

**OREGON STATE UNIVERSITY LIBRARIES and PRESS**  
**LFA MENTORING PROGRAM**  
**GUIDELINES FOR P&T FACULTY**

*Approved: January 2011*  
*Updated: May 2016 & July 2019*

## **Introduction**

The Oregon State University Libraries and Press (OSULP) LFA Mentoring Program is a formal process by which mentors support new tenure-track faculty members going through the promotion and tenure process, especially in the area of research and publishing. Mentors assist mentees in the following areas:

- Understand the culture of promotion and tenure at the OSU Libraries and Press and the University
- Provide feedback on a program of research projects
- Recommend outlets for publication
- Balance research with day-to-day responsibilities
- Understand the process of putting together the mid-term and final promotion and tenure dossiers.

This program is designed to ensure that the incoming faculty member gets consistent advice about the P & T process from at least one tenured faculty outside of their direct chain of command.

## **Background**

At the May 14, 2004 Library Faculty Association meeting, the faculty approved the Promotion and Tenure Committee Mentoring Program Task force's recommendation for a formal mentoring program to provide additional support for faculty, especially those going through the promotion and tenure process. These guidelines are based on the Mentoring Program's Taskforce recommendations.

## **Guiding Principles of Mentoring Program**

A successful mentoring program is informed by the following:

- A formal mentoring program needs someone to provide coordination, oversight and assessment.
- The mentoring relationship should fit the needs and style of the mentee.
- Individuals have the freedom to choose and/or change mentors or mentees at any time without fear of negative repercussions. All faculty members are free to seek assistance from any other faculty member to meet professional goals.
- The relationship between the mentor and the supervisor should be clearly outlined and documented. The mentor does not and cannot take the place of the supervisor, but serves as an additional resource for the mentee.
- The roles and responsibilities of both mentors and mentees should be outlined and documented. Ultimate responsibility for reaching professional goals, including achievement of promotion and tenure, resides with the individual faculty member being mentored.
- Mentors will be provided additional resources as needed.
- The usefulness of the program will be assessed regularly.

## **LFA Mentoring Program Coordinator Position**

The LFA Mentoring Program Coordinator manages the logistics of the program.

Any faculty member who has been involved with the mentoring program, as a mentor and/or mentee, is eligible to serve as the LFA Mentoring Program Coordinator. Tenure track faculty who have passed their third year review, unclassified faculty who have been through two successful performance evaluations, and tenured faculty members are eligible for this appointment.

The coordinator is appointed by the incoming LFA President. The President or their designate will publicize a call for volunteers after the May LFA meeting. If more than one person volunteers to serve as Coordinator, the president may appoint more than one person to the position. The incoming President will announce the name(s) of the coordinator(s) via email. The coordinator assumes office on July 1 and serves for a term of one year.

The coordinator oversees the process and assessment of the LFA Mentoring Program, both for P&T track faculty as well as professional faculty. This includes:

- maintaining a list of eligible mentors and mentees
- working with supervisors in the selection of mentors for mentees
- maintaining useful materials and resources to be used by mentors, such as checklists of discussion topics, contact lists for referral, and any other pertinent materials
- assessing the usefulness of the program on an annual basis and providing feedback in a written report to the LFA at the conclusion of their one year appointment

### **Mentoring Program Guidelines**

- The Mentoring Program is supported by the OSULP Library Faculty Association.
- Any tenured faculty librarian is eligible to be a mentor.
- All new tenure-track faculty are required to participate in the mentoring program until at least the third year review process has been completed.
- Mentors may not be paired with individuals who report directly to them or are supervising them.
- Information exchanged between the mentee/mentor is confidential.

### **Mentees: Roles and Responsibilities**

Each faculty member is accountable for their own:

- level of job performance
- professional development activities
- research agenda
- service activities
- preparation of personal statements, vitae, and supplemental materials

Mentees should maintain a quarterly or annual report or develop some other form of tracking accomplishments.

Mentees are responsible for updating their Position Description as needed (usually done annually).

Mentees are expected to be proactive in following up on tenure and promotion activities, asking questions, and working with the mentor and supervisor as appropriate.

If a mentee desires a change in mentorship, they may work with the LFA Mentoring Coordinator to select a new mentor.

### **Mentors: Roles and Responsibilities**

The Mentor should be a library faculty member who has attained tenure and a higher rank in the institution than the mentee. They will assist in answering questions, providing institutional knowledge, and advising individuals during the promotion and tenure process. New faculty members can benefit in their progress towards tenure from being mentored by people who have been through the process already. Supervisors cannot always provide this first-hand experience, because some library supervisors do not yet have tenure, are professional faculty, or have attained tenure elsewhere and were hired with tenure.

The mentor works with the mentee to set agenda items and learning opportunities. In addition, the mentor will fill the roles of listener, teacher, guide, advisor, role model, motivator, and communicator. It is important to note that the mentor need not be the sole individual with the answers. The mentor is encouraged to make referrals to appropriate individuals or groups who can provide additional information sought by the mentee.

Becoming a mentor is voluntary but generally expected of any tenured faculty librarian. The commitment to serve as a mentor is a serious obligation and should not be taken lightly. Being a mentor requires dedicated time and ongoing and regular communication.

Mentors will receive a checklist of recommended items and activities, suggested guidelines to be observed during the mentoring relationship [see Appendix], as well as a suggested calendar about what content needs to be covered when.

### **Relationship between the Supervisor and the Mentor**

Mentors are not intended to be a substitute for the guidance of a faculty member's direct supervisor or AUL. The mentoring program is a way to provide additional support for people new to the OSU Libraries & Press, and to Oregon State University. It is the role of the supervisor/AUL to support and supervise new faculty in their primary assignments, help them establish goals, support them in their advancement towards promotion and tenure and their primary duties, and provide regular assessment of the individuals' work in each of these areas.

The supervisor and mentor work independently from one another in terms of the mentoring program although the general goals agreed upon by the mentee and mentor may be shared

with the supervisor. The mentee has the responsibility for keeping the mentor and supervisor informed about goals and progress towards these goals. All parties will speak generally about expectations of the program and the goals of the mentoring relationship.

The mentor guides the untenured faculty member in their development as a professional and in the P&T process but is not responsible for the outcome of their promotion and tenure actions. Mentoring is not an orientation to the new faculty member's job duties, requirements of the position or departmental culture. This must take place at the departmental level. Authority for evaluating faculty performance, addressing work issues, adjusting workload and work assignments rests with the supervisor. Responsibility for enabling communication rests with the mentee.

## **Process**

### **Assigning a Mentor**

Initial mentoring assignments should be made based on the professional experience, skills and interests of mentors and mentees. The supervisor(s) and the LFA mentoring program coordinator will discuss possible pairings of mentor and mentee. They will consider the eligibility of the mentors based on whether they have any mentees currently, their current workload, and the current interests of both the mentor and mentee to assure that a good match is made. At any time during the mentoring relationship, the mentor or mentee may request a termination of the relationship. The mentor need not be the sole individual in whom a mentee seeks advice, or counsel.

### **Establishing the Mentor Relationship**

The mentoring relationship should begin with an initial meeting between the mentee, supervisor and program coordinator to discuss the intent of the program and to clarify expectations. Once the mentor is assigned by the program coordinator, the mentor and mentee will set up an initial meeting. In the early stages following this initial meeting, the mentor should take the initiative in establishing the relationship. The mentor and mentee will work to create a schedule of meetings with the promotion and tenure timeline in mind. The frequency and venue for meetings will be set anticipating that the first year will likely require more frequent meetings than later years. These meetings should be done face to face if possible in order to allow for an interactive dialogue between the two individuals. In most cases, major agenda items focus on issues and questions raised by the mentee. Mentors should be prepared with topics to discuss with their mentees, especially in the early stages of the relationship. This will create a consistency in the relationship and assure that both can live up to their roles.

**Program Feedback**

The LFA Mentoring Coordinator will conduct annual assessments of the program including, but not limited to, surveys, one-on-one conversations, and focus groups. The Mentoring Coordinator will present a written report to LFA at the end of their term. The report summarizes how many mentoring pairs are active, any training that was provided for the mentoring program, the summary of the annual mentoring evaluation program survey, etc.

**APPENDIX:**  
**Mentoring Documents**

OSULP Mentoring Program Checklist

Sample preparation schedule for mid-term review

Sample preparation schedule for dossier submission

Suggested Guidelines for OSULP Mentors

Resources

## OSULP MENTORING PROGRAM CHECKLIST

*Documents related to the OSULP Mentoring Program are located on the LFA Wiki*

<https://wiki.library.oregonstate.edu/confluence/display/LFA/LFA+Mentoring>

*Documents related to the P&T process are located on the Library Shared drive at \\cn-*

*share.tss.oregonstate.edu\Library\Shared\P-&-T\*

### **YEAR 1 - Getting Started**

*Topics 1-4 should be covered within the first 3-4 months of candidate's start date*

#### **Topic 1-Introductions and Background**

- o Explain the Mentoring process; review the guidelines together
- o Ascertain person's tenure clock start date
- o Review the Promotion & Tenure Timeline
- o Explain role of Library Faculty Association (LFA)

<https://wiki.library.oregonstate.edu/confluence/display/LFA/Home>

- o Set up meetings for the year (could be monthly, quarterly, etc.)
- o Review OSU strategic plan (should also be done by supervisor)

#### **Other important documents and links:**

Mentee should provide a copy of their PD to mentor annually

#### **Topic 2 - P&T Overview**

- o Review P&T guidelines and role of P&T committee

<https://wiki.library.oregonstate.edu/confluence/display/LFAPP/OSULP+Promotion+and+Tenure+Guidelines>

- o OSU P&T Guidelines <http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines>
- o Review Library\_PTGuidelines.docx (P&T Documents)
- o Sample dossiers (P&T Documents)
- o Review Advice\_on\_Navigating\_Tenure.doc (P&T Documents\Tips and Samples)
- o Review mentee's CV (optional)
- o Add deadlines to mentee calendar (dates of mid-term review and final dossier submission)

#### **Other important documents and links:**

The National Center for Faculty Development & Diversity <https://www.facultydiversity.org/>



### Topic 3 - Research and Teaching

- o Discuss ways to keep track of work
- o Blank dossier form, quarterly and annual reports, position descriptions
- o IRB <http://research.oregonstate.edu/irb>
- o Research agendas
- o Review definition of research in Library P&T guidelines (Shared drive)
- o Release time for scholarship
- o Peer-review of teaching guidelines
- o Research and Writing Group
- o Research and Writing Day
- o Verify mentee is set up on LibGuides, LibAnalytics, ScholarsArchive, Qualtrics, Wiki (Set up should be coordinated by supervisor)
- o Verify mentee is getting training on the library classrooms (contact classroom coordinators) (Training should be coordinated by supervisor)

#### Other useful documents and links:

Center for Teaching and Learning <https://ctl.oregonstate.edu/>

### Topic 4 - Service and Professional Development

- o Service to the University
- o Discuss faculty senate committees with mentee. Supervisor should help mentee determine best fit.
  - § Faculty Senate <http://senate.oregonstate.edu/>
  - § Faculty Senate committees <https://senate.oregonstate.edu/committees>
- o Associations ~ If mentee is not part of an association, have them look for one or two to join and discuss at another meeting
- o Library funding opportunities
- o Lundeen Faculty Development Award  
<https://wiki.library.oregonstate.edu/confluence/display/LibAwards/Robert+Lundeen+Library+Faculty+Development+Award>
- o See also <http://library.oregonstate.edu/awards/lundeen-award/previous-recipients>
- o Other funding opportunities (Friends of the Library)
- o OSU faculty research grants
- o Faculty Senate Application Awards/Grants <https://senate.oregonstate.edu/awards>
- o OSU programs and resources to help with tenure process

## **YEAR 2 - Regular Meetings**

- o Set regular meetings on calendar
- o Review the OSULP P&T guidelines/scholarship guidelines.
- o Have mentee update CV regularly

## **YEAR 3 - Prep for Mid-Term Review**

- o Set up regular meetings on calendar
- o Review\_Your\_Dossier.doc (P&T\Tips and Samples)
- o Review the OSULP P&T guidelines/scholarship guidelines.
- o Have mentee update CV regularly
- o Meet with peer-review of teaching coordinator to discuss process (January of year dossier is due)
- o Help review and provide feedback on the dossier

**SAMPLE PREPARATION SCHEDULE FOR MID-TERM REVIEW DOSSIER**

	<b>Nov. 15-30</b>	<b>Dec. 1-15</b>	<b>Dec. 16-31</b>	<b>Jan. 1-15</b>	<b>Jan 16-31</b>	<b>Feb. 1-15</b>	<b>Feb 16-28</b>	<b>March 1</b>
Review mid-term sample dossiers								
Update CV								
Update PDs								
Gather data o ScholarsArchive (research) o LibAnalytics (instruction) o LibGuides (instruction) o Other:								
Instruction section								
Scholarship section								
Service section								
Key accomplishments section								
Essay								
Submit Dossier								

**\*Possible readers:**



Submit Dossier								
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**\*Possible internal and external readers:**

**\*\*Possible external peer-reviewers:**

### **SUGGESTED GUIDELINES FOR OSULP MENTORS**

- Meet with the new faculty member early in your mentoring relationship.
- Discuss ground rules at your first meeting. Discuss and agree about confidentiality of the information shared with and by the new faculty member.
- Set up a regular meeting schedule with your mentee.
- 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.
- Be a good listener and be approachable. Make an effort to be available to your mentee.
- Be patient.
- 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.
- Take the lead in contacting your mentee, as some mentees may feel they are interrupting your work.

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

- Lunch meetings or a coffee break
- Mention benefits and discounts available to University employees
- Inform new faculty members of meetings/events that may be of interest to them
- Offer to review manuscripts and provide feedback
- Bring professional opportunities to the mentee's attention
- Introduce the mentee to other professional colleagues, for example, in OLA, ALA, ACRL

## RESOURCES

### OSU LIBRARIES AND PRESS

- **Organization Chart:** <https://library.oregonstate.edu/staff/department>
- **LFA charter and guidelines:**  
<https://wiki.library.oregonstate.edu/confluence/display/LFA/Home>
- **Travel form and policy:**  
<https://wiki.library.oregonstate.edu/confluence/pages/viewpage.action?pageId=45028525>
- **Promotion and Tenure Documents:** \\Cn-share\library\Shared\P & T
- **OSULP Strategic Plan:**  
[https://library.oregonstate.edu/sites/default/files/osulp\\_strategic\\_plan\\_2018-2023.pdf](https://library.oregonstate.edu/sites/default/files/osulp_strategic_plan_2018-2023.pdf)

### UNIVERSITY RESOURCES

- **Faculty Handbook:** <https://facultyaffairs.oregonstate.edu/faculty-handbook>
- **Faculty Senate:** <https://senate.oregonstate.edu/>
- **Faculty Senate Committees:** <https://senate.oregonstate.edu/committees>
- **Faculty Senate Promotion and Tenure Committee**  
<https://senate.oregonstate.edu/promotion-and-tenure-committee>
- **Promotion & Tenure Guidelines:** <https://facultyaffairs.oregonstate.edu/faculty-handbook/promotion-and-tenure-guidelines>
- **Research Office: Resources for Faculty:** <https://research.oregonstate.edu/faculty.html>
- **Travel procedures and policies:** <https://fa.oregonstate.edu/accounts-payable/travel>  
(login required)

### PROFESSIONAL ORGANIZATIONS

- **American Library Association:** <http://www.ala.org/>
- **ALA Divisions:** <http://www.ala.org/groups/divs>
- **Special Libraries Association:** <http://www.sla.org/>
- **Oregon Library Association:** <http://www.olaweb.org/>
- **American Society for Information Science and Technology (ASIS&T):**  
<https://www.asist.org/>

*Comprehensive list by the School of Library & Information Science at San Jose State University that includes associations for special, school & public libraries*

<http://ischool.sjsu.edu/professional-associations>