



MENTORING PROGRAM REPORT RUTGERS UNIVERSITY LIBRARIES

Prepared by the Mentoring Task Force
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Introduction

In September 2005, the Mentoring Task Force was charged by University Librarian Marianne Gaunt to develop a program in which mentors assist new faculty members to understand the promotion and tenure process, to acclimate to the culture of the Libraries and the University, and to identify professional development opportunities. The members of the Mentoring Task Force are: Mary Beth Weber (Chair), Mary Fetzer, Jackie Mardikian, Laura Mullen, Francoise Puniello, Julie Still.

The Rutgers University Libraries Mentoring Program will initiate a formalized mentoring program by which mentors would assist new tenure-track faculty members in understanding and navigating the promotion and tenure process. Mentors would assist the new faculty member in understanding the culture of the Libraries and the University while helping them to seek professional development opportunities. The first two years of the program will serve as a pilot, and the results and progress of the pilot will be evaluated at that time. The plan to initiate a mentoring program is the result of a series of discussions that took place at meetings of the Planning and Coordinating Committee during the 2004-2005 academic year. In June 2005, Kathryn Deiss of the Metropolitan Library System Strategic Learning Center, and Mark Winston, then a member of the SCILS faculty, addressed the topic of mentoring at a meeting attended by both tenured and untenured faculty. During a breakout session with Mark Winston, the untenured faculty expressed a strong desire for a mentoring program to guide them through the challenging process of tenure and promotion.

Mentors are not intended to substitute for the guidance of a faculty member's unit director or unit peer group. Rather, the role of the mentor is to provide an additional perspective on the libraries and on the campus environment and to address the untenured faculty member's questions or concerns. The program separates responsibility for developing faculty in their jobs (which is the role of the unit director/AUL) from that of developing faculty within the profession (which is the mentor's role). The mentor guides the untenured faculty member but is not responsible for the outcome of his/her promotion and tenure actions. Additionally, mentoring is not orientation, nor is it intended to substitute for orientation that may take place at the unit level.

Mentors will not be paired with individuals who report directly to them. The Task Force recommends excluding mentors from serving on a mentee's peer unit review when additional faculty members from outside the unit are needed. Lastly, the Task Force also recommends that mentors do not participate in Appointments and Promotions Committee (A&P) review of individuals with whom they were paired.

Goals

Mentoring may be defined as "... a developmental, helping relationship in which a person invests time, expertise, and effort to increase and improve another person's growth, knowledge and skills." (Reyes, 2001)

The goals of the Mentoring Program are:

- To support the professional development of new tenure-track faculty. This in turn will help them to meet the requirements for promotion and tenure.
- To assist untenured faculty who are new to the University, and in some cases, to the state, to become familiar with and involved within the Libraries.
- To facilitate communication between individuals at different levels and within different departments of the Libraries. This might lead to professional relationships and collaboration.
- To provide a support system to make them feel welcome and comfortable. This is an important step in the hiring and retention process, and we want to make every effort to retain new faculty hires.

Program Administration

The Task Force suggests that the Mentoring Program be administered through the University Librarian's office. Mentoring programs at other ARL institutions are coordinated at the dean level, and it is more appropriate for the program to be administered at this level, rather than by a committee or individual faculty member. Interested individuals should submit a **Library Mentor Volunteer Application** [see Appendix] to the Libraries Human Resources Office. A **New Library Faculty Mentoring Form** [see Appendix] will be distributed to new tenure-track faculty to gauge their research and professional

interests. The completed form will be reviewed by the University Librarian and will be used as the basis for making assignments.

Mentees

All new tenure-track faculty are required to participate in the Mentoring Program. Participation in the program does not remove untenured faculty from the responsibility to meet the criteria for promotion and tenure at Rutgers University. The faculty member is accountable for his/her level of performance, professional development, research, and service, in addition to annual reviews and preparation of personal statements, vitae, and supplemental materials.

Mentors

Participation in the program is voluntary. Faculty may also be asked by the University Librarian or their unit directors to serve as mentors. The commitment to serve as a mentor is a serious obligation and should not be taken lightly. A modest commitment of dedicated and focused time is initially required, together with ongoing and regular communication with the mentee, in order to ensure a productive and rich experience. Any tenured faculty member with at least three years of service to the University can volunteer to serve as a mentor. We will start with four mentors during the pilot phase of the program. This number will be evaluated after completion of the pilot program to assess whether additional mentors are needed. Information exchanged within the course of the mentee/mentor relationship is confidential

Individuals chosen to serve as mentors will receive a notification letter from the University Librarian [see Appendix]. The University Librarian, the chair of A&P, the Faculty Coordinator, the Deputy Faculty Coordinator, and the Libraries Personnel Officer will compile an outline for the orientation of new mentors. The same group will conduct an orientation annually for new mentors to ensure uniformity of information and training. Mentors will receive a checklist of recommended items and activities, suggested guidelines to be observed during the mentoring relationship [see Appendix], as well as the information presented to untenured faculty at the annual meeting conducted by the University Librarian regarding the tenure and promotion process. During the pilot phase of the program, mentors will meet regularly as a group with the University Librarian and Faculty Coordinator to review progress and to exchange ideas. After the pilot phase of the program, this meeting will take place annually.

A means to assess the progress and success of the program are essential. Feedback from both the mentees and mentors will be provided to the University Librarian through the evaluation forms [see Appendix] that will be completed at the end of the mentoring period. The regular meetings of the University Librarian and mentors will also serve as a means of assessment. A similar type of meeting, perhaps mid-semester, could also take place between the University Librarian and mentees in order to gain feedback about the program. Lastly, the Task Force recommends that the University Librarian and Faculty Coordinator facilitate an annual group meeting of mentors and mentees as a means to gauge the program's progress and evolving needs.

The mentor's main responsibility is to be available to the new faculty member to answer questions, to address concerns, and to provide guidance. Mentors need to maintain current knowledge of the promotion and tenure process. In addition, mentors need to maintain an ongoing dialogue with both the new faculty member and his/her unit director or AUL to ensure that the mentoring relationship is on course and is effective.

It is recommended that mentors should make every effort to be generally available to the faculty member to whom he/she has been assigned. While there are challenges involved with mentors and mentees who work on geographically separate campuses, all parties involved are strongly encouraged to make use of email, telephone calls, and videoconferencing technology when face-to-face meetings are not possible. In cases where mentors/mentees work in geographically remote locations, all involved parties should take advantage of functions such as Library Faculty meetings and the State of the Libraries for in-person meetings.

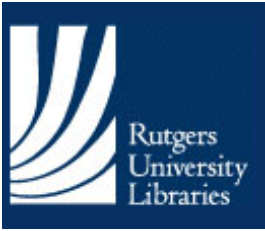
Process

The Mentoring Program begins when the new faculty member is hired. New tenure-track librarians will be assigned a mentor prior to their first day of employment. Mentors are assigned through the new faculty member's second year review. At the end of the first year review, the untenured faculty member will be given the choice of remaining with his/her assigned mentor, or requesting a new mentor within the Libraries. Additionally, both the mentee and mentors can request to terminate their arrangement prior to the first year review if it proves to be unsuccessful to either party, regardless of the reason. The University Librarian will assign a new mentor (or mentors) in such

cases. Successful mentoring relationships can continue for as long as the individuals involved wish.

The Task Force acknowledges that individuals will require different types of mentoring. An individual who is relatively new to the profession will have different concerns, interests, and questions in contrast to an individual who has been in the profession for many years. In the case of more experienced individuals, the mentoring relationship may serve more as a means to acclimate individuals to the Libraries and the University.

APPENDIX



New Library Faculty Mentoring Form

This form is distributed to all new tenure-track faculty and is used as the basis for mentoring assignments. Attach your CV to this form.

Name:

Date:

Position:

Primary Unit Assignment:

Date when you will enter the tenure stream:

What are your professional and research interests?



LIBRARY MENTOR VOLUNTEER APPLICATION

Name:

Date:

Position:

Primary Unit Assignment:

Date tenured:

Current Research Interests:

Skills/experience you have to offer as a mentor:

Attach your CV to this form.



MENTEE EVALUATION Library Mentoring Program

Name:

Mentoring period end date:

Was the program beneficial to you?

What part of the program was most useful to you?

If the program was not useful, please indicate why.

Did you meet the goals set in conjunction with your mentor? If not, please explain.

Do you have suggestions to improve the process?

Use this space to provide additional comments and suggestions.



MENTOR EVALUATION FORM Library Mentoring Program

Name:

Mentoring period end date:

Was the program beneficial to you?

What part of the program do you feel was most useful to your mentee?

If the program was not useful, please indicate why.

Did you meet the goals set in conjunction with your mentee? If not, please explain.

Do you have suggestions to improve the process?

Are you interested in continuing to serve as a mentor?

Use this space to provide additional comments and suggestions



LIBRARY MENTORING PROGRAM CHECKLIST

The following is a list of suggested activities to be coordinated by mentee with mentor and mentee's department supervisor or AUL:

- Review the mentee's CV
- Develop goals and strive for a balance between librarianship, scholarship, and service
- List research interests and current activities
- Identify useful service activities
- Review Faculty Bylaws and Rules of Procedures
- Review documentation on: travel, research leaves, committees, reappointment/promotion instructions, FASIP

In addition, mentors are encouraged to engage mentees in less formal ways as well, such as

- Lunch meetings or a coffee break
- Campus tours, including dining facilities, the bookstore, museums and other points of interest.
- Tours of other campuses and libraries
- Mention benefits and discounts available to University employees
- Inform new faculty members of meetings/events that may be of interest to them
- Continue to meet with the mentee throughout the mentoring period for lunch, etc.



Mentor Notification Letter

[Sample]

[Date]

Dear [Mentor],

Thank you for agreeing to participate in the Libraries Mentoring Program. New tenure-track faculty are assigned a mentor, and you have been assigned to mentor [New Faculty Member]. The Mentoring Program was developed to help new tenure-track Library faculty become acclimated to the Libraries and the University, and to provide a support system to make them feel welcome and comfortable. This is an important step in the hiring and retention process, and we want to make every effort to retain new faculty hires.

As a mentor, you are required to attend an initial orientation meeting in the early fall. Your mentoring assignment will last until the end of [New Faculty Member]'s second year review, which will be [month/year]. At that time, you will be asked to assess the relationship and provide feedback about the mentoring program.

Attached is a list of suggestions to help guide you through the mentoring process. As the program grows, we expect this list to change over time.

Sincerely,

[Program Administrator]

cc: [Appropriate AUL or Unit Director]



SUGGESTED GUIDELINES FOR MENTORS

1. Meet with the new faculty member early in your mentoring relationship.
2. Discuss ground rules at your first meeting. Discuss and agree about confidentiality of the information shared with and by the new faculty member.
3. Be clear about what you can and cannot do for the new faculty member. Do not agree to things to which you cannot commit or that are not a required part of the mentoring agreement, such as co-authoring articles.
4. Be a good listener and be approachable. Make an effort to be available to your mentee.
5. Be patient.
6. Take a positive attitude and be supportive of the new faculty member, Rutgers University, and the Libraries.
7. Be creative.
8. Be aware of situations when you may need to refer the new faculty member to someone who has more expertise than you can bring to the situation or discussion.



Mentee Notification Letter

[Sample]

[Date]

Dear [New Faculty Member],

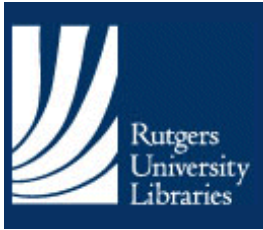
I am happy to inform you that [Tenured Faculty Member] will serve as your mentor. The Mentoring Program was developed to help new Library tenure-track faculty become acclimated to the Libraries and the University, and to provide a support system to make them feel welcome and comfortable. New faculty members are required to attend the Libraries New Employees Orientation in the fall. You are strongly encouraged to attend the session with the Faculty Coordinator and Libraries Personnel Officer afterwards since the Mentoring Program is covered in their session.

We encourage you to use your mentors for guidance and support as you adjust to academic life at Rutgers University. Please feel free to provide feedback to your unit director or me. Your feedback will help to strengthen the program, and a formal assessment will take place after your second year review.

Sincerely,

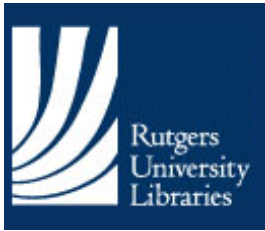
[Program Administrator]

cc: [Appropriate AUL or Unit Director]



SUGGESTED GUIDELINES FOR MENTEES

1. Meet with your mentor early in the relationship.
2. Discuss ground rules at your first meeting. Discuss and agree about confidentiality of the information shared with and by the mentor.
3. Be aware of what your mentor can and cannot do for you. Do not expect your mentor to commit to things that are not a required part of the mentoring agreement, such as co-authoring articles.
4. Be a good listener and be approachable. Make an effort to have regular meetings with your mentor.
5. Be patient.
6. Take a positive attitude towards your work, Rutgers University, and the Libraries.
7. Be creative.
8. Be aware of situations when your mentor may need to refer you to someone who has more expertise than he/she can bring to the situation or discussion.



RESOURCES

Articles

Kuyper-Rushing, Lois. "A Formal Mentoring Program in a University Library: Components of a Successful Experiment," *Journal of Academic Librarianship*, 27, no. 6 (November 2001), 440-446.

Munde, Gail. "Beyond Mentoring: Toward the Rejuvenation of Academic Libraries," *Journal of Academic Librarianship*, 26, no. 3 (May 2000), 171-175.

Books

ARL Spec Kit 239: Mentoring Programs in ARL Libraries, compiled by Barbara Wittkopf, Washington, D.C.: Association of Research Libraries, 1999.

Bell, Chip R. (2002). *Managers as Mentors: Building Partnerships for Learning*. 2d.ed San Francisco: Berrett-Koehler Publishers.

Cloke, Kenneth; Joan Goldsmith. (2003). *The Art of Waking People Up: Cultivating Awareness and Authenticity at Work*. San Francisco: Jossey-Bass.

Clutterbuck, David; Belle Rose Ragins. (2002). *Mentoring and Diversity: An International Perspective*. Oxford: Butterworth & Heineman.

Duin, Ann Hill; Baer, Linda L.; Starke-Meyerring, Dorren (2001). *Partnering in the Learning Marketplace*. San Francisco: Jossey-Bass.

Parsloe, Eric; Wray, Monika (2000). *Coaching and Mentoring: How to Facilitate an Effective Mentoring Process*. San Francisco: Jossey-Bass.

Portner, Hal. (2002). *Being Mentored: A Guide For Protégés*. Thousand Oaks: Corwin Press.

Wicks, Robert J. (2000). *Sharing Wisdom: The Practical Art of Giving and Receiving Mentoring*. New York: Crossroad Publishing.

Zeus, Perry; Skiffington, Suzanne (2001). *The Complete Guide to Coaching at Work*. New York: McGraw-Hill.

Library Mentoring Program Web Sites

Louisiana State University Libraries. *Mentoring Program Guidelines*.
<http://www.lib.lsu.edu/committees/mentoring/>

University of Georgia Libraries. *The Mentor Program*.
<http://www.libs.uga.edu/mentor/resources.html>

University of Maryland Libraries. *Mentoring Program*.
<http://www.lib.umd.edu/PASD/LPO/mentoring/index.html>

University of Southern California Libraries. *Library Faculty Mentoring Program*.
<http://www.usc.edu/isd/about/faculty/mentoringpolicy.html>

Yale University Library. *SCOPA Mentoring Program*.
<http://www.library.yale.edu/scopa/mentoring/mentoring.html>