

University Library Mentoring Program Proposal

Abstract

The goal of the University Library Mentoring Program is to develop and retain productive, professional librarians who can achieve tenure. As such, the primary focus of the program is mentoring of tenure-track librarians. The focus of the program is to build upon peer to peer mentoring mechanisms already in place at University Library by enhancing the connection between the members of the tenure-track peer group with tenured mentors. The Assistant Dean for Administration will be responsible for assignment and assessment of mentoring relationships and the mentoring program. Mentorship Evaluation Forms will be submitted annually by both mentors and mentees to the University Library Assistant Dean for Administration. The Assistant Dean for Administration, in conjunction with the University Library Faculty Organization (ULFO), will plan a series of educational events to maintain librarian engagement. ULFO will coordinate any necessary revisions in the program as indicated by the anonymous summary results of the annual evaluations.

Purpose & Goals

The goal of the University Library Mentoring Program is to develop and retain productive, professional librarians who can achieve tenure. In order to achieve tenure, librarians must choose to a focus of professional development or service. Current tenure-track librarians are more focused on professional development, particularly publishing. This aligns with University Library's mission and is a culture shift that library administration wishes to support. As such, the primary focus of the program is mentoring of tenure-track librarians, but it is our hope that all involved will benefit through their participation as mentoring has been shown to benefit mentors as well as mentees, as well as organizations as a whole (Ross, 2013).

We chose tenure-track librarians as our target group for several reasons. Proportionally, we have a large cadre of tenure-track librarians who are relatively new to the profession. Many of our tenure-track librarians are relatively recent graduates coming into their first professional positions. Through the already established peer mentoring group, it has become clear that University Library's tenure-track librarians perceive a lack of adequate support and guidance and would like additional assistance as they navigate the expectations of being a professional librarian.

The mentoring program planners met with the tenure-track librarians to gather qualitative feedback regarding areas of need and also conducted a survey to gauge interest and needs. Nine of the current eleven tenure-track librarians responded to the survey. While only two indicated that they currently have a mentor within University Library (UL), eight expressed an interest in having a UL-specific mentor. The survey also asked tenure-track librarians to indicate the areas in which they would like to receive mentoring (Figure 1).

University Library Mentoring Program Proposal



Figure 1. Areas in Which Tenure-Track Librarians Want Mentoring

Additionally, University Library has experienced a larger amount of turnover in recent years due to both retirements and librarians leaving for other opportunities. In the last five years, eight tenured and nine tenure-track librarians have left the library (including four retirements). Excluding library administration, there are slightly more tenure-track and visiting librarians than tenured librarians and the majority of librarians have nine or fewer years of service to University Library (Figure 2). The mentoring program is intended to provide a level of support and guidance that encourages tenure-track librarians to have greater commitment to and investment in University Library and helps move visiting librarians toward tenure-track positions.

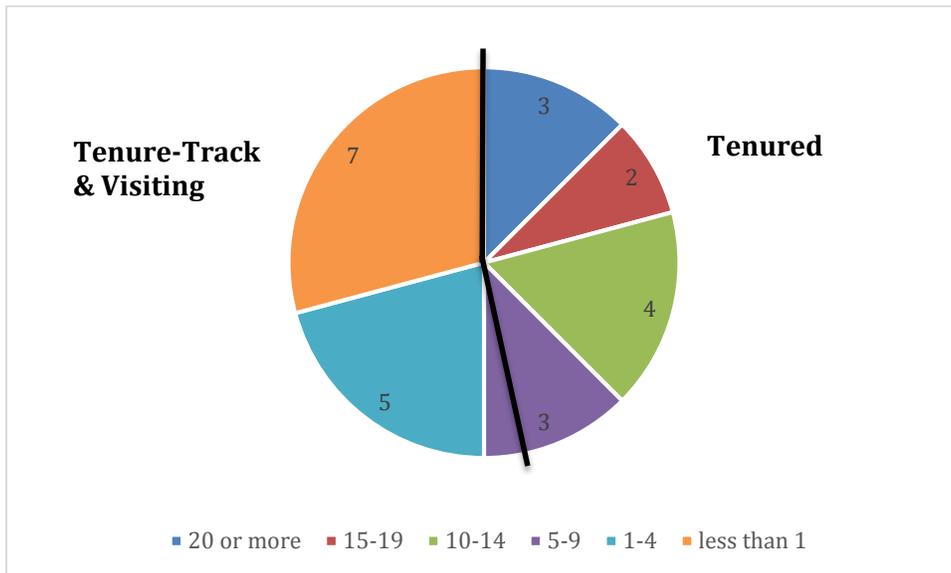


Figure 2. Librarians by Years of Service to the Library

University Library Mentoring Program Proposal

We have identified three objectives to further our goal.

- Assist with successful achievement of tenure
- Provide guidance and support for professional development and service activities
- Provide guidance in the area of faculty engagement

The goal of the program is to retain faculty with a professional mindset who can achieve tenure and be long-term productive employees as opposed to training new librarians who then move on to other opportunities. (See Appendix A for Logic Model.)

Methodology/Intervention

The focus of this proposal is to build upon peer to peer mentoring mechanisms already in place at University Library by enhancing the connection between the members of the tenure-track peer group with tenured mentors.

University Library currently has a peer to peer mentoring group that consists of a voluntary group of tenure-track librarians. Although the group is voluntary, all tenure-track librarians actively participate in the group. The group meets regularly (monthly) to share information and support each other in areas of need. Additional meetings of sub-groups are sometimes scheduled to address a specific need such as feedback on writing projects. This group recently established a buddy program where new hires are matched with another tenure-track librarian in order to provide additional support during the orientation process.

Peer to peer mentoring is an important avenue for mentoring (Zach, 2012) and has been successfully implemented in academic libraries (Level and Mach 2005). It provides participants an avenue for “information sharing, career planning, job related feedback” (Angelique et. al 2002), as well as providing an immediate cohort/network from which to build. However, multiple mentoring outlets are important, providing a mentee with a broad network structure as well as multiple mechanisms of feedback and guidance (Niehaus and O’Meara, 2014). Additionally, the majority of tenure-track librarians at University Library have expressed a specific interest in being paired with a tenured University Library faculty member.

In order to bridge the gap between tenure-track librarians at University Library and tenured librarians, we propose two plans of action 1) instituting a 1:1 or multiple:1 (mentor:mentee) program and 2) enhancing the peer to peer tenure-track group meetings by arranging for tenured librarians to serve as guest speakers on topics chosen by the peer to peer cohort.

Assistant librarians (13) will be mentored by Associate or Full Librarians (10 excluding Administration) based on individual needs. The mentor pool may be expanded to include those Assistant Librarians who have completed their third year reviews (2) when appropriate.

The mentoring program planners have surveyed the potential pool of mentors to assess their comfort with mentoring and areas in which they would be willing to provide mentoring. Twelve potential mentors responded to the survey. Of those, eleven of the twelve expressed a willingness to be a mentor. Figure 3 overlays areas in which mentors are interested in providing assistance with areas in which mentees desire assistance. It may be necessary to find additional avenues of support, especially in areas related to professional development (research, writing, and publication).

University Library Mentoring Program Proposal

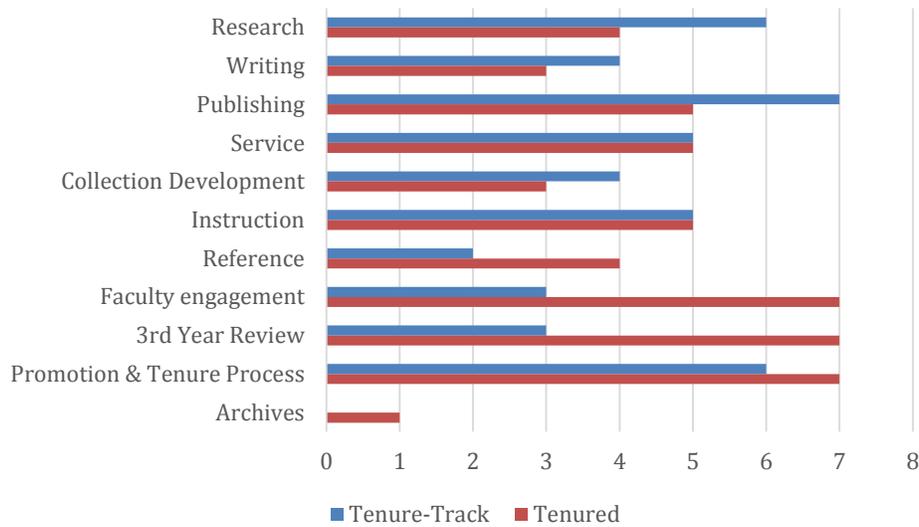


Figure 3. Areas in Which Librarians are Willing to Mentor and In Which Librarians Want Mentoring

In order to provide structure within the Mentoring Program, the planners in conjunction with ULFO will develop documentation of the purpose, scope and process of the program; relationship guidelines; and a mentoring agreement template. These documents will serve as guidance to both mentors and mentees as they navigate the program and will be accessible via the library website. A draft of the relationship guidelines is included in this proposal as Appendix C.

University Library will launch the mentoring program with a workshop facilitated by an external consultant. The workshop will provide training and coaching for the participating mentors and mentees. A basic outline of the proposed workshop appears below.

- Explanation of program and documents
- Introduction to Mentoring session with external consultant
- Breakouts for mentors and mentees

The workshop will enhance the University Library mentoring program by providing mentors and mentees with an orientation to the procedures and documents specific to the program, as well as guidance in effective mentoring strategies in order to help ensure its success. Following the workshop, we will ask attendees to evaluate the utility of the workshop and their general comfort level with being a mentor or mentee.

Matching of mentors and mentees will take place after the workshop and be facilitated by the Assistant Dean for Administration. Matches will be facilitated using the needs assessment results and a UL staff knowledge base currently under development. The knowledge base will act as a resource for areas of need outside those identified by the needs assessment results. Potential mentees will be presented with a menu of appropriate mentors to choose from and may choose more than one mentor if that is the best way to meet their needs. Mentees will be expected to schedule monthly meetings with their mentors to monitor the mentee's progress towards established goals.

University Library Mentoring Program Proposal

In addition to the one-to-one and peer group mentoring elements, University Library will sponsor a series of events throughout the year including mini-conferences focusing on professional development and service, two areas in which tenure-track librarians have requested additional guidance. Planning will be the responsibility of the Assistant Dean for Administration in conjunction with ULFO. See Appendix B for a full calendar of events and assessment plans.

Tenure-track librarians will not be required to have a mentor but it is highly encouraged. Tenured librarians are not required to be mentors. Mentoring relationships will be evaluated in July and both parties will have the opportunity to end or continue the relationship at that point.

Budget: Cost & Sources

Participants in the mentoring program will receive a copy of *The Mentor's Guide* or *The Mentee's Guide* by Lois Zachary as appropriate to their role. If all librarians participate in the program, the total cost for the books would be \$1,010. The library would like to contract with a mentoring consultant to conduct the planned Mentoring Workshop. While a consultant has not yet been identified, the program planners are budgeting \$4,000 for speaker fees and travel expenses. David Lewis, Dean of University Library, has offered to fund \$3,685 of the program expenses.

University Library Mentoring Program Budget			
Expenses	University Library	Mentoring Academy grant	TOTAL
a. Consultant	\$ 2,000	\$ 2,000	\$ 4,000
b.. Guidebooks for participants (31)		\$ 1,010	\$ 1,010
c. Hospitality	\$ 1,685		\$ 1,685
Total	\$ 3,685	\$ 3,010	\$ 6,695

a. Mentoring consultant fees.

b. *The Mentor's Guide* & *The Mentee's Guide* by Lois Zachary.

c. Refreshments for library program launch event, box lunches for 2 mini-conferences, and refreshments for closing event.

Assessment Plan

Mentorship Evaluation Forms (see Appendix D) will be submitted by both mentors and mentees to the University Library Assistant Dean for Administration annually. The Assistant Dean for Administration will communicate anonymous summary results of the evaluation forms to ULFO, which will determine if any changes or program maintenance is needed.

University Library will also utilize this information to assess the success of the program and compare it to the baseline information gathered during the launch of the program. University Library's Primary Peer Review Committee will also be surveyed to gain general impressions of the tenure-track cohort's progress towards tenure.

In order to measure long-term productivity, University Library will harvest data (i.e. number of publications and presentations, number of service commitments) from the Faculty Annual

University Library Mentoring Program Proposal

Reviews of mentees. The aggregate data will be an indicator of productivity. Over the course of several years, we will also monitor the extent to which the library retains tenure-track faculty through and following the successful achievement of promotion and tenure. Assessment plans are included in the program timeline presented in Appendix B.

Plan for Sustainability of Initiative

The Assistant Dean for Administration will be responsible for assignment and assessment of mentoring relationships and the mentoring program. The Assistant Dean for Administration, in conjunction with ULFO, will plan regular educational events to maintain librarian engagement. ULFO will coordinate any necessary revisions in the program as indicated by the anonymous summary results of the annual evaluations. Mentors will be able to count their mentoring activities as service to the library in Faculty Annual Reports and, in further phases of the program, will have the opportunity to have their own mentor.

Dean Lewis has pledged his support for the University Library Mentoring Program and has committed to the ongoing professional development of librarians as part of the library's new strategic plan. A letter of support from Dean Lewis is included as Appendix D.

Literature cited

Angelique, H., Kyle, K. and Taylor, E. (2002), Mentors and muses: new strategies for academic success. *Innovative Higher Education*, 26(3)195-209.

Level, A. V., & Mach, M. (2005). Peer mentoring: one institution's approach to mentoring academic librarians. *Library Management*, 26(6/7), 301-310.

Niehaus, E., O'Meara, K. (2014). Invisible but Essential: The Role of Professional Networks in Promoting Faculty Agency in Career Advancement. *Innovative Higher Education* 1-13.

Ross, K. M. (2013). Purposeful Mentoring in Academic Libraries. *Journal Of Library Administration*, 53(7/8), 412-428.

Zachary, L. J. 2012. The mentor's guide: facilitating effective learning relationships, 2nd Edition. San Francisco: Jossey Bass.

Your Program: University Library Mentoring Program Logic Model: Appendix A

Current Conditions, Activities, or Barriers	Inputs (invested resources to achieve goals; key stakeholders)	Outputs		Outcomes – Impact (change or benefits that result)		
		Activities/ Interventions (what program does)	Participation (who we reach)	Short-term goals (formative tools)	Medium	Long-term Outcomes (summative tools)
<p>Current Conditions: Shift towards professional development from previous focus on service</p> <p>Current Activities: Tenure-track peer mentoring group</p> <p>Potential Barrier: Fewer tenured librarians than tenure-track</p>	<p>UL tenure-track librarians</p> <p>UL tenured librarians</p> <p>Administrative support</p> <p>Dean / ADs</p> <p>Funding</p>	<p>Enhances activities of tenure-track peer mentoring group</p> <p>Example: Topic-specific workshops led by tenured librarians</p> <p>Mentoring Workshop</p> <ol style="list-style-type: none"> 1. Introduce program 2. Provide mentor/mentee training <p>Establish formal 1:1 or many:1 mentor/mentee relationships</p> <p>Utilize UL knowledgebase and needs assessment results to facilitate matches</p> <p>Documents</p> <p>Mentoring Relationship Guidelines</p> <p>Evaluation forms</p>	<p>UL tenure-track librarians</p> <p>UL tenured librarians</p>	<p>Mentees obtain necessary information to shape and improve:</p> <ul style="list-style-type: none"> • Level of service • Level of professional development • Ability to research, write and publish • Knowledge related to being a professional librarian • Comfort with position and path towards tenure <p>Utilization of the program:</p> <p>Do they participate? Do they obtain skills? Are they using it?</p>	<p>Scholarly activities:</p> <p>Publications</p> <p>Presentations</p> <p>Successful 3 year reviews</p>	<p>Achievement of tenure</p> <p>Retention</p> <p>Productivity</p> <p>Librarians with professional mindset who feel supported</p> <p>Sustainable mentoring structure</p>

Assumptions:

- Not all UL librarians will participate in the program.

External Factors or Barriers:

- Funding
- Time commitment from mentors

Timeline: See Appendix B

University Library Mentoring Program Proposal: Appendix B

	MENTORING PROGRAM ACTIVITIES	PROGRAM EVALUATION
September / October	Mentoring Program launch--training and coaching for participating mentors and mentees, facilitated by external consultant. Books distributed to help guide participants through process of establishing relationships.	"Baseline" survey--mentors & mentees. Workshop evaluation.
November	Annual P&T workshop for untenured librarians, hosted by library Primary Peer Review committee and participating mentors.	"Baseline" survey--Primary Peer Review committee.
January	Mentor/mentee coaching workshop, facilitated by external consultant. Q&A to address questions resulting from program to date & reading.	Focus groups with mentors/mentees. Workshop evaluation.
March	Mini conference--Librarian Professional Development, including writing retreat for mentees, with mentors and invited guests from the library scholarly community.	Survey--Primary Peer Review committee. Mini conference evaluation.
June	Mini conference--Librarian Service, with library and/or non-library scholar(s) from wider IU community.	Mini conference evaluation.
July	Mentoring Program closing event--process review via group dialogue, facilitated by librarians & library administration.	Repeat of initial "baseline" survey to gauge change.
Ongoing	Monthly meetings between mentors & mentees.	Mentorship evaluations (see Appendix D).
	Mentor & mentee meeting with mentee supervisor, as appropriate.	
	Onboarding & orientation for new librarians. <ul style="list-style-type: none"> • First week introductions to processes and culture • First month, weekly check-ins • 3-month check in • 6-month check in 	

University Library Mentoring Program Proposal: Appendix C

Mentoring Relationship Guidelines

Confidentiality

All discussions between mentor and mentee are confidential. What is said in sessions will not be shared unless the other party gives specific permission for certain information to be shared.

Ground Rules for Mutual Respect

The following ground rules applying to all mentoring relationships. Mentoring partners may choose to establish additional ground rules.

- Respecting Each Other's Time
 - Meetings will begin and end on time.
 - If either party is unavailable or running late for a scheduled meeting, he/she will provide notice as far in advance as possible.
 - An agenda will be established for meetings in order to make the best use of time.
- Feedback
 - Progress toward goals, accountability measures, expectations, and ground rules will be revisited regularly.
- Expectations
 - The mentee will be the driving force of the mentoring relationship.
 - The mentor and mentee will each actively participate in the mentoring relationship.
 - The mentor and mentee will respect each other's experience and expertise.
 - The mentor and mentee will suspend judgment.
- Communication
 - Each party will actively listen to the other.
 - Communication should be open, candid, and direct while remaining respectful.
 - Mentoring meetings are not intended as a forum for complaining or therapy session, but rather should focus on the future development of the mentee.

Ending the Mentoring Relationship

Both mentor and mentee will have a formal opportunity to end the mentoring relationship at the end of six months if either feels the relationship is unproductive. Either the mentor or mentee may consult with the Assistant Dean for Administration if she/he feels the mentoring relationship should end prior to the six month review. If goals are achieved and either party feels the relationship has run its course, either party may end the mentoring relationship at any time.

University Library Mentoring Program Proposal: Appendix D

Mentorship Evaluation: Mentor evaluating Mentee

Your name: _____ Mentor's name: _____

Description of Relationship

1. How often did you and your mentee communicate? (e.g., e-mail, in person, telephone)
2. How long have you had this relationship?
3. How would you characterize the strengths and weaknesses of your relationship?
4. How could this mentoring relationship be more effective?

Outcome Measures

Directions: Please check all of the following that resulted from your interaction with your mentee and specify or describe below. Supporting documents may be attached, as appropriate.

1. Research
2. Writing
3. Publishing
4. Service
5. Collection Development
6. Instruction
7. Reference
8. Faculty engagement
9. 3rd Year Review
10. Promotion & Tenure Process
11. Other:

Adapted from Questionnaire Developed by the Ad Hoc Faculty Mentoring Committee, Johns Hopkins University School of Nursing

Area of Evaluation	----- Rating Scale -----					
	SD	D	N	A	SA	N/A
1. My mentee was easy to approach and talk with.						
2. The frequency of our meetings was appropriate.						
3. I provided regular feedback, encouragement, and constructive criticism.						
4. My mentee honored the confidentiality of our meetings.						
5. I answered my mentee's questions in a timely manner.						
6. I provided my mentee with adequate assistance within their area(s) of need						
7. The mentoring relationship met my expectations.						
<p><u>Please provide comments and suggestions for items above receiving SD or D:</u></p> 						

SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree; N/A=Not Applicable

Adapted from the Indiana University School of Medicine Faculty Mentoring Resource Website, Office of Faculty Affairs and Professional Development <http://faculty.medicine.iu.edu/mentoring>

University Library Mentoring Program Proposal: Appendix D

Mentorship Evaluation: Mentee evaluating Mentor

Your name: _____ Mentor's name: _____

Description of Relationship

1. How often did you and your mentor communicate? (e.g., e-mail, in person, telephone)
2. How long have you had this relationship?
3. How would you characterize the strengths and weaknesses of your relationship?
4. How could this mentoring relationship be more effective?

Outcome Measures

Directions: Please check all of the following that resulted from your interaction with your mentor and specify or describe below. Supporting documents may be attached, as appropriate.

1. Research
2. Writing
3. Publishing
4. Service
5. Collection Development
6. Instruction
7. Reference
8. Faculty engagement
9. 3rd Year Review
10. Promotion & Tenure Process
11. Other:

Adapted from Questionnaire Developed by the Ad Hoc Faculty Mentoring Committee, Johns Hopkins University School of Nursing

Area of Evaluation	----- Rating Scale -----					
	SD	D	N	A	SA	N/A
1. My mentor was easy to approach and talk with.						
2. The frequency of our meetings was appropriate for my needs.						
3. I received regular feedback, encouragement, and constructive criticism.						
4. My mentor honored the confidentiality of our meetings.						
5. My mentor answered my questions in a timely manner.						
6. My mentor provided adequate assistance with my area(s) of need						
7. The mentoring relationship met my expectations.						

Please provide comments and suggestions for items above receiving SD or D:

SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree; N/A=Not Applicable



IUPUI

UNIVERSITY LIBRARY

INDIANA UNIVERSITY—PURDUE UNIVERSITY

Indianapolis

August 4, 2015

Prof. Gail F. Williamson, Chair
IUPUI Mentoring Academy Planning Committee
c/o Office of Academic Affairs
University Hall, Suite 5002
301 University Blvd.
Indianapolis, IN 46202

Dear Mentoring Academy Planning Committee Members,

I am pleased to support the University Library's proposal to establish a librarian mentoring program, which promises to enhance professional practice, as well as recruitment and retention for our organization.

Following a series of recent retirements, 13 of our 28 librarians are currently untenured. Additionally, changes in the library environment have generated demand for new skills and approaches to practice. These significant shifts make this an appropriate time to formalize the process of providing guidance and support to new professionals, and to foster exchange that allows those with years of experience to gain new knowledge and a fresh perspective.

The University Library's mentoring program will be managed through our Assistant Dean for Administration, with support from the University Library Faculty Organization. The matrix developed by those involved with the planning of this initiative appears to me to effectively align with our needs and to incorporate assessment goals that will yield helpful information about how we support librarians through the promotion and tenure process. I have made a commitment to fund this initiative in the amount of \$3,700, to be allocated according to the budget included here.

Thank you for your consideration of the University Library's proposal for a mentoring program. We very much appreciate the opportunity to apply for external support of this valuable initiative.

Sincerely,

David Lewis
Dean