

# Assessing an Academic Library Mentoring Program

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CTLC 2019

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# Outline

Introduction

Literature  
Review

Assessments

Conclusions

# University of North Texas Libraries

- 55 librarians
- Faculty status
- No faculty ranks or tenure
- Evaluated annually on primary duties, scholarship and service



# Goals of the Mentoring Program

- Facilitate the professional development of protégés
- Improve mentor competencies
- Increase the confidence of participants
- Expand future participation



# Mentoring Program Work Group

- Manages the Mentoring Program
- Makes budget recommendations
- Addresses issues with mentoring partnerships, mentoring groups and mentor training
- Assesses the program



# UNT Libraries' Mentoring Program

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Mentor/Protégé Dyads

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Mentoring Groups

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Mentor Training



# Mentor-Protégé Dyads

- Protégé's and mentors complete questionnaires
- Workgroup matches dyads with participants' consent
- Requests for reassignments allowed





# Mentoring Groups

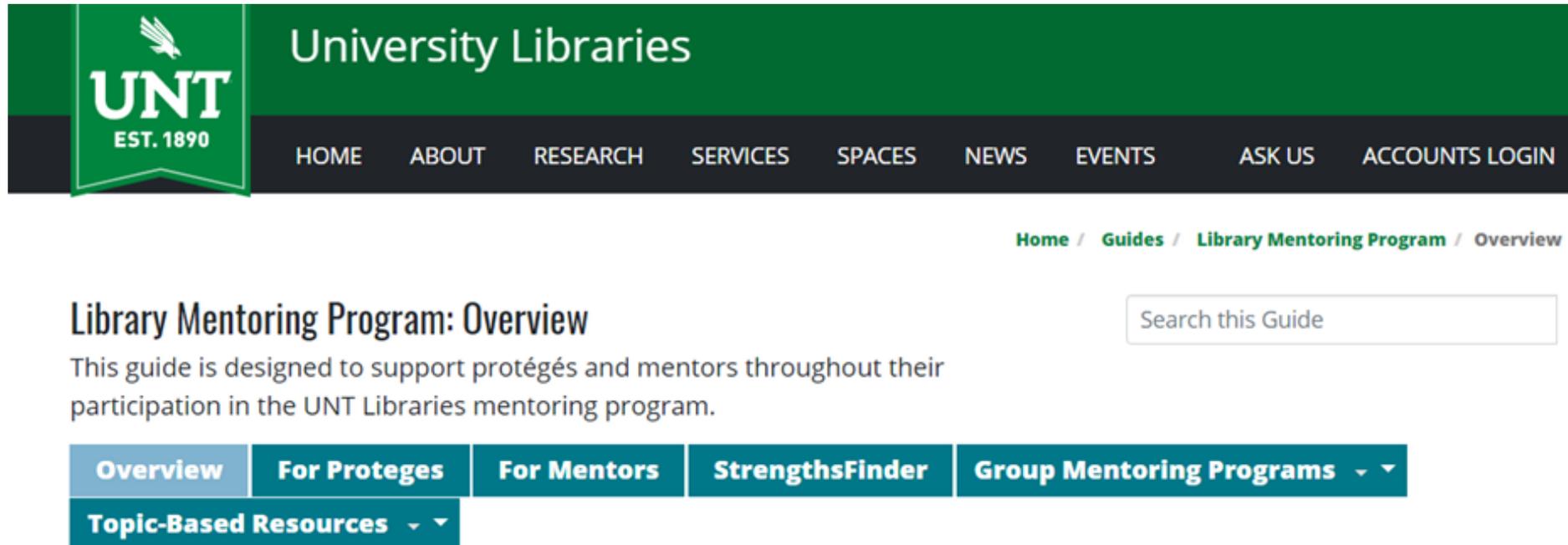
New Librarians Group

Research Methods Group

Preparation for Promotion Group

# Mentor Training

- Focus on roles and responsibilities of mentors
- *Building Effective Mentoring Partnerships* <http://www.pcaddick.com/>
- Mentoring Program LibGuide



The screenshot shows the top navigation bar of the UNT Libraries website. The header is green with the UNT logo (a white bird icon above the text 'UNT EST. 1890') on the left and 'University Libraries' in white text on the right. Below the header is a dark grey navigation bar with white text links: HOME, ABOUT, RESEARCH, SERVICES, SPACES, NEWS, EVENTS, ASK US, and ACCOUNTS LOGIN. Below the navigation bar is a breadcrumb trail: Home / Guides / Library Mentoring Program / Overview. The main content area has a title 'Library Mentoring Program: Overview' and a search box labeled 'Search this Guide'. Below the title is a paragraph: 'This guide is designed to support protégés and mentors throughout their participation in the UNT Libraries mentoring program.' At the bottom of the screenshot is a horizontal menu with several tabs: 'Overview' (highlighted in light blue), 'For Proteges', 'For Mentors', 'StrengthsFinder', 'Group Mentoring Programs' (with a dropdown arrow), and 'Topic-Based Resources' (with a dropdown arrow).

# Why Assess a Mentoring Program?

- Gain unbiased information about changes needed
- Identify ways to improve the program
- Emphasize program success
- Ensure program support
- Track implementation goals



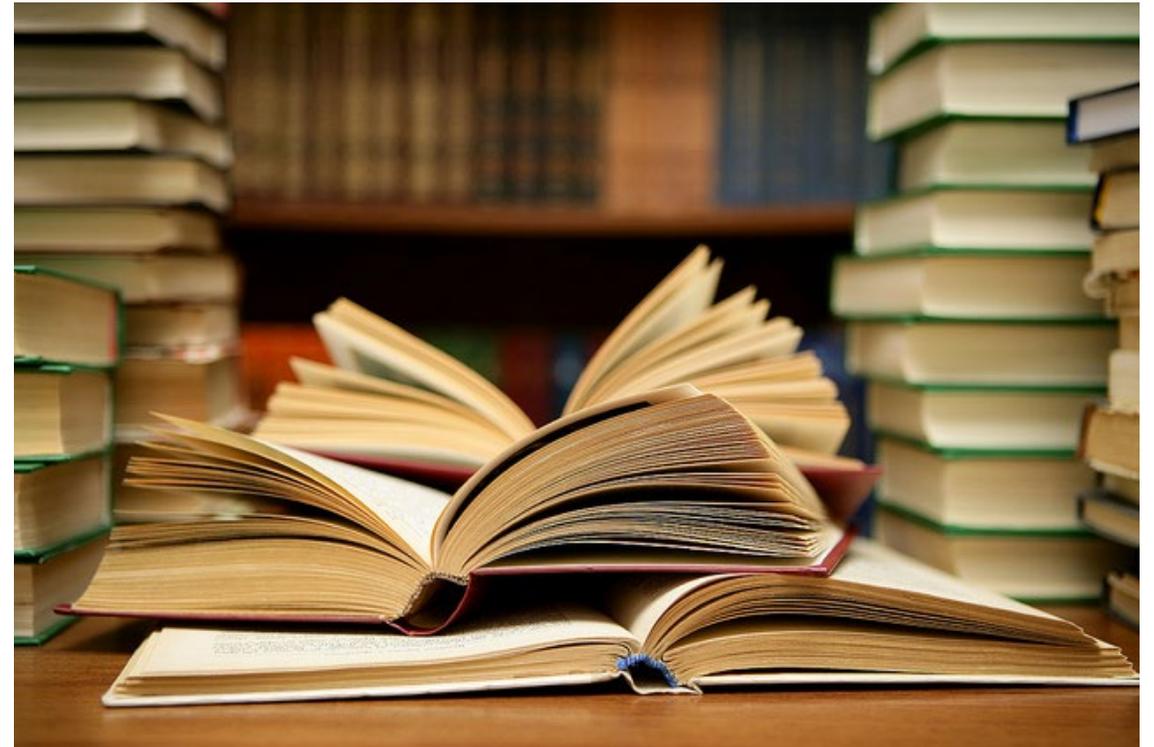
# Literature Review

***Little coverage*** of assessment of mentoring programs

Majority of assessments are ***surveys***

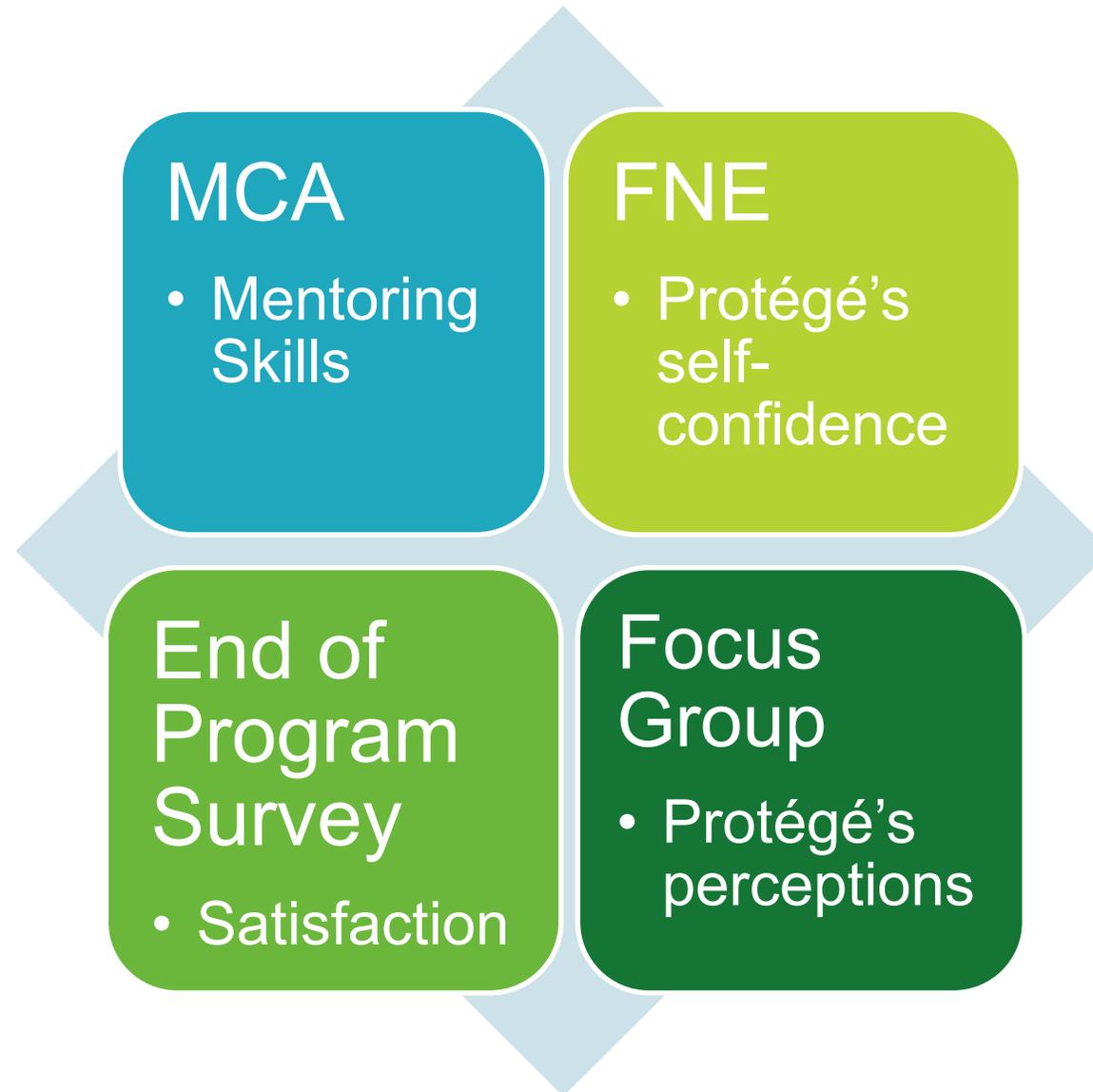
Instruments ***neither shared*** nor ***tested*** for validity or reliability

Qualitative methods ***do not*** provide ***anonymity***



Books HD by Abhi Sharma. <https://www.flickr.com/photos/abee5/8314929977>

# Assessment Methods



# Mentoring Competencies Assessment (MCA)

Developed for  
clinical researchers

- Reliable
- Valid

25 items

- 6 categories of competencies

7-point Likert-type  
scale

- 1 is low confidence
- 7 is high



# MCA – Six Categories of Competencies

Maintaining  
effective  
communication

Aligning  
expectations

Assessing  
understanding

Fostering  
independence

Addressing diversity

Promoting  
professional  
development

# MCA Pre-Test & Post-Test

## Pre-test

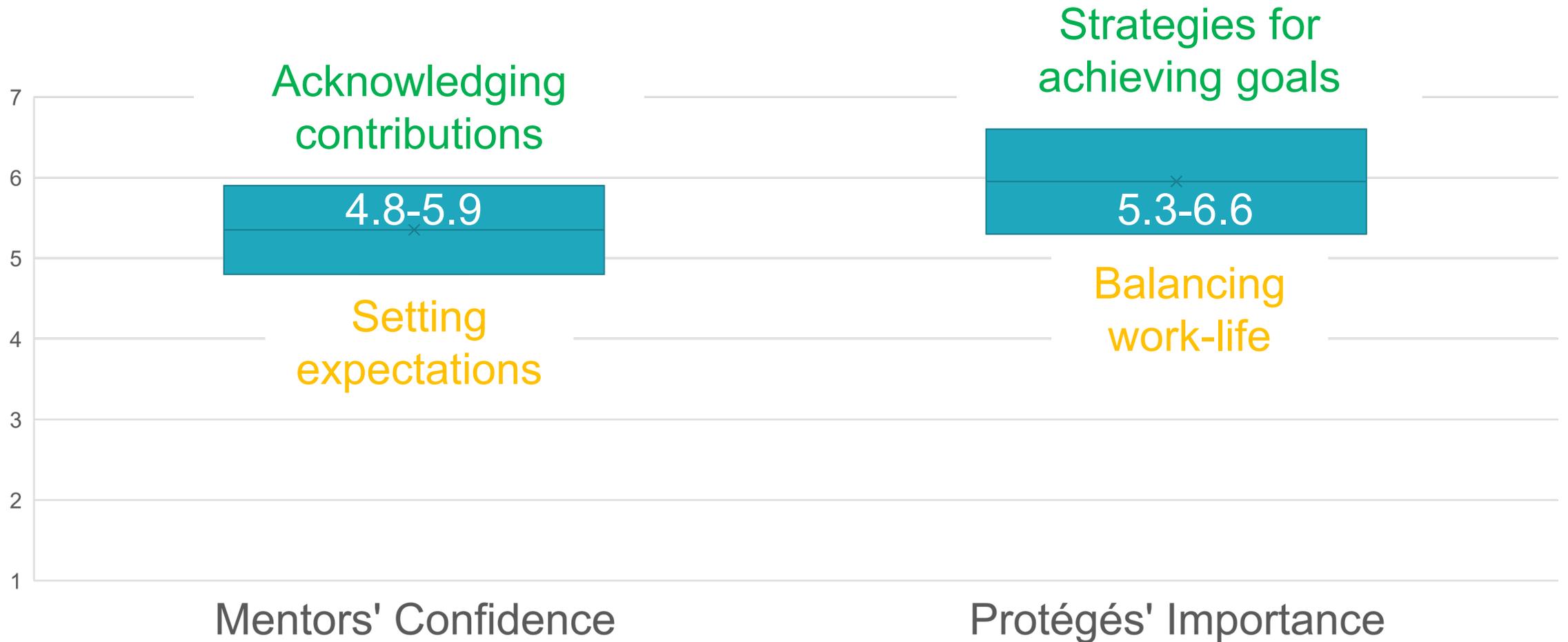
- Mentors' **self-assessment**
- Protégés' *importance*

## Post-test

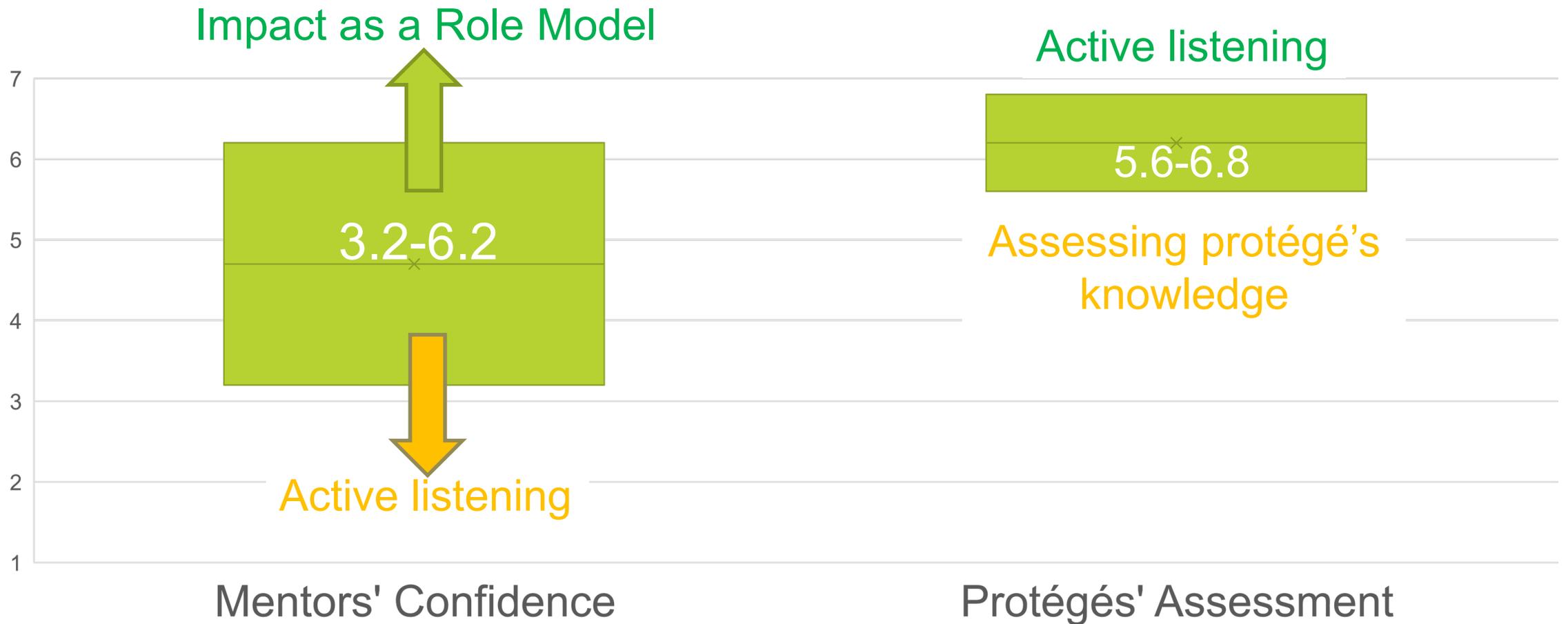
- Mentors' **self-assessment**
- Protégés' *assessment of their mentors*



# MCA *Pre-Test* Mean Scores



# MCA *Post-Test* Mean Scores





# MCA Conclusions

Protégés appreciate their mentors' skills

Mentors are still insecure about their competencies.

More training needed for mentors on:

- Effective communication
- Assessing understanding
- Assessing protégé's knowledge
- Setting expectations
- Coordinating with supervisor

# Fear of Negative Evaluation Survey (FNE)

Developed in 1960's by Watson and Friend

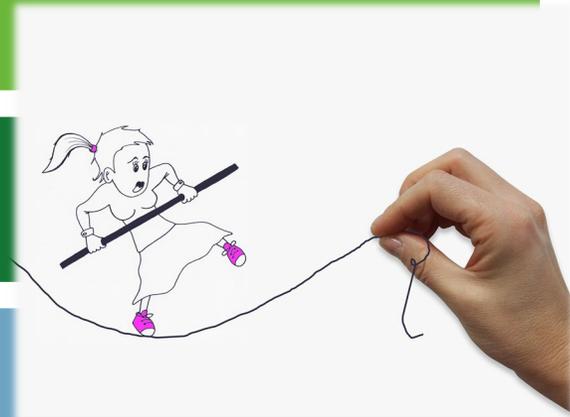
Theoretical base

- *"fear of loss of social approval"*

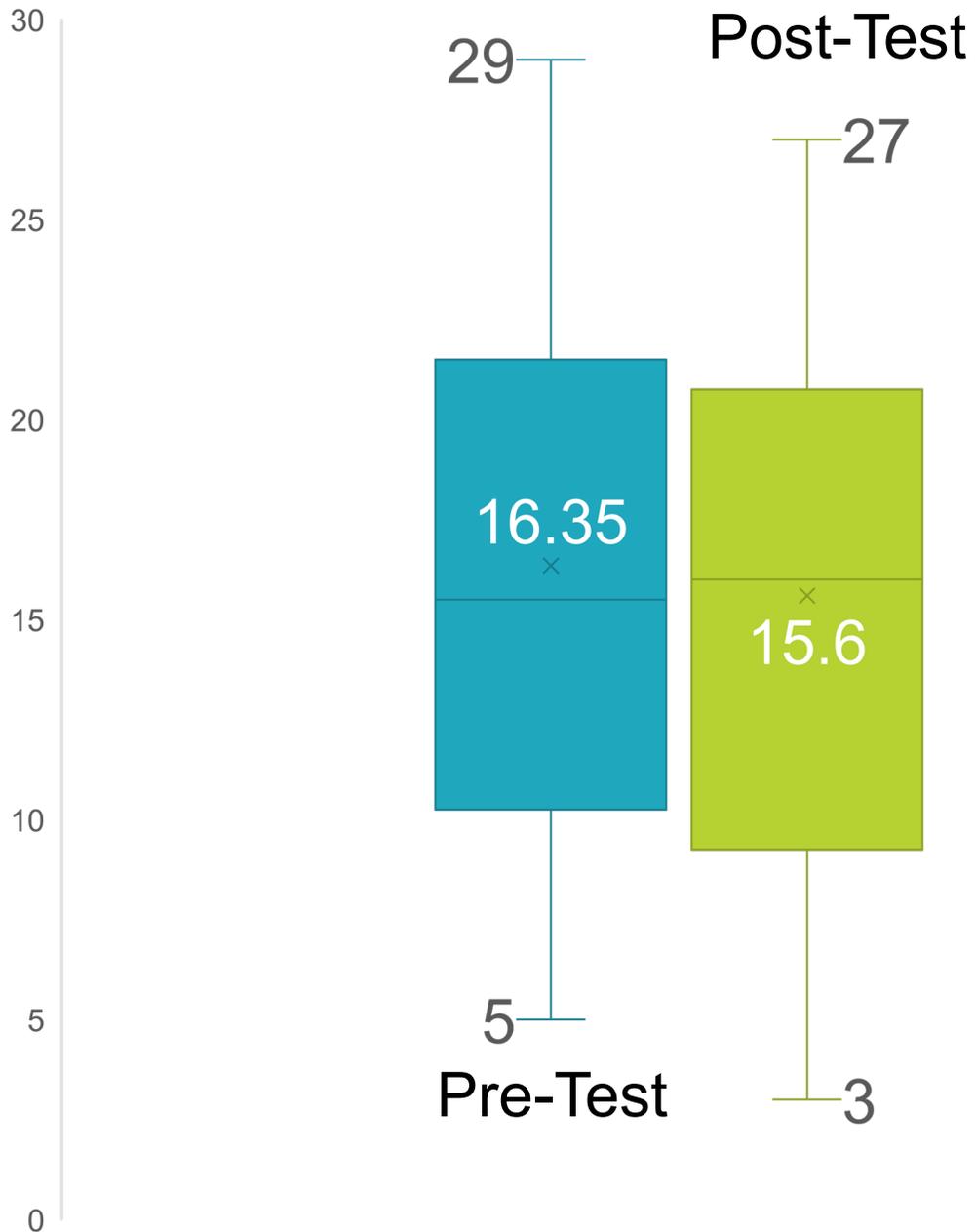
Tested

30 true/false questions

Score range 0-30 (least to most)

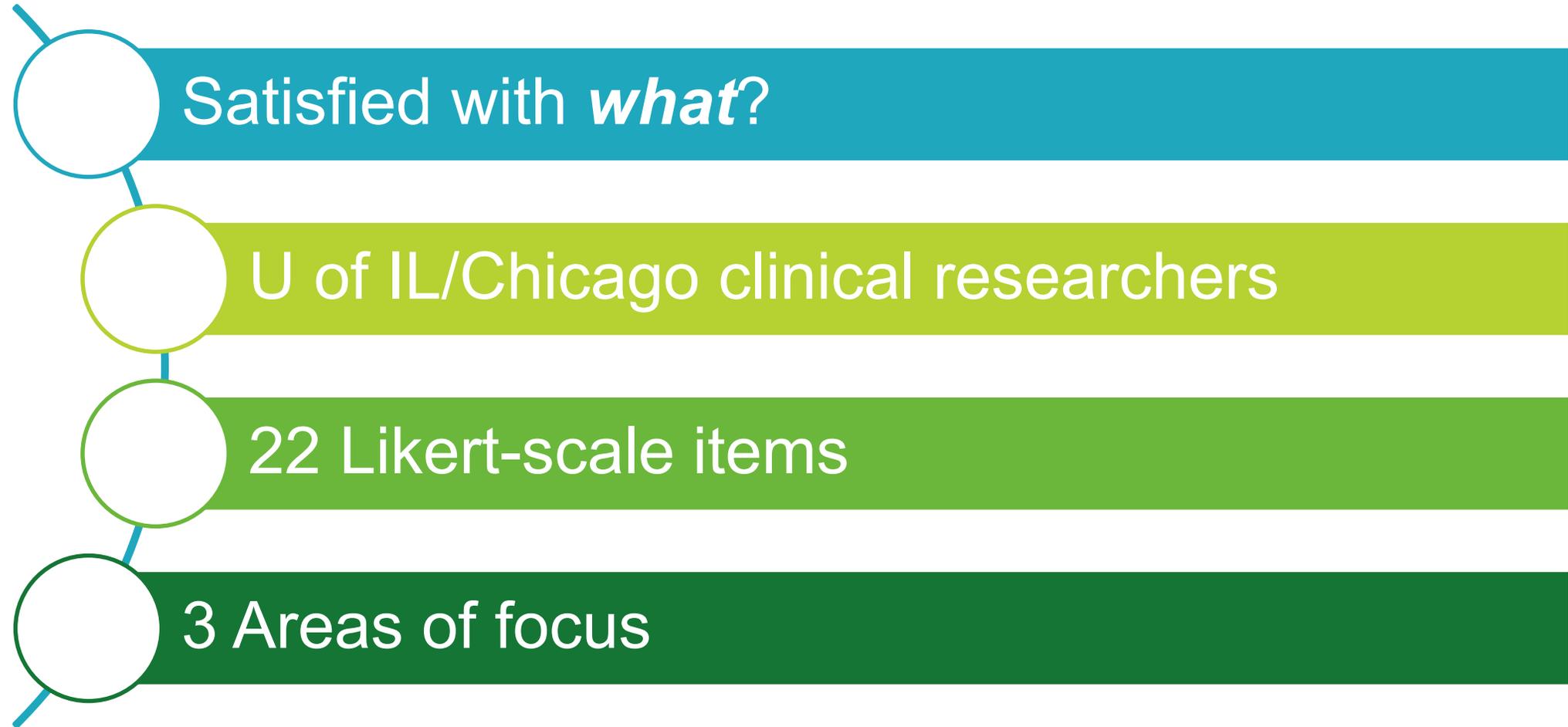


# Results of Fear of Negative Evaluation Survey



**0.75 point decrease, or 4.6%, of the mean score**

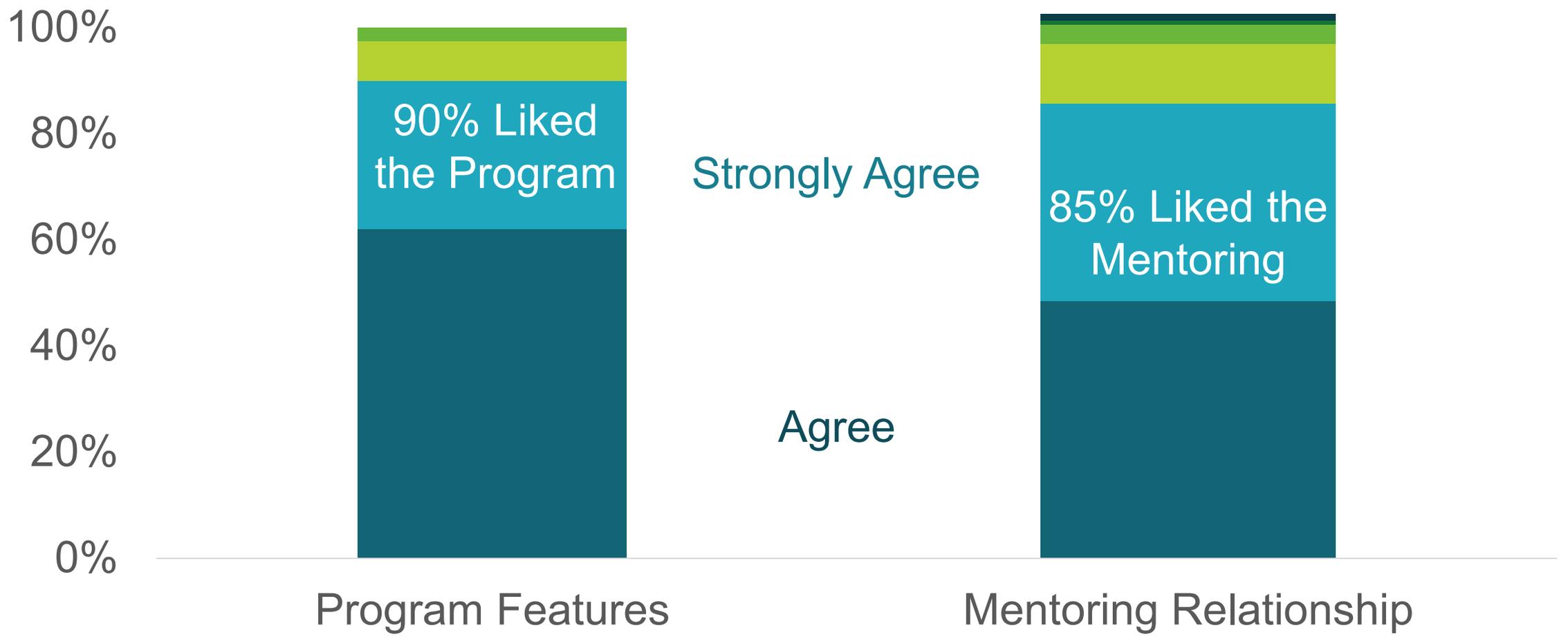
# End of Program Evaluation





# End of Program Survey

## Agreement with Positive Statements



# End of Program Evaluation Results

## Overall Experiences



# Focus Group Logistics

5 protégés and external facilitator

Measures to provide anonymity

Asked protégés about impact of . . .

- mentoring program on job and career
- dyad versus group mentoring



<https://digital.library.illinois.edu/items/6b63fa00-2b7c-0134-1d8b-0050569601ca-4>

# Focus Group Results

Confirmed assessments

Mentors good with promotion

More training needed

Protégés value

- sense of belonging
- varied perspectives from peers

Pay it Forward



<https://digital.library.illinois.edu/items/7bb68dc0-2b7c-0134-1d8b-0050569601ca-d>

# Conclusions About Assessment

Multiple assessments measure different aspects of mentoring program

## Mentoring competencies

- Mentors' self-confidence
- Protégés' impressions

Protégés' self-confidence

Satisfaction with program

Protégés' perceptions

# Limitations & Future Directions

Not tracked at the individual- or dyad-level.

- Tracking at all levels

Low response rates

- Incentives planned

Not assessing career success

- Longitudinal study of CVs

# Questions?

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