OREGON STATE UNIVERSITY LIBRARIES and PRESS
LFA MENTORING PROGRAM
GUIDELINES FOR PROFESSIONAL FACULTY

Approved May 2019

Introduction

The Oregon State University Libraries and Press (OSULP) LFA Mentoring Program is a formal process by which mentors support new professional faculty members to make a successful transition into OSULP and to contribute to their success within the OSU and OSULP community. The program is open to all professional faculty members, but is required for professional faculty members new to OSULP.

Mentors assist mentees in the following areas:

- Introduce new professional faculty to the culture of the organization
- Establish peer to peer relationships within the organization
- Provide a safe and supportive space to ask questions and solve problems
- Facilitate individual growth
- Foster a sense of community and belonging
- Encourage thoughtful and meaningful engagement with issues

This program is designed to ensure that the incoming professional faculty member receives consistent information about the organizational culture and operations of OSULP from at least one peer. It is important that the mentor is not the mentee's supervisor or department head in order for the mentorship relationship to be separate from the employee evaluation process.

Background

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

While professional faculty have always been welcome in the LFA mentoring program, a strong focus of that program was on the P&T process. In 2018, LFA identified a need for the LFA Mentoring Program to create guidelines focused on the particular needs of professional faculty.

These guidelines are based on the Professional Faculty Mentorship Program Committee's recommendations.

Guiding Principles of the Mentoring Program

- A formal mentoring program needs someone to provide coordination, oversight and assessment.
- The mentoring relationship is customized to 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 mentee's 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 in the way that works best for the mentoring pair.
- Ultimate responsibility for reaching professional goals 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 faculty member who has been through at least one appraisal/renewal process is eligible to be a mentor
- All new professional faculty are required to participate in the mentoring program for a minimum of one year
- Any current professional faculty member is welcome to participate in the program as a mentee voluntarily
- 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
- service activities
- preparation of personal statements, vitae, and supplemental materials, annual appraisals and goals

Mentees are expected to be proactive, 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 have relevant experience and demonstrated success with a record of continuous reappointment at OSULP. They will assist in answering questions, providing institutional knowledge, defining professional goals, and advising individuals during annual evaluations and appraisals.

The mentor works with the mentee to set agenda items for their meetings, as well as learning opportunities when relevant. 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 experienced professionals with the capacity to provide this service. 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, and a list of resources [see Appendix].

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 and Press, and to Oregon State University, or people who are taking on a new area of responsibility at OSULP. It is the role of the supervisor/AUL to support and supervise new faculty in their jobs, help them establish goals, and provide regular assessment of the individuals' work.

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 to keep their 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.

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.

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. 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

- OSULP MENTORING PROGRAM CHECKLIST
- 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

Introductions and Background

- ❏ Explain the Mentoring process
- ❏ Review the LFA Mentoring Program Guidelines
- ❏ Explain role of Library Faculty Association
- ❏ Set up meetings for the year (could be monthly, quarterly, etc.)
- ❏ Review OSU strategic plan (should also be done by supervisor)
- ❏ The mentee should provide a copy of their PD to the mentor

Service and Professional Development

Service to the University
- ❏ 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

Associations
- ❏ If mentee is not part of an association, have them look for one or two to join and discuss at another meeting

Library funding opportunities
- ❏ Lundeen Faculty Development Award
  https://wiki.library.oregonstate.edu/confluence/display/LibAwards/Robert+Lundeen+Library+Faculty+Development+Award
  See also http://library.oregonstate.edu/awards/lundeen-award/previous-recipients
- ❏ Other funding opportunities (Friends of the Library)

OSU faculty research grants
- ❏ Faculty Senate Application Awards/Grants https://senate.oregonstate.edu/application-awardsgrants

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/administration
- LFA charter and guidelines:
- https://wiki.library.oregonstate.edu/confluence/display/LFA/Home
- Travel and Reimbursements:
  https://wiki.library.oregonstate.edu/confluence/display/LAP/Procedures
- Strategic Plan:
  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
- Research Office: Resources for Faculty: https://research.oregonstate.edu/faculty.html
- Travel procedures and policies: https://fa.oregonstate.edu/travel-1
- Professional Faculty Leadership Association https://pfla.oregonstate.edu
- Professional Development Courses http://oregonstate.edu/training/
- OSU Counseling & Psychological Services https://counseling.oregonstate.edu/

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