significant. The only question that approaches significance at an $N = .065$ is the difference between Groups 1 and 2 about POS. Further investigation showed that the two questions that illustrate POS and approach significance are Q5 and Q6 (“CUNY strongly considers my goals and values” and “Help is available from CUNY when I have a problem,” respectively). Between Groups 1 and 2, these questions have the most illustrative difference and approach significance, with values of .546 and .067, respectively. These findings illustrate that participants with previous CUNY experience feel that their POS is higher than those without previous CUNY experience.

Unfortunately, the data do not illustrate any real significance concerning OS, TS, and GS. Across all 26 participants, the results of both groups show a consistent, if

not identical, pattern between Groups 1 and 2. This pattern illustrates that, in terms of OS, GS, and TS, the lack of CUNY experience is not a significant factor. Moreover, the groups (OS, GS, TS) remain neutral (“slightly agree”).

RQ1: Do academic librarian onboarding practices provide POS?

Regarding RQ1, based on the data, it is clear that academic librarian onboarding practices within CUNY do not provide POS. There is a substantial difference between those who worked at CUNY previously and those who did not, but neither group has a solid positive response toward onboarding practices that provide POS.

RQ2: Do academic librarian onboarding practices include the three dimensions of organizational socialization from the NSQ (organizational (university) roles, group (campus) roles, and task (library) roles) to successfully onboard new academic librarians?

Separating the data is the most effective method for illustrating the influence of the three dimensions of OS. Therefore, as previously mentioned, the data set was split between Groups 1 and 2. Within the OS section, most responses ranged from neutral to “slightly agree.” Some answers dipped to “slightly disagree” regarding OS Q3, Q10, and Q11. These questions are “I know the structure of CUNY,” where, on average, even members with previous CUNY experience responded with a neutral opinion, and “I understand the internal politics within CUNY” and “I understand the general management style used within CUNY,” which have mean values of 2.9 and lower. Compared with the mean values obtained from the responses in Group 1, the latter scored only a neutral 3.07 compared with Group 2 (2.91), indicating a difference of neutral for Group 1 and “slightly disagree” for Group 2 participants. In summary, according to the responses of both groups, there is more organization (university) socialization among participants with CUNY experience than among those without CUNY experience.

Moving from OS to GS, the analysis was also done precisely, as above. In contrast to that of OS, GS averaged between the “slightly agree” and neutral range, with the highest mean response being 4.82 from Group 2 within OS for Q9 (“When working as a group, I know how to perform tasks according to the library’s standards”). This score means that those without CUNY experience demonstrate a more satisfied, albeit slightly satisfied, notion of GS. Conversely, the highest mean answer for Group 2 was 4.80 for the question, “I know my campus library’s objectives.” This score illustrates that academic librarians, regardless of CUNY experience, agree that GS within the level of individual campuses is higher than at the university level. Conclusively, GS is higher than OS within CUNY campuses. Therefore, regarding the differences in these areas of socialization (OS and GS), it is clear that

participants hold a higher positive response toward their campuses than toward CUNY as a whole.

Finally, this section analyzes perceptions regarding TS within CUNY. The data were split and viewed as previously stated. The results reveal that TS has a more positive response than OS. The highest of these mean values is 5.36 from Group 2 (“agree”) in response to Q4 (“I understand how to operate the tools I use in my job”).

Conversely, in Group 1, the mean answer is 4.73, revealing that those with CUNY experience demonstrate a lower efficacy with their tools but still “slightly agree” in terms of understanding their tasks at the library. The highest mean response for Group 1 is 5.13 (“agree”) for Q7 (“I know who my patrons (internal and external) are”), indicating that those with previous CUNY experience understand who the library’s patrons are. However, regarding Q1-Q3, denoting task, jobs, and responsibility, respectively, the mean values for both Groups 1 and 2 correspond to “slightly agree.” Therefore, although CUNY librarians are adept at using their tools, there may still be some, albeit few, who are confused about what their tasks, job, and responsibilities are within the CUNY library system.

Regarding RQ2, academic librarian onboarding practices neutrally or slightly positively include the three dimensions of OS from the NSQ. The average results for both groups still ranged from “neutral-slightly agree” to “agree.” Therefore, these onboarding practices at CUNY lack POS and OS, but the respondents still have positive responses toward GS and TS.

Based on the above-mentioned data, academic librarians recently hired within CUNY do not feel strongly about their onboarding methods in one direction or another. In particular, there is no positive reaction toward their POS and OS and only a slightly positive reaction toward GS or TS. These findings suggest that improvements from the CUNY administration are needed to improve librarians’ reactions toward POS and OS while improving GS and TS.

In conclusion, CUNY academic librarians slightly/moderately demonstrate TS and GS. Furthermore, these librarians exhibit a stronger focus on their campuses and a higher regard for their job tasks and responsibilities in their respective local libraries. In contrast, there is low satisfaction regarding OS and POS. Thus, academic librarians with or without CUNY experience feel that they need to be better supported by the university. Moreover, they are dissatisfied with the rules and politics surrounding CUNY as a whole, rather than at their respective campuses.

Discussion

Recommendations for CUNY

CUNY was used as a sample population due to its size and the existence of individual campuses/libraries within the same university. Moreover, their close proximity allowed for a unique analysis, as many consortial universities have campuses that are vastly separated geographically and may have localized onboarding methods. The results from the sample population at CUNY provide insights into the improvements needed to ensure the successful onboarding and retention of academic librarians. However, insights into the current documentation used by each campus or university are also needed. Thus, future research projects on the successful onboarding of academic librarians would benefit from the collection and analysis of data regarding current onboarding documents, as suggested by Graybill et al. (2013), and from surveys regarding new hires using both the NSQ and POS scales.

Based on the sample population results, recommendations for improving CUNY's onboarding practices are listed below.

The first recommendation for the sample population, CUNY, would be to have each campus review thoroughly all current onboarding documentation. Once gathered and reviewed, such documentation must be cross-referenced with the following critical areas of successful onboarding, as recommended by Graybill et al. (2013, p. 205):

- Socialization – communication, explanation of position, criteria of evaluations and expectations, history and structure of the organization, missions and values, culture, politics, and language
- Support programs – mentoring or buddy programs
- Review of policies and procedures
- Communication process – handbook, email, listservs, and a tour of libraries and campuses
- Other noteworthy activities – e.g., campus community hours

Consortia Recommendations

A centralized onboarding learning platform should be the top goal of any future onboarding process. According to Lisbon and Welsh (2017), “a cloud-based crowdsourced guide . . . allows all Libraries’ employees a voice in how to welcome new colleagues” (p. 1). Thus, creation of a universal and collaborative onboarding guide would benefit any university consortium, including CUNY. Similarly, Lisbon

and Welsh (2017) worked with five branch libraries with 170 professional library employees and found that “the size of the Libraries system resulted in various training materials that were neither comprehensive nor accessible through a central point” (p. 4). In fact, this size is only a fraction of that of CUNY and of other university consortia whose component academic libraries use individual methods of onboarding and training. Therefore, creating a “comprehensive introduction to the tasks, processes, culture, and colleagues within the University Libraries” (p. 4-5) is crucial.

Consortial universities tend to have central offices that could partake in these onboarding tactics. Such central offices would have to field information from individual campus policies and create something centrally focused. Given that this conjunction could yield differences within the unique campuses, having a centralized location for onboarding materials would alleviate misguided attempts to learn on the job.

Moreover, creating a cloud-based document with information about each campus could be an excellent starting point. According to Macnaughton and Medinsky (2015), merging a learning management system (LMS) with onboarding procedures allow new hires to learn within a module. Creating an onboarding training module within an LMS to have new hires take quizzes and learn the appropriate cultures and terminologies associated with their positions is vital to the onboarding process. This approach would “bridge the challenge of coordinating staff training with the requirement of training library staff to use Blackboard” (p. 1). With the widespread use of virtual and hybrid classes, the need for librarians to know how to navigate LMSs is becoming increasingly important. Therefore, this practice would allow new librarians to become accustomed to their native LMS while also undergoing an onboarding process in a tiered approach. At Red Deer College in Red Deer, Alberta, the Library used “course design principles, [to create] a series of asynchronous training courses with learning outcomes, learning modules, rubrics, and quizzes for self-assessment” (Macnaughton & Medinsky, 2015, p. 2). The renewed ability to self-assess allows librarians to learn progressively instead of in practice and to learn effectively from mistakes.

Finally, mentoring, whether official or not, should be encouraged at both the campus and university levels. Further research is needed to assess mentoring tiers and their relationship with onboarding at the consortium and campus levels. Having a key person to work with who is not an administrative colleague allows better assimilation in terms of onboarding. The combination of a centralized onboarding procedure through an LMS, such as Blackboard, and the creation of a mentorship program, implemented both campus- and university-wide, would yield the best approach and practice to achieve effective onboarding.

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Appendix A

Questionnaire

Introduction/Criteria questions

1. Have you been hired by CUNY, for your current position, within the past 7 years?
2. Have you worked for a CUNY library prior to your current role?
3. If yes, please state which type of position/role you held.
4. Are you on a tenure track?

POS High Loading Items

Perceived Organizational Support Questions (7-point Likert scale)

1. CUNY strongly considers my goals and values.
2. Help is available from CUNY when I have a problem.
3. CUNY really cares about my well-being.
4. Even if I did the best job possible, CUNY would fail to notice.
5. CUNY cares about my general satisfaction at work.
6. CUNY shows very little concern for me.
7. CUNY cares about my opinions.

Newcomer Socialization Questionnaire (Dimensions of Organizational Socialization)

Organization Questions (CUNY) (7-point Likert scale)

1. I know the specific names of the products/services produced/provided by this organization (CUNYfirst, IDEATE, Blackboard, Dropbox, and Zoom).
2. I know the history of this organization (e.g., when, how, and by whom it was founded; the original services; and how the organization survived tough times).
3. I know the structure of CUNY (e.g., how the departments fit together).
4. I understand the operations of CUNY (e.g., who does what, and how sites, subsidiaries and/or branches contribute).
5. I understand CUNY's objectives and goals.
6. I understand how various departments, subsidiaries, and/or sites contribute to CUNY's goals.
7. I understand how my job contributes to the larger organization.
8. I understand how to act to fit in with CUNY's values and beliefs.
9. I know CUNY's overall policies and/or rules (e.g., compensation, dress code, smoking, travel expense limitations).
10. I understand the internal politics within CUNY (e.g., chain of command, who is influential, and what needs to be done to advance or maintain good standing).

11. I understand the general management style (e.g., top-down, participative) used within CUNY.
12. I understand what is meant when members use language (e.g., acronyms, abbreviations, and nicknames) particular to CUNY.

Group/Work Team (Campus) Questions (7-point Likert scale)

1. I understand how my particular work group contributes to my campus's goals.
2. I know my campus library's objectives.
3. I understand the relationship between my campus library and other departments.
4. I understand the expertise (e.g., skill, knowledge) each member brings to my campus library.
5. I understand how each member's output contributes to the campus library's service.
6. I understand what my Chief Librarian expects from the campus library faculty and staff.
7. I understand the Chief Librarian's management style (e.g., hands-on, and participative).
8. I know my work role at my campus library.
9. When working as a group, I know how to perform tasks according to the library's standards.
10. I know the policies, rules, and procedures of my campus library (e.g., attendance and participation).
11. I understand how to behave in a manner consistent with my campus library's values and ideals.
12. I understand the politics of my campus library (e.g., who is influential, what needs to be done to advance or maintain good standing).

Job Task (7-point Likert scale)

1. I know the responsibilities, tasks, and projects for which I was hired.
2. I understand how to perform the tasks that make up my job.
3. I understand which job tasks and responsibilities have priority.
4. I understand how to operate the tools I use in my job (e.g., Alma, Connexion, and LibApps).
5. I know how to acquire resources needed to perform my job (e.g., equipment, supplies, and facilities).
6. I know who to ask for support when my job requires it.
7. I know who my patrons (internal and external) are.
8. I know how to meet my patrons' needs.
9. I know when to inform my supervisor about my work (e.g., daily, weekly, close to deadlines, and when a request is made).

10. I know what constitutes acceptable job performance (i.e., what my supervisor and/or patrons expect from me).
11. In the course of performing my job, I understand how to complete the necessary forms/paperwork (e.g., time sheets, expense reports, and order/invoice forms).