

Mentoring Programs

UNIVERSITY OF LOUISVILLE

Faculty Mentoring

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Mentoring is the all-inclusive description of everything done to support an individual's (mentee) orientation to a professional role and professional development toward successful advancement in an identified field of endeavor. Mentoring is the larger context for learning techniques and other professional and personal skills and insights needed for professional growth. Articulating the roles, process and outcomes/goals of the mentoring process are critical to success of the relationship.

The University of Louisville's Office of the Vice Provost for Faculty Affairs is committed to supporting faculty mentors, mentees, and mentoring environment. This site outlines an organizational model of mentorship within the University of Louisville, defines key terms related to the mentoring process, suggests roles and responsibilities and identifies resources in support of a successful and robust mentoring program.

The screenshot shows the University of Louisville Faculty Mentoring website. At the top, there is a red navigation bar with the University of Louisville logo on the left and links for 'LOUISVILLE.EDU' and 'MY ACCOUNTS' on the right. Below the navigation bar is a search bar with the text 'Search pages, people' and a 'Go' button. The main heading is 'Faculty Mentoring'. Below this, there is a horizontal menu with links: 'Home', 'Mentoring Objectives & Benefits', 'Mentoring Roles & Responsibilities', 'The Mentoring Process', and 'School Specific Programs'. Underneath this menu, there are three links: 'Resources for Success', 'Frequently Asked Questions', and 'Faculty Mentoring Resource Book'. The 'School Specific Programs' section is expanded, showing a list of programs with 'Libraries' selected and highlighted in a red box. The 'Libraries' section contains three numbered questions and their corresponding answers:

- 1. What processes do you use to ensure that all new faculty, especially pre-tenure faculty, are offered a mentor if they want one?**

During the interview for a new faculty member, we talk with candidates about mentoring and typically during the first year or so of working here, we hold a new faculty orientation that covers faculty reviews. At that point, we are mainly focusing on annual reviews (how to prepare a good file, what the Personnel Committee does, etc.) but also relate it to the long term process of preparing for P&T. In that setting, we also talk about the importance of mentoring again, and encourage them to identify someone to fulfill that role. In addition to informally nudging new faculty toward finding a mentor outside of their departments, we also have a somewhat structured program. Every few years, we put out a call to ULF members asking them if they would like to participate in our program which has the sole purpose of providing support for achieving promotion and tenure. We match junior (probationary) faculty members with a tenured faculty member, and ask them to touch base in person or on the phone at least every other month to have a conversation about the progress they have made on research or service initiatives. The mentors offer suggestions, support and accountability to the junior faculty members. We have a brief expectations document that we give to each of the participants, which is attached. A couple of these relationships have continued past tenure and/or include other aspects of the faculty member's development, but our expectation is that P&T remains the primary focus. We expect mentors to commit to a two-year program, however the focus is until the junior faculty member reaches tenure.
- 2. Do you track how many faculty are mentored, and if so how?**

We do not track informal mentoring outside of this program. For the pairs we match, our faculty is small enough that it is relatively easy to track.
- 3. Do you evaluate the success of the program, and if so how?**

After the pairs have been in place for 2-3 years, we surveyed participants and asked them what had worked or not worked for them. Changes were made to the expectations document accordingly and shared with the subsequent groups.

Library Faculty Mentoring Program

Revised January 2015

Purpose of the Mentoring Program

- ◆ To assist untenured, tenure-track librarians in orientation and assimilation into the TAMU library and university culture.
- ◆ To help librarians achieve their potential as library faculty members.
- ◆ To encourage librarians to conduct research, initiate projects, and publish accounts of their work.
- ◆ To assist and advise untenured, tenure-track librarians in moving through the promotion and tenure process.
- ◆ To foster professional activities and growth.

Operation and Management of the Mentoring Program

As stated in the Library Faculty Bylaws, the program is managed by the Library Mentoring Committee (LMC).

- ◆ **Membership:** Three tenured or tenure-track faculty members elected at large from the Library faculty at least two of whom are tenured, and an ex-officio member: the Associate Dean for Administrative and Faculty Services.
- ◆ **Terms:** The Associate Dean for Administrative and Faculty Services serves by virtue of their position and is a non-voting member; elected members serve two year terms. The committee will elect a chair and a secretary.

COMMITTEE RESPONSIBILITIES

The committee will:

- ◆ Make mentoring assignments, update the official Mentor/Protégé Assignment Roster, adjust assignment loads, and track progress of assignments.
- ◆ Coordinate mentoring assignments with the library's Business Office for purposes of ensuring that stipends are properly credited to mentors.
- ◆ Encourage the mutually beneficial partnership by encouraging educational or sharing opportunities.
- ◆ Review and maintain the Mentoring web page on the Intranet.
- ◆ Hold sessions for mentors and/or protégés to develop skills and discuss best practices.
- ◆ Make necessary adjustments to assignments.
- ◆ Conduct annual mentoring assignment assessments.
- ◆ Seek feedback on the mentoring process and communicate this information as appropriate.

MENTOR/ PROTÉGÉ ASSIGNMENT PROCESS

Assignment of Mentors

Mentors will be selected from the tenured faculty.

- ◆ When positions are filled, the LMC will identify potential mentors for new faculty members and will contact those potential mentors to determine their interest in and/or availability to take on the assignments.
- ◆ Newly assigned mentors will be provided contact information for the new faculty members and encouraged to make contact prior to their arrival.
- ◆ If mentoring assignments cannot be made in advance of a faculty member's arrival at work, this process should be completed within the first two weeks of employment.

Mentors

- ◆ Each untenured, tenure-track faculty member will be assigned two mentors taking into consideration job assignment, research and professional service interests.
- ◆ In order to avoid conflict of interest, the primary work administrator will not be assigned as a protégé's mentor, unless explicitly requested by the protégé.
- ◆ Ad Hoc mentors may be utilized by the protégé at any time for special expertise needs.
- ◆ No mentor shall be assigned more than four protégés.

FREEDOM OF CHOICE

- ◆ A protégée may request a change in assigned mentors at any time.
- ◆ A mentor may request reassignment from a particular protégé at any time.
- ◆ Reassignments will be done in consultation with the LMC so that problems/issues/expectations can be addressed in future pairings.
- ◆ All tenured faculty members in good standing are considered available to be assigned as mentors unless they notify the LMC chair of their desire to opt out.
- ◆ A tenured faculty member may be removed from consideration, based on legitimate concerns of effectiveness.

MENTOR RESPONSIBILITIES

Mentors will typically:

- ◆ Initiate the first meeting with a new protégé.
- ◆ Offer to meet with each protégé at least monthly, in any format – formal appointment, lunch, etc.
- ◆ Assist protégé in making plans and setting action steps to achieve goals.

- ◆ Be available on request of the protégé to: brainstorm, review plans, advise on research outlines, read drafts, proofread submission papers, advise on publication venues, and advise on locating specific expertise needed by the protégé such as statistics, survey development, etc.
- ◆ Maintain awareness of current promotion/tenure/evaluation processes and expectations.
- ◆ Provide guidance on professional acculturation.
- ◆ Refer to the appropriate administrative resources regarding professional assignment concerns (ADAFS, Ombuds, etc.).
- ◆ Track progress to allow for accurate and meaningful advising, encouragement, and timely suggestions to meet protégé needs.
- ◆ Attend the protégé's face-to-face annual or mid-term review meeting with CAPT, at the request of the protégé.
- ◆ Notify the chair of the LMC to request a change in assigned protégés.
- ◆ Notify the chair of the LMC to opt out of being formally assigned as a mentor.

PROTÉGÉ RESPONSIBILITIES

Protégés will typically:

- ◆ Consider meeting with the mentor at least monthly, in any format – formal appointment, lunch, etc.
- ◆ Contact the mentor as needed to: brainstorm, review plans, seek advice on research outlines, read drafts, proofread submission papers, seek advice on publication venues, seek advice on locating specific expertise needed by the protégé such as statistics, survey development, etc.
- ◆ Ask questions about concerns, organizational process and climate, professional acculturation and expectations, and be receptive to answers.
- ◆ Contact the mentor for assistance on professional assignment issues.
- ◆ Track progress in order to be mindful of pending issues and to receive accurate and meaningful advising, encouragement, and timely suggestions from mentors.
- ◆ Invite mentors to attend the face-to-face annual and mid-term review meeting with CAPT, if desired.
- ◆ Notify the chair of the LMC to request a change in assigned mentors.

REWARD

- ◆ Each mentor will receive a \$250 stipend for each of the first two assigned protégés with a maximum of \$500 per fiscal year.

MENTOR/ PROTÉGÉ BEST PRACTICES

Faculty

Expectations/roles for faculty involved in the mentoring process include:

- ◆ Be open to new ideas.
- ◆ Communicate effectively and respectfully.
- ◆ Give and receive constructive feedback.
- ◆ Create and work toward a professional goal.
- ◆ Plan and devise action steps to achieve goals.
- ◆ Maintain professional standards.
- ◆ Avoid over-commitment.
- ◆ Stay positive in the face of setbacks.
- ◆ Keep trust levels high through discretion and confidentiality.
- ◆ Share knowledge willingly.
- ◆ Contribute to a collaborative environment
- ◆ Keep an appropriate perspective.
- ◆ Maintain a sense of humor.
- ◆ Appreciate the time constraints of colleagues.
- ◆ Honor your agreements in a timely fashion.

Protégés

In addition to the above, the following expectations/roles apply specifically to protégés:

- ◆ Cultivate multiple mentors depending on need.
- ◆ Ask for and accept help when needed.
- ◆ Show initiative and take responsibility for own learning.
- ◆ Understand that professional growth is a process that takes time.
- ◆ Pay attention to your tenure clock.
- ◆ Initiate meetings.

Mentors

The following expectations/roles apply specifically to mentors:

- ◆ Assist protégés in making plans and setting action steps to achieve goals.
- ◆ Convey genuine interest in helping.
- ◆ Perform gatekeeper function to open doors for protégés.
- ◆ Question accepted practice, including your own.
- ◆ Do not “pull rank”.

Wayne State University Libraries Mentoring Program

- Purpose
 - Enhance growth and development
 - Provide guidance and experience-based wisdom
 - Increase interpersonal competence
 - Understand mentor-mentee power dynamic (I know more and you know less)
 - Mentees are not empty vessels
 - Mentors are entering a mentee's life in mid-stream
 - Where are they coming from?
 - People have the solutions within them; they need the guide on the side
 - Mentees will have times when they need specific advice
 - Generally don't offer suggestions, but remain positive
 - Open ended questions—"why do you think that?"
 - Have the mentee work through the problem on their own
 - Exploring backgrounds and differences helps create a more honest relationship
 - Underrepresented individuals can feel they are not being heard
 - Share about yourself
 - Establish the relationship
 - To mentee: What would you like to get out of the programs? What is your agenda?
 - Match it against expectations and reach consensus
 - Connect mentees to your network—you don't need the solution yourself
- Structure
 - Assignment
 - Associate Dean assigns first mentor—ideally in the same unit
 - EP&T assigns second mentor
 - Goals
 - Mentor
 - Safe person to discuss issues
 - Help with the culture
 - Do you eat at your desk?
 - Is there a group meal?
 - Dress code?
 - Can I leave the building to get some coffee?
 - Protocol for leaving the building for meetings (Email people? Leave note? Calendar?)
 - Emergency closure notifications
 - Context around a building tour—what do your neighbors do?
 - Opportunities for collaboration
 - Topics of conversation
 - Evaluation process
 - Organizational culture and environment
 - Job performance factors with interpretation of expectations of excellence, reliability, initiative, and collaboration
 - Targeted PA and Service opportunities
 - Where are good outlets for presentations?

- Dossier preparation and review of drafts
 - Who are these people, and what do they do? (New librarians have a lot of names thrown at them)
 - Teams
 - Suggest possible ones to join
 - What are expectations for participation?
 - Connection to HR and Business Affairs (travel)
 - What do you need?
 - Bring to meetings (including leadership, instruction, consultations)
 - Review scholarly articles (if any), presentations, grant proposals
 - Goal setting and monitoring progress
 - Difficulty adjusting to a self-directed position
 - "Here are some things you can do"
 - Brainstorming
 - "How can we improve this?"
 - "Am I doing something wrong?"
 - New librarians are concerned that everyone else is busy
 - Discuss career path plan--ask them to sketch out where they would like to be in the libraries in one, five, and ten years
 - EP&T mentor
 - Help with the dossier
 - What activities fall under which categories?
 - How do you distinguish between them?
 - What is community service vs. university service?
 - What is considered worthy of dossier material and what is not?
 - Feedback on the outcome
 - Topics of conversation
 - What does it mean to be in a union?
 - What is shared governance?
 - ESS and promotion
 - What level of work is expected to get ESS?
 - Counterexamples of people who didn't make ESS
 - Factors—professional achievement and service
 - Sponsor dossier workshop
 - Late January/early February
 - Coordinate within EP&T
 - Demystifying dossier
 - What is the purpose of the dossier?
 - How does the EP&T Committee review it?
 - How do we write the annual letter?
 - The process is more human and less bureaucratic
 - Academic calendar: guidance and documentation on elections and timelines
 - Contractual committees—what's expected of the members?
 - What do you need?
- Timeline
 - Ask how frequently the mentee would like to meet
 - One year of a formal program

WAYNE STATE UNIVERSITY LIBRARIES
Wayne State University Libraries Mentoring Program

- Informal afterwards
- Mentorship Malpractice (from Chopra & Saint in March 29, 2017 HBR:
<https://hbr.org/2017/03/6-things-every-mentor-should-do>)
 - Taking credit for your mentees' ideas or usurping lead position on their projects
 - Insisting that your mentees advance your projects rather than allowing them to develop their own work
 - Handcuffing your mentee to your timeline, slowing their own progress when you are slow to get back to them
 - Discouraging your mentees from seeking other mentors, which may stoke your ego but isolate them from broader learning and recognition
 - Allowing mentees to repeat common self-destructive mistakes without reining in such behavior (See <https://goo.gl/ZfsG5J>)
- Assessment
 - Organizational outcomes?
 - Training?
 - Determine success criteria
 - Impact
 - Ongoing need
 - Cost/benefit
 - Satisfaction
 - Formative assessment after six months to capture how the relationship is working
 - Offer an exit ramp
 - Conversation about expectations
 - This isn't working, but we can go away friends
 - Offer to find someone else
 - Are there changes that you would recommend we make?
 - Paul and Rachael conduct the assessment
 - Anonymize the data
 - Share summaries with the associate dean
- Associate Dean tasks
 - Quarterly meetings of librarians who don't have ESS
 - Answer any questions they might have
 - Can be intimidating to ask more experienced librarians
 - Annual meetings of mentors
 - Share best practices
 - Discuss common experiences and problems
 - Help people understand the organization
 - Workshops at various parts of the library system—give people knowledge about other people's job functions
 - Open invitation for everyone
 - Make sure new librarians can attend
 - Anyone else is then free

May 2017

Library Mentorship Program Proposal

Library Mentoring Committee:

The Mentoring Committee will be comprised of 4 volunteers selected by the Associate Director of Administration. They will maintain and expand the mentor list for the General Library System and assign mentees when a new staff member is hired within the first two months of hire.

Role of Library Mentoring Committee:

1. Establish program, documentation, training materials, and maintain web presence
2. Recruit mentors
3. Develop criteria and evaluate the goals and objectives of the participants in order to match mentors and mentees
4. Match mentor and mentees
5. Train new mentors based on program documentation
6. Encourage and support leadership development for staff within GLS
7. Provide discussion points and topics of interests to mentors and mentees as opportunities arise
8. Review end of the year mentor and mentee feedback (survey, report, etc.) for the purpose of program assessment

Library Mentorship Program:

The General Library System Mentorship program provides a method of introducing and encouraging experienced GLS librarians and other library personnel (all employees with year appointments at 50% or greater are eligible) to work together, to network, and to create a supportive GLS organization. Mentors and mentees will communicate throughout the year with the goal of helping mentees learn about the library organization. The Program is designed to help library staff succeed, empower them within the GLS organization, and promote a sense of belonging. Participation in the program is voluntary.

The Library Mentorship Committee will pair mentors with their mentees based on expertise and need. They will facilitate all steps of the introductory process and be available throughout the year for assistance to both the mentees and mentors. All participants are asked to recognize that participating in this program involves a time commitment and a commitment to your mentor/mentee.

What is mentoring?

- Listening
- Volunteering
- Support and Caring
- Developing
- Encouraging
- Partnership
- Networking Assistance for Mentee

What is not mentoring?

- Spending more time than you have
- Just advising
- Criticizing
- Rescuing
- A lengthy and exhausting relationship
- Reserved for experts
- Hard work

UNIVERSITY OF WISCONSIN-MADISON LIBRARIES

Library Mentorship Program Proposal

- **Benefits for Mentees:** Develop supportive relationship with colleague who has varied experiences, skills, and knowledge, and can help navigate the complex structure of the General Library System and UW-Madison. Build communication skills. Network with others from various places and departments.
- **Benefits for Mentors:** Opportunity to share knowledge and experiences. Assist in the growth and education of new staff. Gain insights into new trends/resources. Practice problem solving and listening skills. Meet people with varied experiences, skills, and contacts. Collaborate with mentors/mentees who have similar career goals, interests, and job functions.

Mentor:

A General Library System Mentor is an experienced person who willingly provides professional and useful advice to a new colleague, in order for him/her to develop a successful career. Mentoring involves being a good listener, a thoughtful advisor, and a role model.

Qualifications:

1. 2 years experience within the GLS (not including student employment).
2. Minimum commitment of 1 year with the program. Each mentoring group will work at their own pace as their relationship develops and may continue past the year.
3. Ability to meet in person with mentee once a month for the first six months of the program.
4. Willingness to communicate with mentee regularly to grow the mentor/mentee relationship. There are many ways to communicate: email, telephone, meetings, lunch, etc.
5. Familiarity with general mentorship ideas. Resources are listed at _____.
6. Willingness to provide feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program. Please remember, this program is a learning experience for all participants.

Mentee:

A General Library System Mentee is a new GLS employee who is seeking professional advice and guidance from an experienced staff member.

Qualifications:

1. New appointment to the GLS for a duration of at least two years.
2. Minimum commitment of one year to the program. Each mentoring group will work at their own pace as their relationship develops and may continue past the year.
3. Ability to meet in person with mentor once a month for the first six months of the program.
4. Willingness to communicate with the mentor regularly. There are many ways to communicate: email, telephone, meetings, lunch, etc.
5. Familiarity with general mentorship ideas. Resources are listed at _____.
6. Willingness to provide feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program. Please remember, this program is a learning experience for all participants.

Required Activities for Mentors and Mentees:

1. The Mentorship Committee will initiate communication by sending an announcement to the mentor and mentee announcing their pairing and sharing the résumés or work experience summary they have submitted.

UNIVERSITY OF WISCONSIN-MADISON LIBRARIES

Library Mentorship Program Proposal

2. After being matched with a mentor, mentees will initiate contact with email introducing themselves, where they work in the GLS, and any other interests they would like to share.
3. Mentors will respond with a similar introductory email and suggest times to meet within the next few weeks.
4. Develop outline of goals, objectives, and guidelines for your mentorship year. Include important dates to stay on track and how often you plan to meet. Share the outline with your liaison to the Library Mentorship Committee, who is available to assist you as needed.
5. Provide requested feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program.

Suggested Activities for Mentors and Mentees:

1. Attend campus meetings and events together.
2. Explore professional development opportunities.
3. Discuss perceptions of the campus library community, campus staff issues, instructional opportunities, and professional organizations.
4. Share information about social or entertainment opportunities on campus, insights about the Madison community.

Mentor Application Process:

New hires who meet the criteria for participation in the mentorship program will receive information about the program in their orientation packets from the GLS Administration Office. Interested employees should complete the online survey at: [\[URL for Qualtrics survey\]](#)

UNIVERSITY OF WISCONSIN-MADISON LIBRARIES
Mentorship Program Goals Worksheet

Mentorship Program Goals Worksheet		
Mentor: _____		Date: _____
Mentee: _____		
<hr/>		
<p>Each mentor and mentee should complete this informal worksheet at their first meeting in order to align each person's expectations for the program and create a roadmap to a satisfactory relationship. Please feel free to be as broad or as specific as desired. Once the worksheet is completed, submit a final form to your mentorship committee liaison.</p>		
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Goal	Activities	Timeframe