

Scholarly communications for librarians:

Developing a mentoring program to support tenure-track library faculty

Transforming Libraries for Graduate Students. March 17, 2022.

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HELLO!

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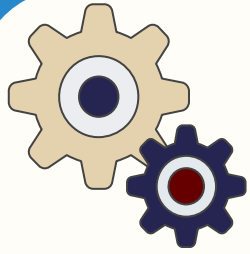


**Does your library offer
formal mentoring
opportunities for library
personnel?**

Does your library offer formal mentoring opportunities for library personnel?

If so, what area(s) does your program focus on?

- A. Helping new hires understand and become part of the institution and/or profession?
- B. Promoting skill development - teaching, research, librarianship?
- C. Assisting new hires in working toward tenure and/or promotion?
- D. Other?



**What are the scholarly
communication education
needs of graduate students?**

Recognizing
predatory
journals

Institutional
repositories

Finding
funding for
APCs

Identifying
publication
venues

Open
access

**Scholarly communication
education needs of graduate
students**

Copyright

(And
more!)

Researcher
identity
management

Scholarship
metrics

Research data
management

Understanding
peer review
models

**What are the scholarly
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needs of academic librarians,
particularly those who work
with graduate students?**

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Librarians also have their own scholarly communication needs, which can include career development in preparation for promotion and tenure

Overview



**Scholarly
communications
training for grad
students**



**Connections,
challenges,
lessons learned**



**Library faculty
peer mentoring at
UNCG**

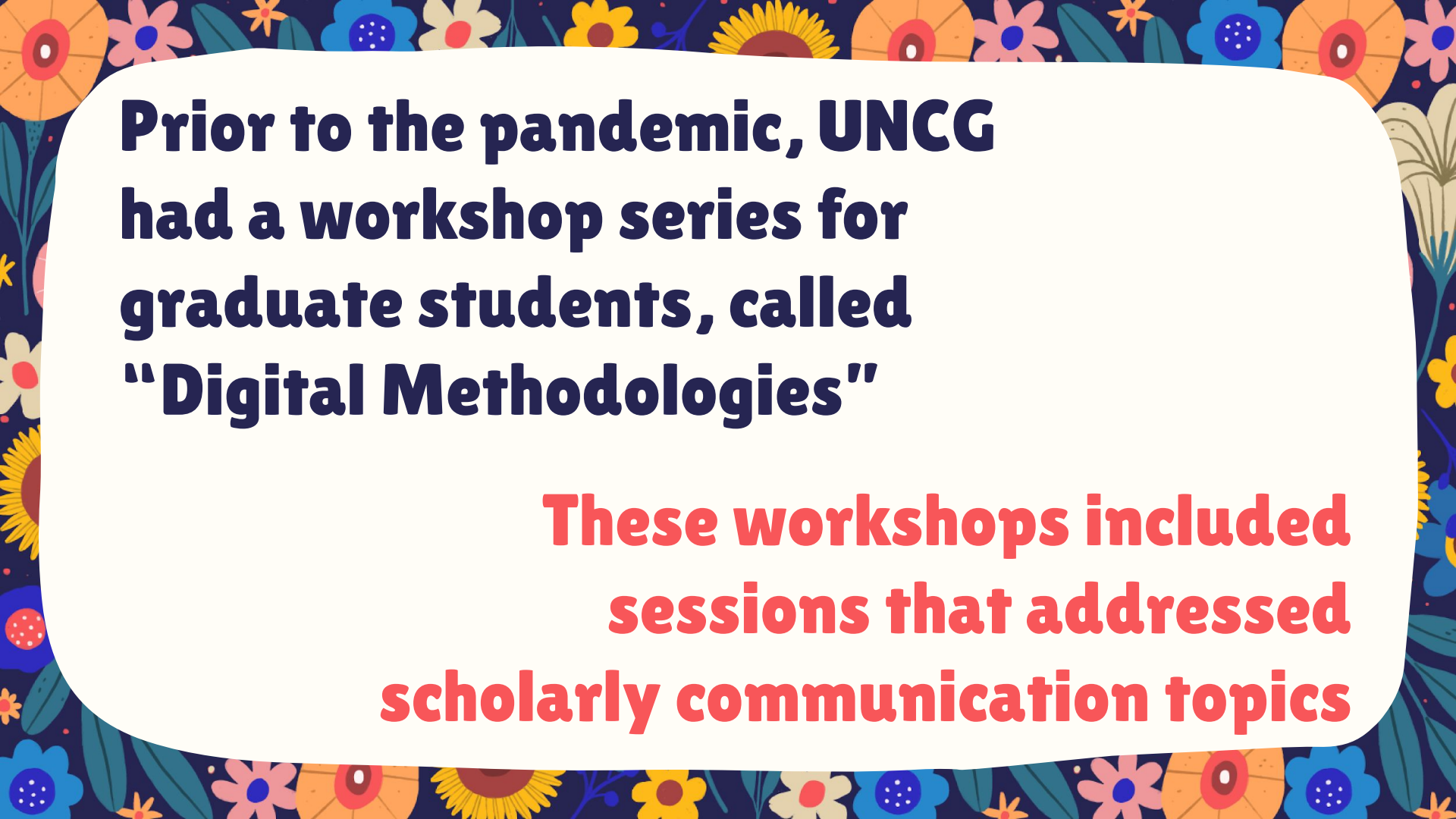
**First, let's talk about
scholarly communications
training and education**

Scholarly communications support in the UNCG University Libraries is a team effort

- Each campus department has an assigned liaison librarian; many scholarly communication requests are handled directly through liaisons
- Coordinator of Scholarly Communications serves as resource for liaisons and for other personnel in the libraries and on campus
- Many other library personnel have expertise in various areas (copyright, OER, etc) and become part of projects and conversations as needed



One focus area for scholarly communications work is education and outreach on campus



**Prior to the pandemic, UNCG
had a workshop series for
graduate students, called
“Digital Methodologies”**

**These workshops included
sessions that addressed
scholarly communication topics**

Digital Methodologies planning group:

Included representation from:

- UNCG University Libraries
 - Subject liaisons
 - Scholarly communications
 - Digital Media Commons
- UNCG Graduate School
- UNCG Digital ACT (Action, Consultation, and Training) Studio

Digital Methodologies research track sessions, 2019:

1. Zotero Citation Management
2. Open Access: Sharing Your Scholarship
3. Research Identity: Managing and Raising the Visibility of Your Scholarship
4. Scholarship Metrics



We also offer scholarly communications education for campus audiences (including but not limited to graduate students)

Recent scholarly communications education focus areas:

- NC DOCKS (UNCG institutional repository)
- Open access
- Selecting a quality journal (and avoiding predatory journals)
- Funding support for OA publishing
- Researcher identity management tools

How do these programs get delivered?

- [Research & Applications](#) Webinar series
- Library professional development series programming
- Sessions for academic departments, courses, and other campus groups, by request
- Campus professional development conferences and other events

How do we decide what programs to offer?

- Direct requests from instructors, departments, etc
- Consultation with partners (the Graduate School, DACTS)
- Opportunities to highlight new/developing initiatives
- Areas of need that we've identified



Many of the scholarly communication session requests and needs for campus audiences align with requests and areas of interest expressed by librarians in our mentoring program

**Library faculty peer
mentoring in the UNCG
University Libraries**

Faculty peer mentoring in the libraries

- Mentoring program initiated in 2008, pairing untenured librarians with tenured mentors. Lunch 'n' Learn programming offered as time/availability allowed.
- Program re-worked in 2016 to create a rotating Mentoring Coordinator position. The coordinator is a tenured faculty member and is appointed to serve in this role for a two-year term.
- The Mentoring Coordinator takes on the role on top of their existing job responsibilities

More about the program:

- The program is available to all untenured librarians
- Participation in the program is encouraged, but is not required
- Mentees are charged with driving the mentor/mentee partnership in a proactive fashion
- All participants in the program agree to maintain absolute confidentiality
- Mentees are encouraged to provide each other with support and peer-mentoring
- Time spent mentoring is considered professional service for the mentor

What do peer mentors do?

- Answer questions & offer context about the Libraries & the campus
- Provide guidance and support on the reappointment, promotion, and tenure process
- Remember that preparation of a successful reappointment, promotion, or tenure package is the mentee's responsibility
- Refer to appropriate personnel to assist with issues that you do not feel comfortable or qualified to deal with
- Recognize when the relationship is not working and seek solutions
- Share any ideas about improving the program with the mentoring coordinator

What does the Mentoring Coordinator do?

- Ensure that untenured librarians are offered the opportunity to select a mentor from among the tenured librarians.
- Provide (in conjunction with the Promotion & Tenure Committee) annual workshop on the process, paperwork, & schedules for the reappointment, promotion, & tenure processes.
- Coordinate other programming as needed or desired by the mentees.
- Encourage other forms of mentoring and peer-mentoring.
- Communicate ideas and concerns regarding the program to the UL faculty, P&T committee, and UL Administration as needed.

Mentoring programs, 2016 – early 2020

- In-person sessions
- Some workshop & discussion topics drawn from mentee / mentor suggestions; others designed to support annual review, promotion & tenure (P&T) and related faculty processes
- Occasional social hours and informal open discussion sessions for mentees and/or mentors
- Highly variable programming frequency
- Sessions generally open to all library faculty

Mentoring programming examples, 2016 – early 2020

- Professional conferences: the good, the bad, and the money
- Discussion: UNCG & UL Faculty Governance
- Discussion: our service roles in professional associations
- Workshop on conducting your own research
- Best practices for writing annual review documentation
- Faculty discussion: how to write useful peer reviews
- Tips & tricks for going through reappointment and tenure

I took on the Mentoring Coordinator role in July of 2020

- Three months into the COVID-19 pandemic
- Many library personnel working remotely; no in-person meetings
- New-ish faculty activity tracking system, also used for managing faculty review, tenure, and promotion processes that had previously had physical (paper) components
- Scholarly communications responsibilities were a growing area of my work

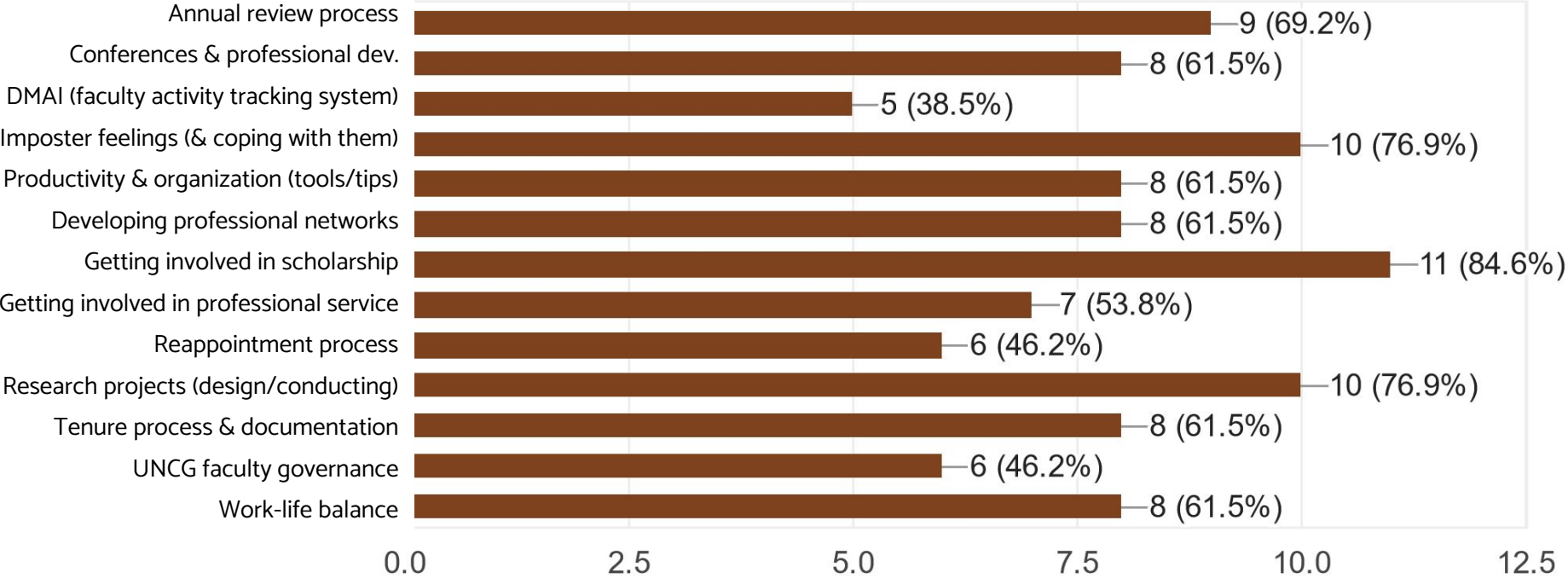


**Getting started as
Mentoring Coordinator:
First, a survey of
participants!**

Survey of library faculty, 2020

I'm potentially interested in discussing or learning more about these topics:

13 responses



Programming for the 2020–2022 cohort

- All sessions conducted virtually via Zoom
- ~10-11 sessions offered per year (approximately once a month)
- Social programming not offered due to pandemic restrictions
- Some sessions open to all library faculty, others specific for certain groups due to topical needs (example: reappointment session invitees included only current candidates, their mentors and supervisors, and the dean)

What informed program topic selection?

- Survey responses
- Requests from program participants
- Availability of speakers/expertise
- Promotion and tenure process needs
- Opportunities for alignment with other professional development programming (including programs for graduate students)

Some programs have been library-specific

- Reappointment: A Great Deal of Information
- Category 1 Service: Getting There From Here
- DMAI and ALFAs: Open Office Hour
- Writing and Peer-Reviewing ALFAs in the Time of COVID-19
- External Review: How Does It Work?
- Promotion Process: Lessons Learned



Other programs have addressed scholarly communication topics that impact librarians, as well as faculty, students, and other researchers outside of the library

Recent scholarly communications–focused sessions for librarians

- Designing and conducting research projects
- Demonstrating impact for librarians and archivists
- Closed vs open publishing?: What are the options? How do I choose? What support is there?
- Lightning rounds about recent, in-progress, or planned research projects
- Tools for organizing and sharing research output



Creating content for these mentoring sessions has been a great way for me to develop and learn in my position, and to build scholarly communications content that can be adjusted for other audiences

**Connections, challenges,
lessons learned**



What's different about scholarly communications programming for these different groups?

What's different?

- For graduate students and campus audiences, the focus is on the support we provide and making connections to the liaisons and the library in terms of how to get that support
- For librarians, there are two components:
 - Support for individual promotion and tenure needs
 - Sharing information with liaisons (and others) who have relationships with campus constituencies

What's the same?

- Collaboration
- Delivery
- Challenges



Collaboration is critical: mentoring

The mentoring coordinator doesn't have to be an expert on all programming needs/areas. Collaborators might include:

- Promotion & Tenure Committee members
- Department heads and other faculty supervisors
- Faculty activity tracking system liaison
- Individual faculty members with expertise in areas of need
- Colleagues in external departments or other institutions

Collaboration is critical: scholarly communications training for grad students

- Liaison librarians are often a source of programming requests and a bridge toward making connections with departments and courses
- Co-teaching opportunities
- Collaboration with partner groups (Grad School, others) can reduce duplication of effort and provide coordination opportunities

Delivery

Face-to-Face (pre-COVID)

Computer
lab,
interactive



Modules

Google
Slides,
LibGuides,
online
tutorials



Virtual Meeting

Webinars, Zoom,
Recorded and
hosted on YouTube

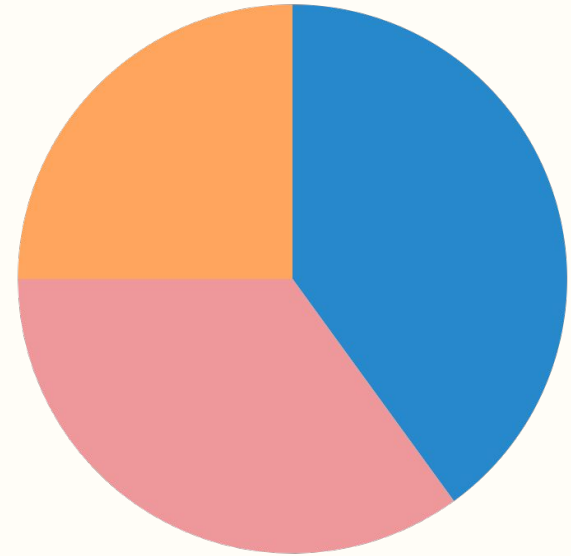
Challenges

- Time
- Expertise (finding / building it)
- Determining content focus areas
 - What topics are needed, and by whom?
 - How to identify these needs?
- Sustainability in times of change
- How to assess these areas?



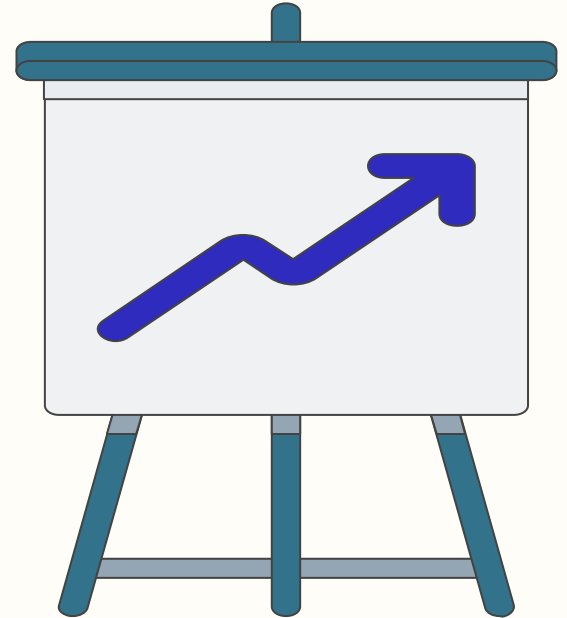
Assessment?

- Assessment surveys sent to participants in library professional development programs
- Direct feedback and requests from attendees
- Repeat requests for sessions
- (This is an area where I'm looking for ideas!)



Future directions

- Identify appropriate partnerships
- Determine content needs
- Build skills in needed areas, or make connections with people who already have those skills
- Consider succession planning for mentoring role changeover
- Explore assessment options



Share your thoughts and questions:

- Does your institution have scholarly communication training challenges or successes - for grad students, librarians, or others - that you want to share?
- Does your institution have mentoring program challenges or successes that you want to share?





Thanks!

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