

NLM/AAHSL Leadership Fellows Program

**2015-2016
Report**

Submitted by:

**Sandra Franklin, 2015-16 Chair, Future Leadership Committee
Eric Albright, 2016-17 Chair, Future Leadership Committee
Paul Schoening, 2017-2018 Chair, Future Leadership Committee**

Carol Jenkins, Future Leadership Program Director

December 13, 2016

Table of Contents

Highlights.....	3
2015-2016 Class: Year in Review.....	5
Appendix A: Promotions of Fellows.....	8
Appendix B: 2015-2016 Roster.....	13
Appendix C: 2015-2016 Schedule.....	15
Appendix D: 2015 Mentor Orientation Agenda	16
Appendix E: 2015 Orientation Agenda.....	17
Appendix F: Learning Plans.....	18
Appendix G: 2016 Leadership Institute Agenda.....	40
Appendix H: 2016 Capstone Agenda.....	41
Appendix I: Faculty Roster.....	46
Appendix J: Fellow/Mentor Evaluation Summary.....	47

HIGHLIGHTS

The AAHSL Future Leadership Committee (FLC) continues to actively promote recruitment and development of first-class leaders in academic health sciences libraries, through activities in the areas of recruitment, education/training/mentoring, and research.

The Future Leadership Committee continued to plan and oversee the Leadership Fellows Program. The chairs met on a monthly basis with the program director via telephone conference call to lead the program planning process, manage the budget, and coordinate programs and communications during the year. A subcommittee of the FLC reviewed application and selection processes for 2016-17 and selected the fellows and mentors for the class beginning in November 2016. Their choices were subsequently approved by the AAHSL Board and by NLM.

The Leadership Fellows Program has completed 14 years, its successes a result of the support of the sponsors—NLM and AAHSL—and the contributions of fellows, mentors, and committee members. The 2016-2017 class of incoming fellows was given the opportunity to provide input to the mentor match, as in the past two years. Two former fellows, John Gallagher (Yale University) and Melissa De Santis (University of Colorado) assumed permanent director positions in 2016. Five fellows are serving as interim directors: Kelly Thormodson (University of North Dakota), Rick Fought (University of Tennessee Memphis), Beth Ketterman (East Carolina University), Michele Tenant (University of Florida) and Mary Piorun (University of Massachusetts).

The NLM has provided partial funding of the Leadership Fellows Program through the 2016–2017 class in the annual amount of \$65,000. We remain very grateful for NLM's continued support.

Program Director

Carol Jenkins completed her third year as committee Leadership Program Director and is responsible for program planning and implementation, curriculum management, and logistics coordination with the AAHSL Office. The Office is responsible for event planning, budget management and logistics. The Office provides access to Basecamp to coordinate program management and communications and foster community. NLM provides access to its AdobeConnect (and WebEx) platforms for virtual learning. We are grateful for the technical support provided by Region 2 NNLM staff member, Tony Nguyen.

Assessment

An important metric for evaluation of the program is the transition of fellows to director positions. As of December 2016, 39% (28) of fellow graduates have received permanent director appointments. As mentioned above, during 2016 two former fellows assumed permanent director positions and five fellows currently serve as interim directors. Recruiters continue to draw on the program as a source for candidates. Former fellows also continue to be promoted to other positions of higher responsibility. Well over half of former fellows have been promoted to director or other positions of higher responsibility (**Appendix A**).

A roster of director vacancies is maintained, to augment vacancy postings on the AAHSL web site. As of December 2016 there are thirty-two institutions with known director vacancies current or upcoming (including those actively recruiting, those with interim directors, and those new schools seeking LCME accreditation having not yet hired directors). These statistics show an ongoing need for the program, while the trend of new schools influences future planning.

With the incoming 2016-2017 class, 79 fellows and 65 different mentors will have taken part in the program. Well over half of AAHSL institutions have had either a mentor or fellow on staff or have hired a fellow, with many participating in more than one category.

As noted in the report in October 2016, 21.4% of fellow applicants and 25% of selected fellows have indicated minority status in the last ten years (since voluntary self-identification of ethnic or racial status was initiated). One member of the 2016-2017 class indicated minority status.

The FLC continues to monitor participant satisfaction throughout the year, and to implement changes as a result of annual evaluations and the last comprehensive program evaluation in 2013. Overall participant satisfaction remains high.

The accomplishments for the 2015-2016 Leadership Fellows Program class are described below.

2015-2016 Class: Year in Review

The 14th class completed its year on September 21, 2016 (**Appendix B**). Fellows (Rick Fought, Stephanie Schulte, Stephanie Kerns, J. Dale Prince and Stephen Kiyoi) and mentors (Andrea Twiss Brooks, Patricia Thibodeau, Julia Sollenberger, Anthony Frisby and Holly Buchanan) worked together in fellow/mentor pairs.

Mentors were oriented in Baltimore in conjunction with the AAHSL meeting (**Appendix D**). Fellows communicated with their mentors on a frequent basis throughout the year. All fellows spent two weeks on site visits at their mentors' home libraries in one-week segments, with visits anchored by the learning goals of the fellows. Site visit principles developed by the program director were shared with the cohort in November. Fellows were able to meet a range of library staff and university officials, participate in and observe library and university meetings and decision making, attend events, visit other institutions, and gain a sense of their mentors' leadership styles. They also shared their own perspective with their mentors' staff. Their reports speak to the importance of the site visits in developing relationships with their mentors, building a network of contacts, gaining ideas to incorporate in their current jobs, and expanding their vision.

Orientation

The cohort also worked together face-to-face with faculty and committee leadership, providing the opportunity for fellows to get to know other directors better. They benefited greatly from faculty Kathryn Deiss, who has a long-term association with the program and met in-person with the cohort three times during the year. Kathryn Deiss has confirmed her desire to continue her role with the program and the committee. (**Appendix E & I**).

Learning plans: The individual fellow learning plans (**Appendix F**) are an important tool in shaping the year. In collaboration with their mentors, fellows describe three goals and outline their importance, necessary resources, and definition of success. The plans help determine the focus of the site visits and how other program components can further achievement of their goals. Fellows share their plans with the cohort at the beginning of the year, and it is expected that plans can be modified during the course of the fellowship.

Virtual learning: The Web-based curriculum (included in the schedule in **Appendix C**) allows for expanded content and connections between in-person meetings. Building on

the Orientation and learning plans, the group met on a monthly basis in 2015–2016 for virtual sessions and in-person meetings. Mentors and their fellows worked in pairs to facilitate the discussion for the sessions held on the third Wednesday of each month. Topics covered were power and influence (Frisby/Prince), enhanced library roles (Thibodeau/Schulte), workforce issues (Sollenberger/Kerns), institutional/managerial finance (Buchanan/Kiyoi), and crisis management (Twiss Brooks/Fought). Kathryn Deiss led a virtual discussion on strategic planning and DeEtta Jones, consultant, led a virtual discussion on cross cultural competency. Mentors contributed their own experience and perspectives to the discussions. Fellows were asked to prepare through advance assignments with the goal of preparing them to think strategically at a director level. Adobe Acrobat Connect Professional is used for the teleconferences, made available by the NN/LM.

Leadership Institute

The full-day Leadership Institute held in Toronto, Ont., Canada, on May 13, 2016, focused on developing versatile leadership and practical career guidance for fellows as they prepare for director positions. Kathryn Deiss facilitated the full-day Leadership Institute. A mock interview exercise was included. Former fellows Anne Seymour, director, Welch Medical Library, Johns Hopkins University, and Debbie Sibley, director of libraries, LSU Health, described their recent experience in interviewing, the hiring experience, and perspective as new directors. The institute also included a guided discussion on organizational culture, the life of a director, and benefits and costs of leadership (**Appendix G**).

Capstone

The 2015–2016 class met for the final time at the Capstone in Washington, DC, September 19-21, 2016 (**Appendix H**). The event presented the role of organizations important to academic health centers, introduced key players, and addressed external issues shaping libraries and their implications for library directors. Representatives from NLM, NIH, AAMC, LC, NAL, IMLS, SPARC, ARL, ALA, AACN, AACP, ADEA, AMIA, and AAHSL met with the group. Issues of current priority for academic health sciences libraries include information policy and funding, scholarly communication, data management, the changing role of national libraries, and interprofessional education, among others. Presenters included those who regularly come to the Capstone as well as some first-time speakers such as Heather Sacks, Stephen Heinig and Tannaz Rasouli (AAMC), Blane Dessy (LC) and Stan Kosecki (NAL), Kathy McGuinn (AACN), William Lang (AACP) and Leo Rouse (ADEA), and Patti Brennan, newly sworn in Director of NLM. Their participation strengthened their relationship with

AAHSL, in addition to providing extraordinary exposure for the benefit for the fellows. A reception and graduation ceremony on the final evening of the Capstone recognized the achievement of the fellows and mentors and was attended by meeting participants and local library leaders from Maryland and Virginia. Sandra Franklin, Kathryn Deiss, Holly Buchanan, Stephen Kiyoi, Betsy Humphreys, Patti Brennan, Carol Jenkins, and AAHSL President Ruth Riley made remarks at the graduation.

Goals for FY16-17

For the upcoming year, our goals continue our prior efforts. We aim to maintain the strength and diversity of candidate pools and the cohort; continue to implement improvements based on evaluations; continue to enhance program content and design, focusing on improving the effectiveness of virtual sessions and face to face time; facilitate cohort cohesion; and continue to assess the ladder of leadership development programs culminating in the Leadership Fellows Program. In 2015-2016 the committee also provided a year-long symposium for 29 new directors, some of whom but not all were prior NLM/AAHSL Fellows. A goal is to create more congruence between these two programs in order to provide mentoring and support for all new leaders of academic health sciences libraries. We also hope to improve marketing of the Leadership Fellows Program and collaborate with other library leadership programs via continued participation in the Nexus LAB Project. Last but not least, we must recruit a successor to our Program Director, Carol Jenkins, who will leave the program after the graduation of the 2016-2017 class.

Appendix A

Promotions of Fellows in NLM/AAHSL Leadership Fellows Program

Directors

Judy Consales (2002-2003 class)

Associate University Librarian for Sciences, Director, Louise M. Darling Biomedical Library

NN/LM Pacific Southwest Region

University of California, Los Angeles

(earlier promotions: Director; Associate University Librarian for Life and Health Sciences)

Mentor: Carol G. Jenkins

Linda J. Walton (2002-2003 class)

Associate University Librarian and Director, Hardin Library for the Health Sciences
University of Iowa

Mentor: Wayne J. Peay

Gerald (Jerry) J. Perry (2002-2003 class)

Director, Arizona Health Sciences Library

University of Arizona

(earlier promotions: Deputy Director; Director, U Colorado)

Mentor: Nancy K. Roderer

Charles J. Greenberg (2002-2003 class)

Founding Library Director, Wenzhou-Kean University Library

Mentor: J. Michael Homan

Brian P. Bunnett (2003-2004 class)

Chair, Public Services Department, Cunningham Memorial Library

Indiana State University

(earlier promotions: Deputy Director of Libraries, University of Texas Southwestern Medical Center at Dallas) Director, Library and Education Services

Health Sciences Library and Informatics Center, University of New Mexico)

Mentor: Lynn Kasner Morgan

Judy Burnham (2004-2005 class)

Director (retired), Biomedical Library
University of South Alabama
(earlier promotions: Associate Director; Interim Director)
Mentor: Brett Kirkpatrick

Jett McCann (2004-2005 class)
Director, Dahlgren Memorial Library, Associate Dean for Knowledge Management
Georgetown University Medical Center
Mentor: Patricia Thibodeau

Beth Layton (2004-2005 class)
(earlier promotions: Interim Director, Health Science Center Libraries, University of
Florida; Director, Oliver Ocasek Regional Information Center &
the Northeast Cooperative Regional Library Depository, Northeast Ohio Medical
University; Assoc. Director NNLM, Greater Midwest Region, Univ. Illinois-Chicago)
Mentor: William Garrity

Teresa L. Knott (2005-2006 class)
Director, Tompkins-McCaw Library for the Health Sciences,
Associate University Librarian, VCU Libraries
Virginia Commonwealth University
Mentor: Karen L. Brewer

Nadine Dexter (2006-2007 class)
Director, Harriet F. Ginsburg Health Sciences Library
University of Central Florida College of Medicine
Mentor: Holly Shipp Buchanan

Christopher (Chris) J. Shaffer (2006-2007 class)
University Librarian
Oregon Health & Science University
Mentor: Paul Schoening

Colleen Cuddy (2007-2008 class)
(earlier promotions: Associate Curator/Deputy Director; Interim Director, New York
University School of Medicine; Director, Samuel J. Wood Library & C. V. Starr
Biomedical Information Center Weill Cornell Medical College)
Mentor: Judith Robinson Mercer

Heidi Heilemann (2007-2008 class)

Associate Dean for Knowledge Management, Director
Lane Medical Library & Knowledge Management Center
Information Resources & Technology (IRT)
Stanford University Medical Center

Mentor: Nancy Roderer

Neville Prendergast (2007-2008 class)

Director, Rudolph Matas Library of the Health Sciences
Tulane University

Mentor: Carol G. Jenkins

Laura K. Cousineau (2008-2009 class)

Director, Biomedical Libraries
Dartmouth College Libraries

Mentor: Gail Yokote

Melissa L. Just (2008-2009 class)

Dean, University Library, University of Saskatchewan
(earlier promotions: Director, Biomedical Library, University of California, San Diego;
Associate University Librarian for Research and Instructional Services, Rutgers
University Libraries)

Mentor: Cristina A. Pope

Sandra I. Martin (2008-2009 class)

Director, Shiffman Medical Library
Wayne State University

Mentor: Gary Freiburger

Irma Quiñones (2009-2010 class)

Director, Conrado F. Asenjo Library
Medical Sciences Campus
University of Puerto Rico

Mentor: Judith S. Cohn

Debra C. Rand (2009-2010 class)

Corporate Director of Libraries
Hofstra Northwell School of Medicine
Northwell Health, Hofstra University

Mentor: Laurie L. Thompson

Tania P. Bardyn (2010-2011 class)
Associate Dean of University Libraries
Director, Health Sciences Library
Director, NN/LM Pacific Northwest Region
University of Washington

Mentor: Julia F. Sollenberger

Keith Cogdill (2010-2011 class)
Director, Division of Library Services
National Institutes of Health

Mentor: Cynthia L. Henderson

Deborah Sibley (2010-2011 class)
Director of Libraries
LSU Health, New Orleans

Mentor: Brett Kirkpatrick

Jennifer McKinnell (2011-2012 class)
Director, Health Sciences Library
McMaster University

Mentor: Cynthia Robinson

Anne Seymour (2006-2007 class)
Director, Welch Medical Library
Johns Hopkins University

Mentor: Elizabeth Eaton

Rose Bland (2012-2013 class)
Director, Shimberg Library
University of South Florida

Mentor: Kathryn Carpenter

Kelly Gonzales (2010-2011 class)
Director, Medical Center Library
University of Texas Southwestern Medical School

Mentor: Barbara Epstein

Gabriel (Gabe) R. Rios (2003-2004 class)
Director, Ruth Lilly Medical Library
Indiana University School of Medicine

(earlier promotions: Associate Director of Public Services, Briscoe Library, University of Texas Health Science Center at San Antonio; Deputy Director, Lister Hill Library of the Health Sciences, Univ. of Alabama Birmingham)

Mentor: Karen A. Butter

Shannon D. Jones (2011-2012 class)

Library Director

Medical University of South Carolina

Mentor: R. Kenny Marone

John Gallagher (2012-2013 class)

Director, Cushing Medical Library

Yale University School of Medicine

(earlier promotions: Interim Director, Cushing Medical Library)

Melissa DeSantis (2012-2013 class)

Director, Health Sciences Library

University of Colorado Anschutz Medical Campus

(earlier promotions: Interim Director, Univ. of Colorado Health Sciences Library)

Appendix B

NLM/AAHSL Leadership Fellows Program 2015-2016

Rick L. Fought, MLIS, AHIP

Assoc. Professor & Interim Director, Health Sciences Library
University of Tennessee Health Sciences Center, Memphis, TN

Mentor: **Andrea Twiss-Brooks, MS, MSLS**

Director of Teaching and Research Support, University of Chicago Library,
Chicago, IL

Stephanie Kerns, MLS

Assoc. University Librarian for Information & Research Services & Assoc. Professor
Oregon Health & Science University Library, Portland, OR

Mentor: **Julia F. Sollenberger, MLS, AHIP, FMLA**

Assoc. VP & Director, Medical Center Libraries & Technologies, Assoc. Professor
Community & Preventive Medicine, School of Medicine & Dentistry
Edward G. Miner Library, Univ. of Rochester Medical Center, Rochester, NY

Stephen Kiyoi, MLIS, MS HAIL

Library Director, UCSF at San Francisco General Hospital
San Francisco, CA

Mentor: **Holly Shipp Buchanan, MLn, MBA, EdD, FMLA, AHIP**

Executive Director, Health Sciences Library & Informatics Center, Professor,
School of Medicine, The University of New Mexico Health Sciences Center,
Albuquerque, NM

J. Dale Prince, MA, MLS, AHIP

Executive Director, National Network of Libraries of Medicine, Southeastern/Atlantic
Region

University of Maryland at Baltimore, Baltimore, MD

Mentor: **Anthony Frisby, PhD**

Assoc. Professor, Dept. of Family & Community Medicine & Director, Center for
Teaching & Learning & the Scott Memorial Library, Thomas Jefferson University,
Philadelphia, PA

Stephanie J. Schulte, MLIS

Assoc. Professor & Head, Research & Education Services
Health Sciences Library, Ohio State University, Columbus, OH

Mentor: **Patricia Thibodeau, MLS, MBA, AHIP, FMLA**

Assoc. Dean for Library Services & Archives, Duke Univ. Medical Center,
Durham, NC

Program Faculty: Sandra Franklin (Emory Univ.), *FLC Chair*; Eric Albright (Tufts Univ.)
FLC Incoming Chair; Tania Bardyn (Univ. Washington), *Past Chair*; Kathryn Deiss,
Consultant; Carol Jenkins, *Program Director*

Appendix C

NLM/AAHSL LEADERSHIP FELLOWS PROGRAM 2015 - 2016 CURRICULUM TIMELINE

November 5, 2015	Cohort orientation (Baltimore, MD)	Kathryn Deiss
November 6, 2015	AAHSL meeting, workshop, reception	
November 7, 2015	Mentor orientation (Baltimore, MD)	Mentors
November 7-11, 2015	AAMC meeting (Baltimore, MD)	
December 2015	Fellows/Mentors finalize site visit schedules	
Jan- August 2016	Site Visits	
<i>Virtual sessions are 2nd Wednesday of each month</i>		
January 13 3:00-4:30 ET	Virtual session: Power and Influence	Tony Frisby Dale Prince
February 10 3:00-4:30 ET	Virtual session: Workforce Issues	Julie Sollenberger Stephanie Kerns
March 9 3:00-4:30 ET	Virtual session: Enhanced Library Roles	Pat Thibodeau Stephanie Schulte
April 13 3:00-4:30 ET	Virtual session: Strategic Planning	Kathryn Deiss
May 13 (Friday) 8:00-5:00 ET	Leadership Institute (at MLA Annual Meeting, Toronto, CA)	Kathryn Deiss
June 8 3:00-4:30 ET	Virtual session: Crisis Management	Andrea Twiss Brooks Rick Fought
July 13 3:00-4:30 ET	Virtual session: Managerial Finance	Holly Buchanan Stephen Kiyoi
August 10 3:00-4:30 ET	Virtual session: Cultural Dexterity	DeEtta Jones
September 19-21	Capstone and graduation (Washington, DC)	speakers TBA

Appendix D
NLM/AAHSL LFP 2016 MENTORS ORIENTATION BREAKFAST

Saturday, Nov. 7, 2015 8:00 – 9:30 AM

Holiday Inn Inner Harbor

301 W. Lombard St.

Room Harbor II-A

Attending: 2016 Mentors: Julie Sollenberger; Holly Buchanan; Pat Thibodeau; Tony Frisby; Andrea Twiss Brooks. Committee Leadership: Tania Bardyn; Judy Cohn; Sandra Franklin; Eric Albright; Carol Jenkins

Purpose: Informally share information and advice to help mentors feel best prepared to succeed in their roles.

Welcome	Tania
Learning goals	Sandra
Site visits/guidelines	Tania
Communication with fellow	Judy
Relationship with cohort	Carol
Support for mentors	Tania
Impact on mentors	Judy
Impact on staff (host library and fellow's library)	Eric
Role of mentors in supporting graduates	Carol
Other questions/issues from mentors	Sandra

Appendix E
NLM/AAHSL Leadership Fellows Program 2016
SMC Campus Center, Univ. Maryland-Baltimore
621 W. Lombard St.
Elm Room 210B

November 5, 2015

8:30 am- 5:00 pm

Orientation Agenda

Facilitator: Kathryn J. Deiss

8:30 am	Continental Breakfast Program Overview and Introductions
9:30-10:00 am	Facilitated discussion <ul style="list-style-type: none">▪ How do we want to shape this program experience to meet our unique individual and group needs?▪ How will we contribute to the learning?
10:00 am	Intentional Leadership Putting leadership in a personal context
10:30 am	<i>Break</i>
10:45am-11:45	Crafting Personal Vision
Noon-1:00 pm	<i>Lunch with the AAHSL Board</i>
1:00-3:00 pm	The Future of Academic Health Sciences Libraries <ul style="list-style-type: none">▪ Identifying emerging issues and needs▪ Understanding the environment▪ Criteria for action
3:00-3:15 pm	<i>Break</i>
3:15-4:30 pm	Getting the Most from Your Mentoring Relationship <ul style="list-style-type: none">▪ The Helping Relationship▪ Learning Plan▪ One-on-one time with mentors
4:30-5:00 pm	Wrap-Up/Next Steps
5:00 pm	Adjournment

APPENDIX F
NLM/AAHSL LEADERSHIP FELLOWS PROGRAM – FELLOWS’ LEARNING PLANS

NLM/AAHSL LEADERSHIP FELLOWS PROGRAM

FELLOW/MENTOR LEARNING PLAN

Name: Rick L. Fought Date: December 16, 2015

Select four learning goals that you, as a Fellow and a Mentor, think are important to pursue during the course of this Program. After you have listed each goal, detail why it is important to you, what resources you will need to accomplish it, and the measure of your success.

Please try to frame the objectives according to the Leadership Fellows Program’s intended outcomes. The Program is designed to:

- Introduce fellows to leadership theory and practical tools for implementing change at organizational and professional levels;
- Introduce fellows to critical issues facing academic health sciences libraries;
- Develop meaningful professional relationships between fellows and mentors that give fellows access to career guidance and support;
- Expose fellows to another academic health sciences library and its institutional leadership under the guidance of their mentors;
- Examine career development and provide models of directors to fellows;
- Create a cohort of leaders who will draw upon each other for support throughout their careers;
- Promote diversity in the leadership of the profession;
- Offer recognition to emerging leaders and enhance the competitive standing of fellows as they pursue director positions.

Learning Goal 1

I would like to learn more about:

Strategies for reorganizing staff

This learning goal is important to me because:

Academic health sciences libraries are in a process of major change and transition as we move from print to electronic resources and contend with the explosion of information available. Higher education in general is facing difficult financial times and libraries are also dealing with competition from the Internet and other information providers. Current staff structures may or may not be adequate to cope with these challenges and meet the needs of our campuses. I would like to know how to structure a library so that it is capable of handling the rapid changes we face and nimble enough to seize opportunities to make a greater impact at our institutions.

In order to accomplish this goal I will need:

Mentor: I will provide strategies that have worked (or are in process) at the University of Chicago to address challenges here. I will also set up meetings with other academic health sciences library directors in the Chicago area who have successfully implemented reorganization.

Fellow: I will be ready to actively participate in these meetings, prepare my questions, and write a summary of what I learned from these meetings.

Both: Together, my mentor and I will meet and discuss what I was able to learn from these other directors.

My definition of success is:

I will be able to identify the organizational structural challenges of my library and articulate strategies for instituting the reorganization and changes needed.

Learning Goal 2

I would like to learn more about:

How do academic health sciences library directors evaluate their libraries' effectiveness?

This learning goal is important to me because:

I want to be as an effective library leader as possible and understand how to make my library effective in their service to the campus.

In order to accomplish this goal I will need:

Mentor: I will provide examples of approaches used to evaluate library resources and services, as well as provide opportunities to learn about the approaches at other academic health sciences in the Chicago area.

Fellow: I will be ready to actively participate in these meetings, prepare my questions, review internal reports, and write a summary of what I learned from these meetings.

Both: Together, my mentor and I will do a brief literature review on library effectiveness and how to measure success.

My definition of success is:

I would like to come away with clear measures, or at least strategies, for determining the effectiveness of my library.

Learning Goal 3

I would like to learn more about:

Assessing my library's environment and its place in the larger university setting.

This learning goal is important to me because:

I believe understanding your environment is critical towards successfully leading a library and improving its effectiveness.

In order to accomplish this goal I will need:

Mentor: I will share with Rick my strategies and approaches used to understand my library's environment. I will also set up opportunities to meet with other library directors in the Chicago to learn more about their methods of environmental assessment.

Fellow: I will be ready to actively participate in these meetings, prepare my questions, and conduct a search for best practices for library environment assessment.

Both: Together, my mentor and I will jointly work on an environmental assessment of her library using methods and strategies learned from my directors' meetings and best practices search.

My definition of success is:

I will be successful if I am able to understand how to conduct an environmental scan of a library and institution and am able to extrapolate what I learn from the assessment to develop good strategies incorporating this information to improve library efficiency and effectiveness.

Learning Goal 4: Leadership Report Based on MBTI and FIRO-B

How do your behavioral and thinking preferences help you lead?

Looking at your Leadership Report, identify three things you would like to learn more about, create actions around, or *actively* reflect on (as in journaling, for instance):

- 1. I would like to learn more about how to best utilize my leadership strengths and compensate for my weaknesses in order to improve my leadership effectiveness.**
- 2. I would like to learn more about how my personality and leadership style affects my ability to influence and motivate my employees.**
- 3. I would like to learn more about how to reach out to and work together with individuals who are different from me.**

FELLOW/MENTOR LEARNING PLAN

Name: J. Dale Prince Date: December 14, 2015

Select four learning goals that you, as a Fellow and a Mentor, think are important to pursue during the course of this Program. After you have listed each goal, detail why it is important to you, what resources you will need to accomplish it, and the measure of your success.

Please try to frame the objectives according to the Leadership Fellows Program's intended outcomes. The Program is designed to:

- Introduce fellows to leadership theory and practical tools for implementing change at organizational and professional levels;
- Introduce fellows to critical issues facing academic health sciences libraries;
- Develop meaningful professional relationships between fellows and mentors that give fellows access to career guidance and support;
- Expose fellows to another academic health sciences library and its institutional leadership under the guidance of their mentors;
- Examine career development and provide models of directors to fellows;
- Create a cohort of leaders who will draw upon each other for support throughout their careers;
- Promote diversity in the leadership of the profession;
- Offer recognition to emerging leaders and enhance the competitive standing of fellows as they pursue director positions.

Learning Goal 1

I would like to learn more about:

Delegation of responsibility

This learning goal is important to me because:

I tend to be insular and do not include others in the tasks that need to be done. I will, in fact, choose to do something myself rather than ask others to take on responsibility. This is not necessarily because I don't trust others, but because it often just seems easier to do it rather than to explain what I want. I make up excuses for myself: the task is too complex; I can't do x until this task is done; they already have too much on their plates; etc.

In order to accomplish this goal I will need:

Mentor: Provide practical experience regarding the appropriateness of delegation: what should be retained by the director, what should go to other stakeholders.

Fellow: Assess my own workflows, possibly even list them for assessment.

Both: Discuss problematic areas and make plans for delegation or retention.

My definition of success is:

In the short-term, becoming more proactive about delegation; in the long-term to free up time for more relevant and important tasks.

Learning Goal 2

I would like to learn more about:

Fostering creativity.

This learning goal is important to me because:

I am not an especially creative person. Rather, I am sometimes creative, but it's not a skillset that I can call upon at will. Thus it's important that I be able to foster creativeness in those with whom I work. Additionally, I am also fairly conservative, so my inclination might be to stop creativity in its tracks.

In order to accomplish this goal I will need:

Mentor: Demonstrate practical skills that bring out creativeness in staff, and, as importantly, how to *accept* creativity.

Fellow: Look for key documents on fostering creativity and synthesize them to share with mentor.

Both: Discuss methodologies and determine which are appropriate in a library setting.

My definition of success is:

The ability to bring out creativity in my team and, as importantly, not to kill creativity by being dismissive of it. On a practical level, this can be measured by changes in direction or new services offered by my division.

Learning Goal 3

I would like to learn more about:

Relationship building and advocacy

This learning goal is important to me because:

I tend to be insular and focused on the duties or projects in which I am actively engaged. Relationships with stakeholders happen incidentally or not at all. When given the opportunity to pursue input or to promote my program, I typically opt for the dessert table instead.

In order to accomplish this goal I will need:

Mentor: Demonstrates how he strategically uses information to support his goals, additionally, how he creates relationships with stakeholders.

Fellow: Develop techniques for engaging stakeholders, including elevator speeches, and conversational gambits.

Both: Discuss conversational skills, techniques of determining key facts.

My definition of success is:

Becoming more comfortable discussing the work of stakeholders and drawing them in to the work of my organization. Learning to engage stakeholders rather than flee from them.

Learning Goal 4: Leadership Report Based on MBTI and FIRO-B

How do your behavioral and thinking preferences help you lead?

Looking at your Leadership Report, identify three things you would like to learn more about, create actions around, or *actively* reflect on (as in journaling, for instance):

- 1. I want to learn active listening skills, something that, I think, the FIRO-B clearly indicates I'm in need of.**
- 2. I want to become less insular and to communicate better with my team and with stakeholders. This includes such things as acknowledgement of good work.**

FELLOW/MENTOR LEARNING PLAN

Name: Stephanie Kerns

Date: December 17, 2015

Select four learning goals that you, as a Fellow and a Mentor, think are important to pursue during the course of this Program. After you have listed each goal, detail why it is important to you, what resources you will need to accomplish it, and the measure of your success.

Please try to frame the objectives according to the Leadership Fellows Program's intended outcomes. The Program is designed to:

- Introduce fellows to leadership theory and practical tools for implementing change at organizational and professional levels;
- Introduce fellows to critical issues facing academic health sciences libraries;
- Develop meaningful professional relationships between fellows and mentors that give fellows access to career guidance and support;
- Expose fellows to another academic health sciences library and its institutional leadership under the guidance of their mentors;
- Examine career development and provide models of directors to fellows;
- Create a cohort of leaders who will draw upon each other for support throughout their careers;
- Promote diversity in the leadership of the profession;
- Offer recognition to emerging leaders and enhance the competitive standing of fellows as they pursue director positions

Learning Goal 1

I would like to learn more about:

Women's Leadership Skills in Academic Medicine

This learning goal is important to me because:

Academic medicine and research is a male-dominated profession. Developing my leadership skills in this context will benefit me by allowing me to be aware of what the issues are so I can identify and handle them when I encounter them. I have a background in women's studies. I would like to apply my knowledge of the scholarship in this area to my working environment and increase my leadership skills.

In order to accomplish this goal I will need:

Mentor: To arrange for Stephanie to meet with two individuals at the University of Rochester who are active in the area of women's leadership in academic medicine – Linda Chaudron, Senior Associate Dean, Inclusion and Culture Development, UR School of Medicine; and Catherine Cerulli, Director, Susan B. Anthony Center for Women's Leadership at the University of Rochester. Together they have sponsored and organized a workshop series called "Developing from Within: Exploring and Enhancing Career Choices for Mid-Career Women." I believe that a conversation with them would be helpful and they would be good resources for Stephanie as she works toward this goal.

Both: To identify current issues in this area (identified through a literature review) that we can talk through together in a journal club format.

Fellow: To identify women leadership groups on campus and get involved in them. Also, to identify a women's leadership conference and attend, if possible.

My definition of success is:

I will be able to identify resources on campus, both individuals and groups, with whom I can network to develop strategies for moving forward in an academic medicine environment. By talking about issues faced by women in the male-dominated field, I can know what they are and how to face them head-on.

Learning Goal 2

I would like to learn more about:

Fiscal Management Skills

This learning goal is important to me because:

As a library director, I will be managing budgets and justifying library expenses to university leadership. In the current environment of less funding for all units and more demands on services and collections, I need to understand what factors campus leadership considers when considering funding priorities and how I can make strong arguments for my library's priorities.

In order to accomplish this goal I will need:

Mentor: I will discuss with Stephanie the budget process here at the URM and will review with her selected justification documents/presentations that I have used in the past. She and I will also meet with our financial officer, William Passalacqua, Senior Associate Dean, Finance and Administration, UR School of Medicine. Bill is always most helpful to us as we work within our system to prepare justifications and navigate political issues associated with budgeting.

Both: To work through a case study together.

Fellow: To review the literature to learn the current landscape. To identify and talk to another library director to learn how another library approaches this topic.

My definition of success is:

I will have a big picture view of other annual budgeting processes and be able to put together comprehensive justifications for funding requests for new projects and services. I will understand how those in fiscal campus leadership positions make decisions which will allow me to make better funding requests at my home institution.

Learning Goal 3

I would like to learn more about:

Influencing powerful people in the university and “managing up”

This learning goal is important to me because:

In a complex and busy environment, I need to be able to influence powerful people in the environment where I work. I want to learn how to navigate the politics of my institution better and be ready to apply that to where I may become a library director. I need to be more comfortable speaking up in a larger meeting where people higher up in the institution are present. Depending on the topic of the meeting, this can be hard for me to do.

In order to accomplish this goal I will need:

Mentor: I will arrange a meeting with my supervisor, Peter Robinson, Chief Operating Officer of the UR Medical Center. We can discuss “navigating institutional politics” and the concept of “managing up” with him.

Both: We will discuss the articles identified below from the library leadership perspective.

Fellow: To identify current issues in this area (identified through a literature review); To meet with Ron Sakaguchi, Professor in the Division of Management at OHSU to discuss the topic in a journal club format; to practice this skill with my director

My definition of success is:

I will be more comfortable “managing up” on a day-to-day basis and as opportunities present themselves organically. I will be able to identify reasons that may keep me from vocalizing my opinion in a larger group. By working with Ron, who has insight to the politics of my institution, as well as an understanding of the management field, I can learn principles that I can apply directly.

Learning Goal 4: Leadership Report Based on MBTI and FIRO-B

How do your behavioral and thinking preferences help you lead?

Looking at your Leadership Report, identify three things you would like to learn more about, create actions around, or *actively* reflect on (as in journaling, for instance):

- 1. I will have direct and specific conversations with staff who report to me, giving examples of how I want them to work independently, delegating directly to them when appropriate.**
- 2. I will reflect on how I may react to people's attempts to influence or provide direction to me and have conversations with my mentor regarding the reasons I discover upon reflection and what they may mean.**
- 3. I will have conversations with those in my library asking how they perceive how I gather their input when I make decisions.**

FELLOW/MENTOR LEARNING PLAN

Name: Stephen Kiyoi

Date: November 5, 2015

Select four learning goals that you, as a Fellow and a Mentor, think are important to pursue during the course of this Program. After you have listed each goal, detail why it is important to you, what resources you will need to accomplish it, and the measure of your success.

Please try to frame the objectives according to the Leadership Fellows Program's intended outcomes. The Program is designed to:

- Introduce fellows to leadership theory and practical tools for implementing change at organizational and professional levels;
- Introduce fellows to critical issues facing academic health sciences libraries;
- Develop meaningful professional relationships between fellows and mentors that give fellows access to career guidance and support;
- Expose fellows to another academic health sciences library and its institutional leadership under the guidance of their mentors;
- Examine career development and provide models of directors to fellows;
- Create a cohort of leaders who will draw upon each other for support throughout their careers;
- Promote diversity in the leadership of the profession;
- Offer recognition to emerging leaders and enhance the competitive standing of fellows as they pursue director positions.

Learning Goal 1

I would like to learn more about:

Administrative Decision Making

This learning goal is important to me because:

Academic health sciences libraries exist within large, complex institutions which have their own culture, internal/external pressures, and priorities. These parent organizations have an outsized influence on the success or failure of health sciences libraries, yet library leaders often are not trained to frame issues in ways that are administratively compelling.

In order to accomplish this goal I will need:

- Access to upper level administration at mentor institution
- Mentor's experience developing proposals or advocating to upper level administration
- Mentor's experience drawing other organizational areas – such as informatics, and space – into the library.

My definition of success is:

Using [Bloom's Taxonomy of Learning](#), develop the ability to analyze decision making in mentor's institution, and synthesize new applications that are uniquely tailored to home institution.

Metric: Administrative approval of library-driven proposal(s)

Timeline

Complete mentor-assigned reading on organizational decision making

Identify potential proposal areas for home institution

Visit Mentor Institution – meet with administrative decision makers

Develop project proposal(s) to administration at home institution

Visit Mentor Institution – discuss and analyze proposal(s) and outcomes

Iterate and Improve home institution proposals

NLM/AAHSL LEADERSHIP FELLOWS PROGRAM

Learning Goal 2

I would like to learn more about:

Research grants, with a focus on NLM and PCORI, and Philanthropic library funding

This learning goal is important to me because:

Funding and budget are among the most pressing concerns of health sciences library directors. Research grants, and other alternative funding models can provide a way to form innovative, cross-disciplinary partnerships, while also (temporarily) relieving budget pressure, and establishing the library as a recognized stakeholder in the clinical and research enterprise.

In order to accomplish this goal I will need:

- Access to the mentor's grant experience: IAIMS, Project TOUCH, and LASM.
- An improved understanding of the landscape of library-relevant funding agencies and philanthropic organizations – opportunities and project application criteria.
- An improved understanding of how PIs assemble and motivate interdisciplinary teams.

My definition of success is:

Metric: Total secured grant/philanthropic funds for library. Total awarded funds for projects on which the library serves at an investigator level.

Timeline

Read mentor's examples of successful grant applications

Develop library grant strategy (short and long range) for review by mentor

Visit Mentor Institution – meet with grant and project team members

Submit application for PCORI Grant for Patient Portals

Revise Library Grant Strategy

Visit Mentor Institution

Finalize library grant strategy

Learning Goal 3

I would like to learn more about:

Career Tracks and Director Level Positions

This learning goal is important to me because:

I want to be a Library Director at an Academic Health Sciences Library. This would make use of my formal training, including UCLA MLIS, NLM Associate Fellowship, the UCSF Master of Science in Healthcare Administration and Interprofessional Leadership, and the NLM/AAHSL Fellowship. It would also give me a platform and voice within the health sciences library profession.

In order to accomplish this goal I will need:

- Access to people who were recently hired to director level positions
- Access to hiring managers responsible for recruitment of director level positions
- More experience with complex management, and the academic side of health sciences librarianship

My definition of success is:

Metric: Recruitment to Director level position within 5 years of completion of NLM/AAHSL Fellowship

Timeline

Complete NLM/AAHSL Leadership Fellowship

Develop Plan for Information Gathering on Director Level Positions

Develop Library Strategic Plan (1, 3, 5 Years)

Successfully Apply and Begin 1.5M PCORI Grant to Reduce Health Disparities

Publish Grant funded Projects in Medical and Library journals

Complete NLM G08 Grant to Reduce Health Disparities

Achieve Patient Portal Meaningful Use Metrics

Apply for Director Level positions (throughout)

NLM/AAHSL LEADERSHIP FELLOWS PROGRAM

Learning Goal 4: Leadership Report Based on MBTI and FIRO-B

How do your behavioral and thinking preferences help you lead?

Looking at your Leadership Report, identify three things you would like to learn more about, create actions around, or *actively* reflect on (as in journaling, for instance):

1. Develop the ability to find the root cause of differing perspectives and opinions. What can be attributed to environmental factors, cultural differences, individual leadership styles, funding sources, department priorities, etc.
2. Learn to recognize the strengths of other leadership styles, without necessarily feeling the need to change my own style.
3. Learn to balance the need for control with the need for interdisciplinary collaboration, teamwork, and inclusion. Channel the need for control into developing effective frameworks for diverse teams to function and contribute. Complete mentor recommended reading, including: Carl Larson and Frank LaFasto TEAMWORK and also When Teams Work Best? Or Katzenbach and Smith's text The Wisdom of Teams

Stephanie Schulte Learning Plan 2015/2016
Pat Thibodeau, Mentor

I would like to learn more about:

Managing up and power and influence

This learning goal is important to me because:

I have personally struggled with effective management of leaders above me within my library due to a variety of organization and cultural issues. Additionally, I have witnessed significant turnover of medical school and medical center leadership in the years I have been here, as well as inconsistent reporting lines for my library's director (technically reporting to a specific position but regularly meeting with someone else; having to backup and restate information repeatedly due to so many changes whilst significant budget and cultural issues unravel). In a multi-layered bureaucratic organization, knowing how to manage these kinds of relationships is vital to a health sciences library's future.

In order to accomplish this goal I will need

Fellow: Document significant issues I have encountered and create a plan to deal with them, using feedback from mentor as well as pertinent readings that may inform plan.

Mentor: provide feedback, suggest alternatives; discuss methods to learn how to manage people in higher levels; have you talk to staff who have learned to manage me.

Both: Identify specific issues that can be addressed despite having little control over many issues affecting academic health sciences libraries.

My definition of success is:

I will be able to describe strategies for working with managers and high level leaders in academic health sciences libraries. I will gain confidence in discussing issues within my library's leadership team and provide options and alternatives for dealing with challenging circumstances.

I would like to learn more about:

Raising up leaders in health sciences libraries and participatory leadership

This learning goal is important to me because:

Gaining experiences that cover the spectrum of leadership activities in libraries is crucial to creating a cadre of librarians who have the leadership skills sought in assistant director and director positions in the years to come. However, libraries are often organized such that specific librarians are only gaining very specific types of experiences (examples: public services librarians may not receive adequate experience in licensing and negotiating databases/e-resources, tech services may not experience planning and implementing curricular interventions). A personal goal of mine as a leader of a library would be to integrate these types of experiences across librarian types such that anyone who wants to become a leader is getting exposure and gaining skills in these activities.

In order to accomplish this goal I will need

Fellow: Read up on participatory leadership and identify pros and cons of this management model. Identify critical pieces of this kind of model that must be considered in order for it to be successful.

Mentor: Provide feedback based on personal experience. Allow fellow to experience this style of leadership by attending appropriate meetings during visits. Have fellow talk to staff about what works well and not so well in participatory discussions.

Both: Discuss experiences and perceptions of meetings – whether successful or not; discuss alternative approaches.

My definition of success is:

I will have created a conceptual model that can be adapted for the future. I will be able to integrate portions of this model into my own team as a way of learning about the model in context.

I will also have seen this model at work and gain some discernment from those observations.

I would like to learn more about:

Resource allocation, in terms of human and collections budgets as well as purposeful allocation of personnel by function

This learning goal is important to me because:

We are at a point in health sciences libraries where we have to balance collections expenses that continue to grow beyond our flat or declining budgets while at the same time becoming so seamless and invisible that they are not appreciated at the user end. We also have seen the HSL librarian profession shift and evolve in the last decade, moving towards supporting highly technical and research-oriented projects as well as supporting clinical environments. Our previous structures of placing librarians in job-specific roles does not often allow for sufficient flexibility. Now we are seeking new diverse funding streams and re-evaluating our resource allocation priorities to meet these evolving needs.

In order to accomplish this goal I will need

Fellow: Explore actual budget processes in my own organization and my mentor's organization. Examine models of funding and training/hiring/retaining newer librarian roles (perhaps informed by my current study). Spend time exploring and getting a better grasp on collection issues.

Mentor: Provide insight on budget processes, both current and historical. Walk through decision points for FY17 budget. Schedule meeting with Vice Chancellor of Finance for overview of AHC financial pressures.

Both: Discuss successful approaches to resource allocation. Discuss balancing library and administrative perceptions of priorities and needs.

My definition of success is:

I will be able to describe current issues with collections and personnel budgets in a clear, concise manner that could be understood by health sciences center leadership. I will sketch out models of funding/training/retaining new librarian roles that could be implemented in the future.

I will be able to identify critical parts of health sciences libraries budgets and processes that go into their creation and approval.

Appendix G

NLM/AAHSL Leadership Fellows Program Leadership Institute

AGENDA

Delta Toronto Hotel, Riverdale Room
Toronto, Ontario, CA

Friday, May 13, 2016

- 8:00 a.m. Continental breakfast
- 8:30 a.m. Reconnect and reflect
Progress on learning plans
Insights from online sessions
Focus on director's role after site visits
- 9:45 a.m. *Break*
- 10:00 a.m. Mock interviews
Set up
30-minute interview
15-minute feedback session
40-minute group debrief
- 11:30 a.m. *Lunch*
- 12:30 p.m. Shared insights from new directors
Guest speakers: Debbie Sibley, Director of Libraries, LSU Health, New Orleans
Anne Seymour, Director, Welch Medical Library, Johns Hopkins University
- 2:00 p.m. *Break; group photo*
- 2:30 p.m. Strategies from mentor directors (guided discussion): 1 hour
Discussion: *Developing Versatile Leadership* article
Other related topics:
 - Organizational culture
 - Aspects of life of director
 - Benefits and costs of leadership
- 3:30 p.m. Wrap-up and Evaluation
- 4:00 p.m. Adjournment

Appendix H

NLM/AAHSL Leadership Fellows Program

CAPSTONE AGENDA

September 19-21, 2016
Washington, DC

Goal of Capstone: Introduce participants to roles of organizations important to academic health centers, meet key players, and address external issues shaping libraries and their implications for directors.

Monday Sept 19 *ARL, 21 Dupont Circle, NW, Suite 800*

Goal of Day 1: Discuss issues of current priority to various organizations and how academic health sciences libraries can benefit and collaborate, including: How member associations are addressing scholarly communication and connections between library and information technology communities; AAMC programs and points of interaction and influence for libraries; Role of national libraries now and in the future and collaborative efforts; External funding resources for libraries.

8:30 – 9:00 am	Breakfast Welcome and Capstone overview Setup for session 1	Kathryn Deiss, consultant
9:00 – 9:45 am	Session 1: Scholarly Communications Heather Joseph, Director, SPARC	
9:45 – 10:00	Break	
10:00 – 10:45	Krista Cox, Director, Public Policy Initiatives, ARL Session 1 Facilitator: Andrea Twiss Brooks	
10:45 am – 12:00 pm	Continue overview; debrief (Kathryn Deiss) and setup for Session 2	
12:00 – 12:30 pm	Lunch	
12:30 – 2:00 pm	Session 2: Association of American Medical Colleges (Panel) Heather Sacks, Director GIR Constituent Engagement; Stephen Heinig, Director, Science Policy; Tannaz Rasouli, Sr. Director, Public Policy & Strategic Outreach Session 2 Facilitator: Tony Frisby, PhD	

- 2:00 – 2:45 pm Break; debrief and setup for Session 3
- 2:45 – 3:45 pm **Session 3: The Changing Role of National Libraries (Panel)**
 Joyce Backus, Associate Director, Library Operations, NLM;
 Blane Dessy, Director for National Enterprises, LC;
 Stan Kosecki, Deputy Director, National Agricultural Library
- Session 3 Facilitator: Carol Jenkins
- 3:45 – 4:30 pm **Session 4: Roles and Services of Institute of Museum and Library Services**
 Robin Dale, Associate Deputy Director for Library Services, IMLS
- Session 4 Facilitator: Tania Bardyn
- 4:30 – 5:00 pm Wrap-up and directions for Tuesday; debrief of afternoon
- 6:00 pm Group dinner
Hotel Tabard Inn, 1739 N St NW, Room 26

**Tuesday September 20 NLM, Donald A. B. Lindberg Room; and NIH Library
 Bethesda, MD (Medical Center stop, Red Line, Metro)**

Goal of Day 2: Discuss NLM's roles and initiatives with leaders of key offices and NLM Director; Informationist program and other initiatives at NIH Library; NIH data management programs

Breakfast on own

- 8:30 – 9:00 am Arrival at NLM; setup for day
- 9:00 – 10:30 am **Session 5: NLM Library Operations (Panel)**
 Joyce Backus, Associate Director, Library Operations;
 Dianne Babski, Deputy Associate Director Library Operations;
 Jennifer Marill, Chief, Technical Services Division;
 Jeffrey Resnick, Chief, History of Medicine Division;
 David Gillikin, Chief, Bibliographic Services Division

Session 5 Facilitator: Tania Bardyn

10:30 – 10:45 am Coffee Break/Informal meeting with panelists

10:45 am – noon **Tour of NLM**
Tara Mowery, Chief, NLM Visitor Operations

12:00 – 1:00 pm **Session 6: Lunch with NLM Leadership** *Donald A.B. Lindberg Room*;
Patricia Flatley Brennan, Director;
Betsy Humphreys, Deputy Director, NLM

Facilitator: Sandra Franklin

1:00 – 2:00 pm **Session 7: NCBI Research Initiatives**
David Lipman, Director, NCBI

Session 7 Facilitator: Eric Albright

2:00 – 2:45 pm Break and shuttle to NIH Library

10 Center Drive, Bldg. 10, Room 1L-25

2:45 – 3:30 pm **Session 8: NIH Programs for Managing Big Data**

Michelle Dunn, PhD, Senior Advisor for Data Science Training, Diversity and Outreach, Office of Assoc. Director for Data Science, NIH

Session 8 Facilitator: Julia Sollenberger

3:30 – 5:00 pm **Session 9: NIH Library Services (Panel)**
Keith Cogdill, PhD, Director, NIH Library;
Victoria Riese, Chief, Education Services Branch;
Chris Belter (Bibliometrics);
Doug Joubert (Informationist HHS)
Nancy Terry (Informationist HHS)

Technology Hub Tour – Doug Joubert

Session 9 Facilitator: Julia Sollenberger

Evening on own

Wednesday, September 21 *ARL, 21 Dupont Circle, NW, Suite 800*

Goal of Day 3: *Discuss issues and programs and implications for academic health sciences libraries, including:*

Developments in how advocacy organizations are addressing scholarly communication and the perspective of the legislative process;

How groups influence legislative issues from complementary perspectives and role of library director;

Redefinition of libraries' roles in research institutions;

Importance of collaborative and patient-centered care to professional associations;

Impact of AAHSL.

Review/ reflect on the year and transition planning.

8:30 – 9:30 am Breakfast
Group debrief/highlights of Tues. sessions; Setup for morning sessions

9:30 – 11:00 am **Session 10: Information Policy and Funding (Panel)**
Prudence Adler, Assoc. Exec. Dir., Federal Relations and Information Policy, ARL
Jerry Sheehan, Assistant Director for Policy Development, NLM; and OSTP Special Assignment
Alan Inouye, PhD, Director, Office of Information Technology Policy, ALA

Session 10 Facilitator: Holly Shipp Buchanan, EdD

11:00 – 11:15 am Break

11:15 am –12:15 pm **Session 11: Diversity and Cross Cultural Competence, continued**
Mark Puente, Program Director, Diversity and Leadership, ARL

Session 11 Facilitator: Sandra Franklin

12:15 – 1:00 pm Lunch and discussion; Debrief, setup for afternoon

(continued on next page)

- 1:00 – 2:30 pm **Session 12: Interprofessional Education and Team-Based Care: Association Perspective (Panel)**
 Kathy McGuinn, MSN, RN, CPHQ, Director of Special Projects, AACN
 William G. Lang, MPH, Senior Policy Advisor, AACP
 Leo E. Rouse, DDS, Senior Scholar-in-Residence, ADEA, Chair of the ADEA Gies Foundation Board of Trustees and Liaison to the ADEA Council of Deans; Professor and Dean Emeritus of Howard University College of Dentistry
 Jeffrey Williamson, M.Ed., Vice Pres. of Education and Academic Affairs, AMIA
- Session 12 Facilitator: Ruth Riley, AAHSL President
- 2:30 – 3:15 pm **Session 13: AAHSL Issues and Roles**
 Ruth Riley, AAHSL President
- 3:15 – 3:30 pm Break
- 3:30 – 5:00 pm **Session 14: Group debrief/highlights of day and connections to AAHSL**
- Open Forum and Post-Program Transition
 Kathryn Deiss and Group
- Evaluation of year
 Wrap-up
- 6:30 – 8:00 pm ***Renaissance Mayflower Hotel, District Ballroom, Washington, DC***
 Reception and graduation ceremony

Appendix I

NLM/AAHSL Leadership Fellows Program Faculty-Staff 2015-16

Consultants:

Kathryn Deiss, Consultant

Email: deissk@gmail.com

DeEtta Jones, DJA Consulting, DeEtta Jones & Associates

Email: djones@deettajones.com

AAHSL:

Sandra Franklin, 2016 Chair, Future Leadership Committee

Director, Woodruff Health Sciences Center Library, Emory University

Email: librsf@emory.edu

Tania Bardyn, Past Chair, Future Leadership Committee

Associate Dean & Director, Health Sciences Library; Director, National Network of Libraries of Medicine, Pacific Northwest Region, University of Washington

Health Sciences Library

Email: bardyn@uw.edu

Eric Albright, Chair Designate, Future Leadership Committee

Director, Hirsh Health Sciences Library, Tufts University

Email: eric.albright@tufts.edu

Carol Jenkins, Leadership Program Director, AAHSL

Email: carol_jenkins@unc.edu

Appendix J - NLM/AAHSL Leadership Fellows 2015-2016 Program Evaluation

Responses: 9 of 10

In person sessions: Orientation Nov 2015 (AAMC meeting)

(Question 1 asked if they were a mentor or a fellow)

2. Did you find the in person orientation helpful for building a sense of community? (Yes, 5.0 of 6)

Selected comments:

- Perhaps creating community at an orientation is a whole lot to ask for. I didn't know personally know anyone there, fellow or mentor, before that day. So it would realistically take a little more than a one day meeting to get a sense of community.
- It was a nice way to meet everyone. I would have liked to have more open time, though; too structured, and didn't allow for us to just talk; more unstructured social time to get to know the others.
- We had good opportunities to get to know our own Fellow, and also the rest of the cohort.
- It was my first time as a mentor and helpful to meet the other mentors and those who had been through the program before.

3. During the Orientation, we spent time explaining the components of the Program, focused on your personal vision, looked at emerging trends in the health sciences library field, allowed time for fellow-mentor pairs to meet, and debriefed the two leadership instruments. How appropriate or helpful was this content? (5.0 of 6.0)

Selected comments:

- I thought it was too much information to cover. We either need more time or cut a couple of things out.
- It was appropriate although I would have liked more time with my mentor to get to know each other and figure out how we would communicate, etc.
- The emerging trends piece was not as helpful. It was too broad and we didn't really get anything new out of it.
- Most content was great, but I didn't get a whole lot out of the leadership instruments

4. Were the leadership instruments you completed prior to Orientation and your debriefing valuable to you (or your fellow) for building self awareness, and in planning your fellowship experience? (5.25 of 6.0)

Selected comments:

- The one that wasn't the Meyers Briggs made an immediate impact on my style (note: FIRO-B)
- I do think understanding myself more is a very good thing, but the leadership instrument was less helpful to me because I found it a little harder to really understand and embrace.
- Very much so, and the debriefing phone call with Kathryn was very helpful.
- I really like this component of the program. Personal reflection is key.
- These tools are usually fun to complete and help stimulate discussion.
- Not as helpful to me...I've done a few of these before...I thought it would have been helpful to have more participatory exercises where we discuss how our leadership instrument results shed light on how we respond to example scenarios. Don't need as much of the theory, which I can read on my own.

5. Did your attendance (or that of your fellow) at the AAMC Annual Meeting foster understanding of the academic medical environment? (4.63 of 6.0)

Selected comments:

- I wish we would have attended as a group. I was lost and did not really know where to go or what to attend. I had gotten some advice, but for my first time it would have been nice to have a partner or something.
- I had never attended AAMC, nor is there much conversation about AAMC in my library. This was enlightening to me on several levels.
- Yes, although it would have been better for the whole meeting to be covered, not one day.
- I did not attend the rest of the AAMC meeting last year, and I believe that my Fellow ALWAYS attends. So the program didn't make any difference in this regard.
- My fellow said it was quite helpful and not a conference typically attended.
- It was very helpful to get the bigger picture perspective

Leadership Institute at MLA (May 2015)

6. One goal of the Leadership Institute was to reconnect the group as a learning community by sharing time together. How helpful was this to you? (5.63 of 6.0)

Selected comments:

- I very much like sharing with a group especially after getting to know some of them a bit more over the months before the Leadership Institute. I still sensed a bit of withholding in the cohort though. I wished for more openness, though I don't know what would create that.
- This was good because we had gotten to know each other a bit over the webinars, and it was an opportunity to see each other in person.
- Very important!!!
- The community and networking aspect of the fellowship was very helpful to me. I now have a stronger and broader network of colleagues to draw on.

7. During the Leadership Institute we conducted mock director interviews, had a panel of new directors discuss their interview, hiring, and initial on the job experiences, discussed organizational culture, the costs and benefits of leadership, and the process of interviewing for and negotiating a directorship. How helpful or appropriate was this content? (5.13 of 6.0)

Selected comments:

- I had already been through it, so it wasn't that valuable to me.
- I wish the mock interview had lasted longer. I liked the feedback I received, but it wasn't that deep. I learned only one important thing.
- Need more time on the mock interview, especially feedback on CV and interview itself. Going through this was very beneficial for me, but a little more time dedicated to it would have been nice. As for new directors: hearing from someone who was an interim for so long is not especially reassuring to me. Need way more info on negotiating a director's job itself. What can be negotiated? What are typical directors asking for? Knowing this would be helpful. I'm still guessing at this point other than what my mentor has suggested.
- Very useful to hear about new directors' experiences--especially Anne's.
- All of the Leadership Institute seemed very useful. I especially enjoyed the panel of new directors, and also the organizational culture discussions.

Capstone

8. To what extent did the Capstone present the role of organizations important to academic health centers and introduce key players? (5.50 of 6.0)

Selected comments:

I enjoyed learning about the different organizations
Was not at capstone (Mentor)

9. How helpful was the content and presentation on scholarly communications (Joseph,Cox)? (5.17 of 6.0)

Selected comments:

Open access and copyright are key to our organizations. The discussions about the status of key issues and their impact on libraries was great.

Heather Joseph is amazing -- I always learn so much from her.

10.How helpful was the content and presentation about AAMC's goals and programs (Sacks, Heinig, Rasouli)? (5.0 of 6.0)

Selected comments:

-I liked learning more about AAMC, but I still feel like I'm just scratching the surface on how closely I should be paying attention to AAMC, if I should attend the med ed conference in the future, etc. While there are Libraries in Medical Education groups throughout the US connected to the GEA, mileage varies on being a part of these groups. My library has really ignored/avoided the AAMC question for many years. I feel like I'm catching up as fast as I can.

-Medical education is a big part of what we do and understanding this organization is good.

11. How helpful was the content and presentation about the roles of national libraries (Backus, Dessy, Kosecki)? (5.50 of 6.0)

Selected comments:

-What an interesting combo of voices. Yes, they digressed a good bit but it seemed to illustrate a need more than anything. For those of us who work in complex orgs, this is somewhat soothing to see.

-I learned a lot about these libraries that I didn't know. Especially since two of them have such brand new leaders, it was a really good discussion.

12.How helpful was the content and presentation about IMLS (Dale)? (5.0 of 6.0)

Selected comments:

Promising. Interesting in reviewing for them to learn more too.

Too much powerpoint and not really a discussion. I learned things I didn't know, but it wasn't interactive.

Very good to know about this funding source.

13.How appropriate was the content and presentation about NLM Library Operations (Backus and panel)?

No comments

14. How helpful and informative was the NLM tour? (Mowery) (4.0 of 6.0)

Selected comments:

But this is because I've been on the tour a number of times... though, honestly, I found even the first tour to be tedious

Done lots of these tours before...but good to have for the rest of the group!

15.How helpful and informative was the discussion with NLM Leadership (Brennan, Humphreys)? (5.86 of 6.0)

Selected comments:

-I don't think I've ever felt so confident in the direction of NLM as I did after that meeting. Despite just figuring things out, Dr. Brennan seems like the right person for the job and will lead us into new territory quite well.

-Hearing what Patti's view for the NLM and medical libraries is was energizing

-Great to get some time with Dr. Brennan.

-Not at capstone, but heard great feedback about this meeting

16. How appropriate was the content and presentation on NCBI's current and future programs (Lipman)? (3.17 of 6.0)

Selected comments:

-I think that Dr Lipman needs more structure or something. He seemed to be at a loss.

-We discussed this already. :)

-This was an odd presentation. On one hand he seemed not to want to be there, but when we started talking about open access, he really opened up.

17. How appropriate was the content and presentation on NIH Data Management (Dunn)? (5.17 of 6.0)

Selected comments:

-The politics between NIH and NLM is so interesting to me. Probably more interesting than the actual work Dunn presented!

-Understanding how this organization in the NIH sees data science helped me clarify how I talk about it on my campus

-Very helpful to understand what is happening in this arena at NIH.

18. How helpful and appropriate were the presentations on the NIH Library's programs and technology hub (Cogdill and staff)? (5.50 of 6.0)

Selected comments:

-The current setup of the NIH library is one that matches my own ideas. I would have actually liked to have heard more from Keith about how he went about making these changes and the risks he's had to take/balance along the way.

-It was useful to see how the NIH library supports its users. They are very different from my own, so some of it is applicable to my world and some is not. I had some takeaways.

-One of our best sessions!!!

-not at capstone, but heard positive comments about this part of the program

-This was closest to the day-to-day work for most of us, but at a bigger scale, which was interesting to see

19. How appropriate was the content and presentation on information policy and funding affecting libraries (Adler, Sheehan, Inouye)? (5.43 of 6.0)

Selected comments:

Very interesting.

Policy affects all of us, and this discussion was a really good one. I loved how much it touched on and how much was relevant to us.

Hear[d] this portion -- Sheehan and Inouye were good

20. How helpful was the content and discussion about diversity and cross cultural competence (Puente)? (5.57 of 6.0).

(no comments)

21. How helpful was the content, presentation and discussion about interprofessional education (McGuinn, McOwen, Lang, Rouse, Williamson)? (4.67 of 6.0)

Selected comments:

-Interesting, but less helpful to me personally. However, I do continue to think about interprofessional education and I appreciate the diverse perspectives.

22. How helpful was the open discussion reflecting on the overall program and personal transitions (Deiss)? (5.0 of 6.0)

Selected comments:

I feel like I need more of this.

This was a great overall ending, talking about what we learned and what our next steps are.

Participated in discussion with small group

23. How successful or enjoyable were the social events (group dinner, closing reception)? (5.67 of 6.0)

Selected comments:

Very nice events. Very appreciated.

A really nice way to socialize and spend time with each other. And the graduation ceremony was lovely-- a nice touch to celebrate our achievement.

24. How well did the Capstone allow for discussion and processing of new information? (5.50 of 6.0)

Selected comments:

-Overall, I loved the discussions, the speakers and the topics. I almost wish we had some of this throughout the year or earlier so it wasn't jammed in the last 3 days. Definitely though, it would be better to have readings and prep materials much earlier than we got it, at least 3 weeks in advance. I didn't have time to read some things because we were still getting it as we were in the sessions.

25. How well did the Capstone balance contributions by both fellows and mentors? (4.71 of 6.0)

Selected comments:

- I think that the balance between mentors and fellows was good, but there was a tendency for a couple of fellows to hijack the discussions and make it entirely about them.

-There will always be long winded folks in the groups. It's difficult to facilitate a group where many have something to say.

-One mentor talked a lot more than most others. This was something that happened a lot throughout the year. It didn't allow for others to talk.

-Assessment based on sessions I heard -- fellows really took over the conversations

26. How well did the mentors and faculty (Deiss, Committee Chairs, Program Director) further the goals of the sessions by providing content and facilitation? (5.43 of 6.0)

Selected comments:

-I think it would be a good idea for mentors and faculty to help get conversation going/momentum continuing during the weeks in between webinars and in-person meetings. I often wished for more rich discussion via email. At times, that did happen and was appreciated. Perhaps I wanted more because I have so few people in my own organization with whom I can have these sorts of conversations.

Virtual Curriculum

27. How appropriate were the webinar topics for filling in gaps in the overall learning experience? (4.71 of 6.0)

Selected comments:

- Finance is big and maybe deserves two sessions, one focusing on collections and the other on personnel.
- The topics were pretty standard for a library director to know.
- Some of the webinars were great. With a few of the others I couldn't wait for it to be over! In some cases the webinar was dominated by questions from just a few of the participants and it seemed very focused on what that one or two people cared about.
- Great discussions that brought up timely and important topics -- I really like the looser structure that allowed for more conversations

28. How appropriate were the content, assignments/readings, and presentation for the webinar on "Power and Influence"? (Frisby, Prince) (4.50 of 6.0)

Selected comments:

I liked the topic and the webinar was pretty good. I would have liked more practical tips on how to accomplish some of this.
Readings not so powerful

29. How appropriate were the content, assignments/readings and presentation in the webinar on "Workforce Issues"? (Sollenberger, Kerns) (5.0 of 6.0)

Selected comments:

Led to a lot of discussion

30. How appropriate were the content, assignments/readings and presentation for the webinar on "Enhanced Library Roles"? (Thibodeau, Schulte) (5.17 of 6.0)

Selected comments:

Might have been nice to take the conversation to a radical point and talk hypothetically, but the group seemed a bit chained to tradition during this webinar.

31. How appropriate were the content, assignments/readings and presentation for the webinar on "Managerial Finance"? (Buchanan, Kiyoi) (4.29 of 6.0)

Selected comments:

Liked that they used AAHSL data and we had a discussion about the use of data with administrators

32. How appropriate were the content, assignments/readings and presentation for the webinar on "Strategic Planning"? (Deiss) (5.14 of 6.0)

Selected comments:

Need way more in the way of practical approaches and new ways of thinking. Topic is extremely important.

Went over the essentials and the challenges everyone needs to know about.

33. How appropriate were the content, assignments/readings and presentation for the webinar on "Cross Cultural Competence"? (Jones) (4.43 of 6.0)

Selected comments:

- Great topic. Group seemed to not want to talk much though. Deetta is a good facilitator but sometimes she talks too much and needs to let others talk more. What if Mark Puente did this webinar?
- This one was a little disorganized and hard to follow. Would have appreciated more concrete examples.

34. How appropriate were the content, assignments/readings and presentation for the webinar on "Crisis Management"? (Twiss-Brooks, Fought) (4.43 of 6.0)

Selected comments:

-Again, really great topic. How about materials on where to go for help in these situations? As in chain of command in most Academic HSLs?

-What every manager needs to think about and a good discussion about how much true advance planning you can really do because of the situations

35. Did you fully prepare for and participate in the assignments and readings preceding the monthly webinars? (5.14 of 6.0)

Selected comments:

I did the best I could with competing priorities. Despite my library admin saying they support my time, they don't take any work away while I participate in professional development of any kind. Did all the scenarios/questions and most of the readings

36. Was online communication using the aahsl-leaders2015 listserv valuable to you? (85.7% yes)

Selected comments:

Wanted more conversations.

I wasn't sure when we were supposed to use the listserv or basecamp. The most confusing thing was that you couldn't reply to anyone with the listserv because it was a reply all.

37. Was online communication using Basecamp (document sharing and email) valuable to you? (85.7% yes)

Selected comments:

Yes, but Basecamp is clunky. I often missed things there, consequently increasing my anxiety about the program.

It was valuable having a place to share documents, but basecamp was confusing. There was no real organization.

Nice tool - it would be nice if the archived version would be made available to participants, in case we want to look something up later.

Mentor-Fellow Relationship

38. How successfully did the site visit address your (your fellow's) learning goals? (5.57 of 6.0)

Selected comments:

-Both visits were really geared at getting me exposed to the items that I discussed in my learning plan. Well done. Great experiences.

-We always looked at my learning plan and made sure we were working on them

-We focused on key issues she wanted to know more about but some areas of focus changed over time so we approached the second week a little differently

39. How well did the site visit introduce you (your fellow) to a different type of environment? (5.29 of 6.0)

Selected comments:

-Definitely different in some ways, but similar in others.

-The site visit was a very different environment than my own, so I learned a lot there.

-Very different culture, management and communication style, and approach to issues

40. How well did the site visit demonstrate different leadership roles and styles? (5.29 of 6.0)

Selected comments:

-Got good exposure to style, including those of other libraries in the area.

-Great chance for fellow to see what works and does not work and what she would like her style to be and what she wants to avoid

41. How well did the site visit provide you (your fellow) insight into relevant issues and initiatives? (5.57 of 6.0)

No comments

42. How well did the mentor-fellow relationship meet your (your fellow's) expectations? (5.14 of 6.0)

Selected comments:

-Don't think I could have asked for more. Very successful.

-This definitely met my expectations.

-We had a good relationship, but there were some difficult times during the year. Some problems had to be addressed, and that was hard.

-I think she got to see a different perspective on leadership, transparency, and how issues might be viewed from a staff and administrative perspective, we had a lot of good conversations about why approaches might have been taken or not taken.

43. How well did the match of your mentor-fellow pair contribute to meeting learning goals and a productive relationship? (5.43 of 6.0)

Selected comments:

Honestly, probably a key in my situation.

I was very happy with my match.

44. How well did you (fellow and mentor) maintain regular contact throughout the year? (5.57 of 6.0)

Selected comments:

-We had a regular schedule, and kept to it except for planned vacations.

-Had 1 or 2 phone calls a month, as well as regular email exchanges, and special calls as needed as issues arose

-It varied. Most often a couple of times each month. There was at one full month gap when we both were surprised a month passed without a check-in.

45. How frequently did you revisit your (your fellow's) learning goals throughout the year? (most said several times)

Selected comments:

-Not directly, but most of our conversations centered on facets of the goals.

-We checked regularly to be sure we were on target.

-While we did not dig out the plan, we did talk about her areas of focus on a regular basis and how issues and activities played into those learning goals, and she realized she had some new goals as well as we explored leadership .

Overall Feedback: How well did the program meet its objectives?

46. Introduce fellows to leadership theory and practical tools for implementing change at organizational and professional levels (5.14 of 6.0)

Selected comments:

Difficult to teach, but we talked about some of the issues facing leaders and methods for working through them; this becomes a very situational and experiential subject

47. Introduce fellows to critical issues facing academic health sciences libraries (5.71 of 6.0)

Selected comments:

Really brought the key issues to the forefront and gave fellows a chance to ask how the mentors would address them

48. Develop meaningful professional relationships between fellows and mentors that give fellows access to career guidance and support (5.86 of 6.0)

Selected comments:

We did a lot of talking about career development and it was good to see the other approaches people were taking; also talked to other fellows about some issues they face

49. Expose fellows to another academic health sciences library and its institutional leadership under the guidance of their mentors (5.71 of 6.0)

Selected comments:

Learned that some administrators really get libraries but even those over the library may not quite get it

50. Examine career development and provide director models (5.86 of 6.0)

Selected comments:

A lot of focus for our discussions over the year, and as we had the Web sessions

51. Create a cohort of learners who will draw upon each other for support throughout their careers. (4.57 of 6.0)

Selected comments:

-I'll probably remain in touch with one or two of my cohort.

-I would like to say extremely well, but I'm skeptical at this point. But, I feel like this is a really important part of the program. Maybe I will see the fruits of the cohort in months to come.

-I wasn't sure that this cohort of fellows got to know one another that well. They didn't go out of their way to get together socially, and that will make it harder for them to count on one another when they need help/advice.

-Not as sure about this -- I did not see the bonding that has occurred in other years, though think they will reach out to each other -- it was a more low key group initially

-I think so.

52. Promote diversity in the leadership of the profession (4.43 of 6.0)

Selected comments:

Very excited about those issues and wondering how to address them

53. Offer recognition to emerging leaders and enhance their competitive standing (5.43 of 6.0)

Selected comments:

The fellows are the group to watch as new openings in directorships become available

We'll see about this one!

54. Did you feel the blended curriculum (in-person group time, web-based learning, site visits, and one-on-one mentoring) worked well to meet Program objectives? (100% said yes)

Selected comments:

-The webinars could be more interactive using video and other learning technology.

55. Did you have the opportunity to get to know mentors (or fellows) other than your own? (100% said yes)

Selected comments:

- A little bit. I do think getting to know some of them more earlier in the program would have been nice, but I was glad to get to know a few more at the end of the program.
- Not as much time as some years, but got to know a couple quite well
- Yes, out for drinks or dinners when we were together

56. Did the Program's design and workload allow you to satisfy your expected level of participation while fulfilling other professional or personal demands? (100% said yes)

Selected comments:

- Yes and no. It was a struggle. I wished I had had more time to devote to leadership theory and higher level topics.
- Always worth the time and effort because it renews me as a director and points out areas for improvement that I should consider

57. How well did the faculty and AAHSL personnel support you as you progressed through the Program? (5.14 of 6.0)

Selected comments:

Timely communication, thoughtful seeking of feedback, very well organized!

58. Did your participation in the Program have an effect on the staff of your home library? (57% yes, 43% unsure)

Selected comments:

- Not that I'm aware of.
- My staff found it interesting to talk to someone from another institution and to share strategies, problems, ideas. A few of them will continue to be in contact with my fellow, I'm pretty sure.
- People really enjoyed meeting and hearing from the fellow, but there was also concern about accessibility to me from a few, but nothing major; brought in new ideas and perspectives.
- Folks here were glad that we were supporting professional growth by participating.

59. Please describe how you think your career (or your fellow's) will be impacted, in the near-term and long-term, by participating in the Program.

Selected comments:

- Confidence in applying and seeking out positions. I do know now that directorship is definitely something I should pursue. I don't have any doubts now. It has opened a bit of a conversation at my current library about my career aspirations, so that is helpful. My experience with my mentor has changed my outlook and given me hope in library leadership like no other experience has to this point. I'm extremely grateful for that.
- I am now applying for director positions. I hope to be moving into one in the near-future.
- I think my fellow will consider applying for open director positions within the next few years. I hope that my fellow will have worked to strengthen some weaknesses and be more able to approach a new position with a positive approach and open mind.
- She is ready to leave her institution and find her own domain and flex her leadership style. She is already looking at other positions. The difficult part of her is tolerating the culture she is in until she can move -- it is so different from what she wants to see happen. BUT she has taken the opportunity to talk to senior people and begin exploring succession planning and how that might work at her current library.

60. To what extent were the goals and expectations in your learning plan (or your fellow's) fully met? If not, what could the Program have done differently to promote success?

Selected comments:

- My plan altered as the year progressed. I think my initial plan was ultimately not as smart as it could have been.

-I'd like to create documentation of models that I have mentally prepared for future reference. I just haven't gotten that far yet.

-My goals shifted a little throughout the year due to what I was working on in my library and what I was learning. I think that is actually a good thing to respond to what is going on and change with it.

-I think we met the goals, if not always consciously. Many of the issues raised in program discussion fit into the plan and she was great about coming back to key points. The only other thing would be to have one of the Web sessions have some time where everyone looks at the plan and talks about the challenges of meeting the goals and how things may have changed along the way.

-Fellow said they were met, I felt less so. A more structured set of expected outcomes would have been more telling I think. But that's on us, we should have done that. Next time.

61. Did you seek and receive full reimbursement for applicable expenses incurred as a participant in the Program? (71.4% yes, 24.6% no)

Selected comments:

My institution was glad to support this.

Still waiting for final reimbursement check, but all other expenses were reimbursed (as of 10-19-16).

62. What do you think should be changed in the Program?

-I think the development of the learning plan is too rushed.

-I'd say tweaks are more appropriate than changes. See comments on other questions for suggestions.

-Mentors should get some guidance on what to do if there are some weaknesses observed in the fellow. What obligation is there to address these with the fellow?

-I think it might be useful to have some sessions among only the fellows -- end of day or end of Web session. The mentors are all very different and it might be good if they could explore some issues without the mentors being there, as well as gaining other perspectives from the different experiences.

-This must be incredibly expensive to fund. I'm grateful NLM provides support and proud AAHSL feels so strongly about the outcomes that it continues funding.

-Great program overall! Maybe one thing to change is more vetting of interest levels in potential mentors, so the initial list of mentors sent to fellows only has ppl who have confirmed their willingness to participate in the program.

END

Transcribed by CGJ 12/21/16