# NLM/AAHSL Leadership Fellows Program


## 2016-2017
## Report


## Submitted by:


**Eric Albright, 2016-17 Chair, Future Leadership Committee**
**Paul Schoening, 2017-2018 Chair, Future Leadership Committee**
**Heidi Heilemann, 2018-2019 Chair, Future Leadership Committee**

**Carol Jenkins, Future Leadership Program Director 2016-2017**
**Patricia L. Thibodeau, Future Leadership Program Director 2017-2018**


**December 11, 2017**

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**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. Following Carol Jenkins' announcement of her retirement from the position of program director, the Committee chairs worked with the Board to recruit Pat Thibodeau as her replacement. She joined the program in July to help select the 2017-18 Fellows cohort, and has worked with Jenkins for a smooth transition.

During the year the chairs met monthly with the program director and as needed with committee members using GlobalMeet conferencing, in order to oversee and coordinate committee work. A subcommittee of the FLC reviewed the application and selection processes for 2017-2018 and selected fellows and mentors for the 16$^{th}$ class which began in November 2017. The choices for fellows and mentors were subsequently approved by the AAHSL Board and NLM.

The Leadership Fellows Program has completed 15 years, its successes a result of the support of the sponsors—NLM and AAHSL—and the contributions of fellows, mentors, committee and all AAHSL members. Former fellows Rick Fought (University of Tennessee), Megan von Isenburg (Duke University), Rikke Ogawa (UCLA), Kelly Thormodson (University of North Dakota), Mary Piorun (University of Massachusetts) and Beth Ketterman (East Carolina University) assumed permanent director positions in 2017. Three fellows are currently serving as interim directors (Will Olmstadt, LSU Health Shreveport; Michele Tennant, University of Florida; and Melissa Rethlefsen, University of Utah). Overall, 53% of Fellows have been named permanent directors or interim director since the program began.

In August AAHSL was asked to submit a proposal to NLM for a noncompetitive award to partially fund the Leadership Fellows Program for one year with the option of four succeeding years. Carol Jenkins, Pat Thibodeau, and the committee chairs submitted the proposal which was approved by NLM. AAHSL and Leadership Fellows Program remain very grateful for NLM's continued support.

**Program Director**

Carol Jenkins completed her fourth year as Leadership Program Director. In this role she worked under overall guidance of the committee chairs, and was responsible for management of the Fellows Program as well as management of all other committee responsibilities, liaison with the full committee and logistics coordination with the AAHSL Office. The Office continued to manage logistics and expenditures for fellows and other committee activities. The committee used Basecamp to coordinate program management and communications and foster community. Basecamp was used successfully by the full committee, leadership fellows cohort, scholarships subcommittee, and leadership fellows selection subcommittee. NLM provided access to its WebEx platform for the virtual interactive learning sessions with technical support provided by Region 2 NNLM staff members.

With the announcement by Carol Jenkins of her retirement after the end of the 15$^{th}$ class, the AAHSL Board and Future Leadership Committee searched for a new program director. After sending out a call for those interested, Patricia Thibodeau was interviewed and accepted the position effective August 1, 2017. She has worked closely with Carol Jenkins to ensure a

smooth transition and participated in the selection of the 16th cohort of fellows and mentors as well as the final Capstone event for the 15th class in September 2017.

**Assessment**

An important metric for evaluation of the program is the transition of fellows to director positions,  As of December 2017, 48% (37) of the Fellows have received permanent director appointments.  In 2017 six (6) former fellows assumed permanent director positions and three (3) fellows currently serve as interim directors.  Since the beginning of the program, 53% of the Fellows have been named permanent directors or interim directors. **(Appendix A)**

A roster of director vacancies is maintained, to augment vacancy postings on the AAHSL Web site.  As of December 2017, there are 28 institutions with known current or pending vacancies in directors' positions.  These include those actively recruiting, those with interim directors, and those new schools seeking LCME accreditation that have not yet hired directors.

With the selection of the incoming 2017-18 class, 82 fellows and 65 different mentors will have participated in the program.  Sixteen mentors will have served in this role two or more times and four former fellows, now directors, will have also served as mentors. Well over 60% of AAHSL institutions have had at least one mentor or fellow on staff or have hired a fellow.

As noted in the October 2017 report 29.4% (21.4% in 2016/17) of the fellow applicants have indicated a minority status over the past ten years (since voluntary self-identification of ethnic or racial status was initiated.)   Two of the five selected fellows (2017/2018) are minority candidates, one Hispanic and one African American.

The Future Leadership Committee continues to monitor participant satisfaction with the program's activities throughout the year and implements changes as a result of annual evaluations and the last comprehensive program evaluation conducted in 2013.   The final program evaluation is conducted at the end of each class and provides feedback for making improvements and adjustments for the new class year.  **(Appendix J)**

The accomplishments for the 2016-2017 Leadership Fellows Program are described below.

# 2016-2017 Class:  Year in Review

The fifteenth class completed its year on September 27, 2017 **(Appendix B)**. Fellows (Will Olmstadt, Sandy De Groote, Beth Ketterman, Melissa Rethlefsen, Jean Song) and mentors (Mike Kronenfeld, Laura Cousineau, MJ Tooey, Judy Cohn, Cynthia Henderson) worked together in fellow/mentor pairs.

The Leadership Fellow Program scheduled a number of curricular activities and events throughout the year from the initial Orientation to the final Capstone and Graduation ceremony **(Appendix C)**.  In addition, fellows communicated with each other and 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 their learning goals. 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.  An orientation session was also provided for mentors **(Appendix D)** in Seattle in conjunction with the AAHSL annual meeting.

## Orientation

At its Orientation meeting on November 10 in Seattle, the cohort met with committee faculty and consultant Kathryn Deiss. They discussed topics including intentional leadership, crafting a personal vision, and the mentoring relationship. Deiss, who has served as faculty to the program since its inception, administered two leadership questionnaires prior to the orientation meeting. She debriefed each respondent individually prior to the meeting, and also provided a group profile summary at the meeting.  Mentors were also oriented to their roles and establishing relationships with their fellows. **(Appendix E & I)**

This year a new topic, boundary spanning, was introduced. Boundary spanning describes a set of leadership skills that focus on exerting influence without authority and similar skills considered crucial in today's complex institutional settings. These skills are featured in the products developed by the Nexus LAB Project (Leading Across Boundaries) with which Jenkins and Deiss were working. The Orientation also used the Nexus LAB's "Layers of Leadership" as part of the fellows' learning plans. In addition, fellows took a pretest based on the Layers of Leadership assessment questions and will take a post-test after the completion of their year.

## 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.  This year the plans also identified the competencies or skills being addressed using the Nexus Layers of Leadership allowing a pre and post assessment of the 2016-2017 perceived levels of leadership.  The learning 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 may be modified during the course of the fellowship.

**Virtual learning**

Building on the orientation and learning plans, the group met on a monthly basis in 2016-17 for virtual sessions and in-person meetings (included in the curriculum timeline in **Appendix C**). Mentors and their fellows developed virtual presentations and facilitated the discussion for the sessions. Topics covered were power and influence (Rethlefsen and Cohn), enhanced library roles (Song and Henderson), workforce issues (Deiss), institutional/managerial finance (Ketterman and Tooey), strategic planning (De Groote and Cousineau), and crisis management (Olmstadt and Kronenfeld). Mark Puente, ARL Director of Diversity and Leadership Programs, also led a virtual discussion on diversity and cross cultural competence. Fellows completed assignments with the goal to encourage them to think strategically at a director level. Mentors contributed their own experience and perspectives to the discussions.

The committee relies on NN/LM regional libraries to provide technical support for virtual sessions, which migrated this year to WebEx. Thanks to MJ Tooey, Director; and Tony Nguyen and Colette Beaulieu of the Southeastern Atlantic Region of the NN/LM, who assisted with the leadership fellows virtual sessions this year. With the change to WebEx, videos of virtual sessions are now archived on the Fellows' Basecamp site.

**Leadership Institute**

The full-day Leadership Institute held in Seattle on May 27 and facilitated by Kathryn Deiss, focused on developing versatile leadership and practical career guidance for fellows as they prepare for director positions. A mock interview exercise was included. Former fellows Shannon Jones, Library Director, Medical University of South Carolina and Rose Bland, Library Director, University of South Florida Shimberg Library, described their recent experiences 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. A group activity on innovation was added to the program this year. **(Appendix G)**

**Capstone**

The 2016-2017 class met for the final time at the Capstone in Washington, DC, September 25 - 27, 2017 **(Appendix H)**. This program 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, 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, NLM initiatives and operations, interprofessional education and team-based care, and diversity. Presenters included those who regularly come to the Capstone as well as some first-time speakers: Elliott Shore and Krista Cox (ARL), Jerry Sheehan, Joyce Backus, Dianne Babski, Jennifer Marill, David Gillikin, Amanda Wilson and Mark Ziomek (all from NLM), Heather Joseph (SPARC), Kathy McGuinn (AACN), Leo Rouse (ADEA), Lucinda Maine (AACP), Heather Sacks, Tannaz Rasouli and Eric Weissman , Alison Whelan (all from AAMC), James King, Chris Belter, Lynn Young and Doug Joubert (all from NIH Library), Sarah Fuller (IMLS), Mark Sweeney (LC), and Stan Kosecki (NAL). A highlight was the opportunity for fellows' conversation with Patricia Flatley Brennan, NLM Director. The speakers' participation strengthened their relationship with AAHSL, in addition to benefiting the Fellows. Many

speakers comment on how valuable and unique they think this program is. 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, speakers and local library leaders from the area. There were about 45 attendees.

A final evaluation of the entire program was conducted after the Capstone activities were completed. **(Appendix J)**

**Goals FY17-18**

As in previous years, we aim to maintain the strength and diversity of the 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 continuum of leadership development programs culminating in the Leadership Fellows Program (LFP). More specific activities include strengthening the selection process for fellows and mentors, creating a new structure for the mock interview exercise, and exploring additional programmatic changes that would ensure that the program remains strong and relevant for today's and future health sciences library directors. The MLA CE course that focuses on becoming a library director will be offered again on May 19, 2018, and the LFP will benefit from the evaluation by the participants in that experience. In addition, a special workgroup of the Future Leadership Committee will be appointed to study the needs of recently appointed interim and full directors and what programs may need to developed to support them. The LFP will also continue to explore the benefit of the resources provided by Nexus LAB project including pre and post assessments of leadership competencies and skills.

**Appendix A**

**Promotions of Fellows in NLM/AAHSL Leadership Fellows Program**

**2002-2003 class**

**Judy Consales**
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**
Associate University Librarian and Director, Hardin Library for the Health Sciences
University of Iowa
   *Mentor: Wayne J. Peay*

**Gerald (Jerry) J. Perry**
Director, Arizona Health Sciences Library
University of Arizona
(earlier promotions: Deputy Director;  Director, U Colorado)
   *Mentor: Nancy K. Roderer*

**Charles J. Greenberg**
Founding Library Director, Wenzhou-Kean University Library
   *Mentor: J. Michael Homan*

**2003-2004 class**

**Gabriel (Gabe) R. Rios**
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*

## 2004-2005 class

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

**Beth Layton**
(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*

**Jett McCann**
Director, Dahlgren Memorial Library,Associate Dean for Knowledge Management
Georgetown University Medical Center
*Mentor: Patricia Thibodeau*

## 2005-2006 class

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

## 2006-2007 class

**Nadine Dexter**
Director, Harriet F. Ginsburg Health Sciences Library
University of Central Florida College of Medicine
*Mentor: Holly Shipp Buchanan*

**Anne Seymour**
Director, Welch Medical Library
Johns Hopkins University
*Mentor: Elizabeth Eaton*

**Christopher (Chris) J. Shaffer**
University Librarian, Health Sciences Library
University of California San Francisco
(earlier promotions: University Librarian, Oregon Health & Science University)
*Mentor: Paul Schoening*


## 2007-2008 class

**Colleen Cuddy**
Director Research and Instruction, Lane Medical Library, Stanford University
(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**
Associate Dean for Knowledge Management, Director
Lane Medical Library & Knowledge Management Center
Information Resources & Technology (IRT)
Stanford University Medical Center
*Mentor: Nancy Roderer*


**Mary Piorun**
Director, Lamar Soutter Library (2017), University of Massachusetts Medical School
(earlier promotions: Director of NNLM New England Region and Associate Director,
Community, Technology, and Global Relations, Lamar Soutter Library
*Mentor:* **Patricia L. Thibodeau (retired)**

**Neville Prendergast**
Director, Rudolph Matas Library of the Health Sciences
Tulane University
*Mentor: Carol G. Jenkins*


## 2008-2009 class

**Laura K. Cousineau**
Director of Library Services, American University of Antigua College of Medicine
(earlier promotions: Director, Biomedical Libraries, Dartmouth College Libraries)
*Mentor: Gail Yokote*

**Melissa L. Just**
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**
Director, Shiffman Medical Library
Wayne State University
*Mentor: Gary Freiburger*


## 2009-2010 class

**Irma Quiñones**
Health Sciences Library, University of Memphis
(earlier promotions:  Director, Conrado F. Asenjo Library, Medical Sciences Campus
University of Puerto Rico)
*Mentor: Judith S. Cohn*

**Debra C. Rand**
Corporate Director of Libraries
Hofstra Northwell School of Medicine
Northwell Health, Hofstra University
*Mentor: Laurie L. Thompson*


## 2010-2011 class

**Tania P. Bardyn**
Associate Dean of University Libraries
Director, Health Sciences Library
Director, NN/LM Pacific Northwest Region
University of Washington
*Mentor: Julia F. Sollenberger*

**Keith Cogdill**
Director, Division of Library Services
National Institutes of Health
*Mentor: Cynthia L. Henderson*

**Kelly Gonzales**
Director, Medical Center Library
University of Texas Southwestern Medical School
*Mentor: Barbara Epstein*

**Deborah Sibley**
Exec. Director, HAM-TMC Libraries, Houston
(earlier promotions: Director of Libraries, LSU Health, New Orleans
*Mentor: Brett Kirkpatrick*


**2011-2012 class**


**Shannon D. Jones**
Library Director
Medical University of South Carolina
*Mentor: R. Kenny Marone*

 **Jennifer McKinnell**
Director, Health Sciences Library
McMaster University
*Mentor: Cynthia Robinson*


**2012-2013 class**


**Donna R. Berryman**
Head Health Sciences Library Services, University of Buffalo
(earlier promotions:  Director, Medical Center Libraries and Technologies (2017)
University of Rochester Medical Center
*Mentor: Paul A. Schoening*

**Rose Bland**
Director, Shimberg Library
University of South Florida
*Mentor: Kathryn Carpenter*

**Melissa DeSantis**
Director, Health Sciences Library
University of Colorado Anschutz Medical Campus
(earlier promotions: Interim Director, Univ. of Colorado Health Sciences Library)
 *Mentor:  Neil Rambo*

**John Gallagher**
Director, Cushing Medical Library
Yale University School of Medicine
(earlier promotions: Interim Director, Cushing Medical Library)
 *Mentor:  Gretchen Arnold*

**Michele R. Tennant**
Interim Director, Health Sciences Center Libraries
University of Florida
 *Mentor: Heidi Heilemann*


## 2014-2015 class

**Rikke Ogawa**
Director, UCLA Louise M. Darling Biomedical Library
 *Mentor: Jane Blumenthal*

**Kelly Thormodson**
Director, Harley E. French Library of the Health Sciences (2017)
The University of North Dakota School of Medicine & Health Sciences
 *Mentor: Kerry A. O'Rourke*

**Megan von Isenburg**
Director, Duke University Medical Center Library and Archives (2017)
 *Mentor: Marianne D. Burke*

**Matthew Wilcox**
Director, Edward and Barbara Netter Library, Quinnipiac University
 *Mentor: Leslie C. Schick*

## 2015-2016 class

**Rick L. Fought**

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

*Mentor: Andrea Twiss-Brooks*

## 2016-2017 class

**Elizabeth Ketterman,**

Director, Laupus Health Sciences Library, East Carolina University  (2017)

*Mentor: MJ Tooey,*

**William (Will) Olmstadt,**

Interim Director, Health Sciences Library, LSU Health Shreveport

*Mentor: Michael (Mike) Kronenfeld*

**Melissa Rethlefsen**,

Interim Director; Associate Librarian,  Spencer S. Eccles Health Sciences Library, University of Utah

*Mentor: Judith (Judy) Cohn*

## Appendix B

## ROSTER OF NLM/AAHSL LEADERSHIP FELLOWS AND MENTORS 2016-17

Sandra De Groote, Scholarly Communication Librarian; Professor, University Library, University of Illinois at Chicago, Chicago, IL

> Mentor: Laura Cousineau, Director, Biomedical Libraries; Assistant Professor, Dept. of Medical Education; Assistant Professor, Dept. of Medicine, Geisel School of Medicine, Dartmouth College, Hanover, NH

Elizabeth Ketterman, Interim Director, Laupus Health Sciences Library, East Carolina University, Greenville, NC

> Mentor: MJ Tooey, Assoc. Vice President, Academic Affairs; Executive Director, Health Sciences/Human Services Library; Director, NNLM, SE/A Region, Univ. of Maryland, Baltimore  MD

William (Will) Olmstadt, Associate Director, Health Sciences Library, LSU Health, Shreveport, LA

> Mentor: Michael (Mike) Kronenfeld, University Librarian, A.T. Still Memorial Library, A.T. Still University of the Health Sciences, Mesa, AZ

Melissa Rethlefsen, Deputy Director; Associate Librarian, Spencer S. Eccles Health Sciences Library, University of Utah

> Mentor: Judith (Judy) Cohn, Assistant Vice President for Information Services; Director, Health Sciences Libraries Rutgers, The State Univ. of New Jersey, Newark, NJ

Jean Song, Interim Assistant Director, Academic and Clinical Engagement, Taubman Health Sciences Library, University of Michigan, Ann Arbor, MI

> Mentor:  Cynthia Henderson, Associate Dean, Health Sciences Libraries; Director, Norris Medical Library, University of Southern California, Los Angeles, CA

# Appendix C

## NLM/AAHSL LEADERSHIP FELLOWS PROGRAM 2016-2017
## CURRICULUM TIMELINE

| | | |
|---|---|---|
| November 10, 2016 | Orientation, Seattle, WA | |
| November 11-15 | AAHSL and AAMC Annual Meeting, Seattle, WA | |
| November 12 | Mentors Orientation, Seattle, WA | |
| December | Fellows/Mentors finalize site visit schedules | |
| January – August 2017 | Site visits | |
| January - September 2017 | Facilitated webinars and discussions<br>***Virtual sessions are 2nd Monday of each month*** | |
| January 9<br>3:00-4:30 ET | Virtual session:  Workforce Issues | Kathryn Deiss |
| February 13<br>3:00-4:30 ET | Virtual session: Enhanced Library Roles | Jean, Cynthia |
| March 13<br>3:00-4:30 ET | Virtual session: Power and Influence | Melissa, Judy |
| April 10<br>3:00-4:30 ET | Virtual session: Strategic Planning | Sandy, Laura |
| May 27 (Saturday)<br>8:00-5:00 ET | Leadership Institute<br>(at MLA Annual Meeting, Seattle, WA) | Kathryn Deiss |
| June 12<br>3:00-4:30 ET | Virtual session: Crisis Management | Will, Mike |
| July 10<br>3:00-4:30 ET | Virtual session:  Managerial Finance | Beth, MJ |
| August 14<br>3:00-4:30 ET | Virtual session: Cross Cultural Competence | Mark Puente |
| August 31 | Deadline for completion of site visits | |
| September 25-27 | Capstone, Washington, DC | |
| September 27 | Graduation, Washington, DC | |

## Appendix D

**Appendix D**

**NLM/AAHSL LFP 2016 MENTORS ORIENTATION MEETING**
Saturday, Nov. 12, 2016   10:30 am - noon
Paramount Hotel, *724 Pine Street*, Olympic Room

Attending: <u>2016 Mentors:</u> Laura Cousineau, Judy Cohn, Mike Kronenfeld, MJ Tooey, Cynthia Henderson
<u>Committee Leadership:</u>  Sandra Franklin, Eric Albright, Paul Schoening, Tania Bardyn, Carol Jenkins
<u>Purpose</u>:  Informally share information and advice to help mentors feel best prepared to succeed in their roles.


Welcome                                                                                       Sandra


**Discussion of booklet, Seven Keys to Successful Mentoring**            Carol
    -How does this apply to LFP?


**Mentors' roles in LFP:**
Help identify and achieve fellow's learning goals                            Tania


Ensure site visits address fellow's needs and are a positive experience   Eric
    See: Site Visit Principles
Develop and present a webinar; contribute to discussion              Sandra


    See:  Online Curriculum Notes
Encourage reflection and questioning through communication with fellow Paul


Foster a positive, productive relationship with cohort                      Paul


Support fellow after graduation; and all graduates                          Tania


How can we support you as mentors?                                       Carol


How will being a mentor impact you and your staff? your fellow's library? Eric


Other questions/issues from mentors                                       Sandra

**Appendix E**
**NLM/AAHSL Leadership Fellows Program 2017**
**University of Washington Club, Yukon Pacific Room**
**November 10, 2016          8:30 am- 5:00 pm**

<u>Orientation Agenda</u>
Consultant: Kathryn J. Deiss    Program Director: Carol Jenkins;   Committee Leadership: Eric
Albright, Chair Designate; Sandra Franklin, Chair; Tania Bardyn, Past Chair

| | |
|---|---|
| 8:30 am | Continental Breakfast; Program overview and introductions |
| 9:30 am | Facilitated Discussion |

- 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; debrief of leadership instruments
Putting leadership in a personal context – Debriefing of MBTI and FIRO-B

10:30 am          *Break*

10:45 am          Introduction to the NEXUS Layers of Leadership

Noon               *Lunch with the AAHSL Board*

1:00 pm           Boundary Spanning Leadership

1:30 pm           Applying Boundary Spanning Leadership Concepts
The Future of Academic Health Sciences Libraries
- Identifying emerging issues and needs
- Understanding the environment
- Criteria for action

3:00 pm           *Break*

3:15 pm           Personal Vision
Getting the Most from Your Mentoring Relationship
- The Helping Relationship
- Learning plan
- One-on-one time with mentors

4:45 pm           Wrap-Up/Next Steps
5:00 pm           Adjournment

**Appendix F**

## NLM/AAHSL LEADERSHIP FELLOWS PROGRAM – FELLOW'S LEARNING PLANS

NLM/AAHSL LEADERSHIP FELLOWS PROGRAM

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### FELLOW/MENTOR LEARNING PLAN

Name: Sandy De Groote                    Date:  11/28/2016

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 some measures of your success. In addition indicate if and where your goal/objectives relates to a competency area in the Levels of Leadership framework, where you can.

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.

**Sample Goal**

**I would like to learn more about:**

Institutional Culture and Organizational Politics

**This learning goal is important to me because:**

An academic health sciences library exists within a very complex environment which must be understood in order to have recognized success in contributing value to the enterprise. I would like to be introduced to the challenges and opportunities in navigating both the academic institutional culture as well as the health sciences culture.

**In order to accomplish this goal I will need:**

Mentor: To provide my fellow with background information on the environment at my institution.

Both: To identify issues (whether actual or identified in readings) that we can talk through together as case-studies.

Fellow: To be involved in meetings of the management teams in the library and the academic health center, with "debriefing" sessions afterwards.

**My definition of success is:**

I will be able to identify elements of culture and politics that affect the library, and suggest possible action steps in the university context (based on our case studies and the venues I am introduced to.)

I will be able to identify similar issues at my home institution that we can talk about in confidence, and be able to discuss differences and similarities.

**Learning Goal 1**

**I would like to learn more about:**

participatory change management

**This learning goal is important to me because:**

I am encountering several situations where I see a need to restructure the services and resources provided by the library and I would like to better understand how to navigate change management.  Change is hard and not everyone appreciates it or wants to make the effort towards it.   From my perspective, it is important that employees at all levels value the benefits of redirecting resources and budget allocations, in order to maximize on buy-in for such change.  I feel, as much as possible, its important, particularly for those effected by the change to participate in the process –both so that they feel some ownership of the change but also because their input is valuable.

**In order to accomplish this goal I will need:**

Mentor: to provide my fellow with examples of redefining services or changes in management that were significant at my institution.

Both: Identify issues through readings and experiences and discuss them.

Fellow: If the opportunity presents itself, apply the change management process at my library or institution.   If not, consider how I might apply the framework to a situation where I believe it would be useful.   Meet with staff in the library and ask about how they would see themselves involved in successful change management.

**My definition of success is:**

I will be able to identify situations where change management would be beneficial, identify the ways in which change management can be applied, and describe how to do so at various stages of the implementation.  If the opportunity presents itself, apply the change management process to a project I am involved in at my institution and report a successful outcome.

This aligns with Layers of leadership 1 (developing professional expertise in order to confidently handle more complicated tasks and projects) ,2 (developing and empowering staff and inspiring creative thinking to encourage knowledge and idea generation and initiate and lead change in support of organizational change and apply new team motivation techniques), and 3 (champion and connect staff ideas into innovation and building nurturing and evaluating teams)

**Learning Goal 2**

**I would like to learn more about:**

implementing successful integrated program s with units external to the library (clinical rounds, informationists, embedded librarian,  research collaboration, data services collaboration)

**This learning goal is important to me because:**

At my institution we often inspire to implement library programs to the campus in order to be more collaborative but they often do not result in collaboration or use

**In order to accomplish this goal I will need:**

Mentor: To provide my fellow with information on integrated or collaborative programs with our campus entities at my institution.

Both: To discuss readings on successful library collaboration programs and issues faced and potential elements leading to success.

Fellow: To be involved in meetings or rounds of collaborative programs and discuss the meetings afterwards.  Meet with librarians in the library about their experience, what they viewed as successes and why, and what were things they felt went wrong and what might they do differently.

**My definition of success is:**

Feel confident in my understanding of how to carry through the implementation of a successful external collaborative service  and understanding the various stages of the implementation, including needs assessment and promotion.

This aligns with layers of leadership 4  (recognizing and communication emerging trends and the needs and interests of external communities, developing strategies to meet changing stakeholder needs) and 5 (making the case for support and development of resources)

**Learning Goal 3**

**I would like to learn more about:**

Organizational politics and how to present myself as a confident professional

**This learning goal is important to me because:**

As an academic librarian, I am aware how complex an organization can be and also how complex the environment can be within a college or health center. However, I have not interacted much with administrators and am aware that there can be very specific chains of communication and cultural expectations that come when communicating.

**In order to accomplish this goal I will need**:

Mentor: To provide my fellow with background information on the environment at my institution.

Both: Identify issues that we can talk through together as case-studies.

Fellow: To be involved in meetings of the management teams in the library and the academic center and to meet with various administrators to ask about their expectations and the different cultures and organizations they have been involved in.

**My definition of success is**:

I will be able to identify elements of culture and politics that affect the library, and suggest possible action steps in the university context.

I will be able to identify similar issues at my home institution and discuss the differences and similarities.

I will feel confident and an equal when meeting with administrators, while acknowledging organizational expectations and culture.

This aligns with layers of leadership 1 (developing professional expertise in order to confidently handle more complicated tasks and projects) and 5 (making the case for support and development of resources, stewarding my organization's mission and value))

**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.** How to express affection more to provide support to staff when needed and to let people know that they are valued

**2.** How to challenge others and bring out the best in them in order to foster their skills in a way they will appreciate and value.

**3.** How to provide clear decisions and direction to others to help them set and meet their own priorities.

**FELLOW/MENTOR LEARNING PLAN**

Name: Beth Ketterman                    Date:  December 1, 2016

**Learning Goal 1**

**I would like to learn more about:**

Institutional Culture and Organizational Politics

**This learning goal is important to me because:**

I would like to be introduced to the challenges and opportunities in navigating both the academic institutional culture as well as the health sciences culture of the University of Maryland HS/HSL. I've worked at the same library my entire professional career, and I believe that being immersed in another library's culture will challenge me to consider best practice at my own library.

**In order to accomplish this goal I will need:**

Mentor: To provide my fellow with background information on the environment at my institution, and to involve the Fellow in as many library, university, and university system meetings as possible during the site visits.

Both: To identify issues from our own libraries that we can talk through together as case-studies.

Fellow: To be involved in the meetings I attend with MJ and to be actively engaged in debriefing sessions afterwards.

**My definition of success is:**

I will be able to identify elements of culture and politics that affect the library, and suggest possible actions to resolve current issues in my library.

Layers of Leadership: Layer 5 *Model and Create Cultural Change*

**Learning Goal 2**

**I would like to learn more about:**

Best practices and strategies to secure external funding.

**This learning goal is important to me because:**

As state funding is continually reduced, my library is becoming more reliant on external funds. I would like for my library to become more in the habit of applying for external awards.

**In order to accomplish this goal I will need:**

Mentor: Sharing of past experiences, successes and failures, regarding fund raising projects. Identification of key resources needed to accomplish this task.

Both: Working together, identify best practices for writing a case study and hopefully learn together how to develop compelling case statements for both libraries

Fellow: Sharing of my own experiences as Interim Director for the past year, everything from Friends meetings, conversations about gifts with potential donors, and generating interest in grant applications from my librarians.

**My definition of success is:**

Writing a strategic case statement for Laupus Library

Layers of Leadership: Layer 5 *Facilitate environment for innovation*

**Learning Goal 3**

**I would like to learn more about:**

Creating a strong strategic vision for my library and getting librarian buy-in

**This learning goal is important to me because:**

We've had the same vision statement at my library for years and I'd like to revisit it to ensure it best reflects where we should be directing our attentions.

**In order to accomplish this goal I will need:**

Fellow/Both - Along with my mentor, I will analyze the strategic planning documents for my university and library

Mentor – As a library with a strong strategic planning background, share best practices for developing an aligned, effective plan

**My definition of success is:**

Proposal of the document to the administrative work group of the library and then adoption

Layers of Leadership: Layer 5 *Articulate the value of the sector as a whole; Present organizational value to diverse audiences*

**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. **Learn more about ways to make employees feel valued**

2. **Read up on techniques for leading everyone in the same direction and discuss with mentor**

3. **Read more/find an online lecture/etc. about motivating employees**

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**FELLOW/MENTOR LEARNING PLAN**

</div>

Name:  Will Olmstadt                              Date: November 22, 2016

 Learning Goal 1

**I would like to learn more about:**
Educational technology support services in academic health sciences libraries

 **This learning goal is important to me because:**

1) My library is discussing an expanded role in this area as part of our current strategic planning
2) I believe this kind of synergy between educational technology and health sciences libraries is something I could very likely be called on to lead in the future

 **In order to accomplish this goal I will need:**

Will Olmstadt:
- Review background information on effective use of educational technology to support more effective instruction
- Time to visit the educational technology development center (ETDC) within the AT Still Memorial Library in Arizona (http://guides.atsu.edu/academictechtools)
- Virtual meeting with ETDC staff at the Missouri campus of the AT Still Memorial Library

Mike Kronenfeld:
- Develop a leading list on effective use of educational technology to support more effective instruction
- Meetings arranged with relevant personnel on both campuses
- Lead a meeting of Library education technology staff with Will to review and answer questions after his meeting with the Library's staff.

**My definition of success is:**

- Being able to articulate the role and value of health sciences library integration in campus educational technology initiatives
- Being able to give concrete examples of how the health sciences library and educational technology collaborate to bring value to the health sciences center (or campus) as a whole
- Being able to articulate how I would supervise, evaluate and coach library staff working on these initiatives – since they may be IT personnel, not degreed librarians

**Potential overlap with layers of leadership**: between layers 3 and 4, and possibly 4 and 5

**Learning Goal 2**

**I would like to learn more about:**

The realities of managing staff at locations in 2 different states

**This learning goal is important to me because:**

1) I have practical experience being the leader for library services across multiple campuses, both from when I worked for DeVry University in 2006-2007, and when I was briefly the librarian for St. Louis Children's Hospital as part of its arrangement for library services with Washington University. However, I did not have to manage *multiple staff* at those locations.
2) I believe this model of having distributed campuses is not going to diminish over time. Instead, I see major organizations establishing a presence in multiple markets throughout the United States. Even traditional allopathic academic health science centers may now have campuses in 2 or more cities.

**In order to accomplish this goal I will need:**

Will Olmstadt:
- Select with Mike selective readings on effective management
- Discuss the readings and how to apply them in managing staff in two geographically
- Time to visit (virtually and in-person) with the staffs of the AT Still Memorial Libraries in Missouri (virtually) and Arizona (in-person)
- Time to meet with Mike Kronenfeld's boss for her perspective on a combined library operation

Mike Kronenfeld
- Meetings arranged with relevant personnel on both campuses
- Work with Will in selecting readings on effective management for change
- Review his experiences in building the AT Still Memorial Library from two separate Library's geographically a full days travel distance from each other
- Discuss Will's observations and discuss questions he has relating the process Mike used to the management reading and also relating both to Will's observations of management challenges he has observed in his career

**My definition of success is:**

- Confidently answering interview questions about my comfort/experience leading staff in multiple geographic locations
- Develop and refine my management skill in preparation for the challenges of providing effective leadership as an academic health sciences library director

**Potential overlap with layers of leadership**: layers 3, 4 and 5

**Learning Goal 3**

**I would like to learn more about:**
Differences and similarities between allopathic and osteopathic health sciences education

**This learning goal is important to me because:**

Osteopathic medical schools are expanding their presence. (There may be 2 new ones in Louisiana in the next several years. There is a new one in New Mexico, and there is supposed to be another one in Arkansas.) The University of North Texas health sciences library is now poised to support both an allopathic and osteopathic school of medicine out of the same library. Schools that are traditionally osteopathic are also establishing new presences in health sciences education (such as dental schools, physician assistant programs, and online programs for health care providers to complete doctoral-level education).

I am already a senior library staff member for a library that supports some, but not all of these programs. My campus really only offers entry-level health sciences degrees for health care providers, and my campus in Shreveport does not offer dentistry or online doctoral programs. It would add to my marketability as a health sciences librarian if I had some idea of the information needs in those curricula.

**In order to accomplish this goal I will need**:

Will Olmstadt:
- Review the relationship of the various health professions to each other and to also review the concept of the team approach for health care delivery
- Briefly review the history of osteopathic medicine and of its relationship to allopathic medicine including the current three year program of combining their graduate medical education residence programs
- Time to meet with key contacts in curriculum at AT Still (beyond just the DO program)
- Time to observe unique characteristics of osteopathic medical education (e.g., manipulation – if the labs are in session during my site visits)

Mike Kronenfeld:
- Provide Will with guidance and resources on the history and the principles of osteopathic medicine
- Arrange meetings for Will with relevant personnel on both campuses including the Senior Vice-President for Academic Affairs at ATSU who authored the definitive history of osteopathic medicine.
- Discuss the evolution of osteopathic medicine and its evolving movement closer to allopathic medicine and also the wider issues of professionalization of other clinical professions and how this can impact an academic health science library serving clinical training for these professions.

**My definition of success is**:

- Being able to identify resources, challenges and trends in osteopathic medical education
- Being able to think and talk holistically about how my experience in libraries that supported traditional MD programs, coupled with my mentored experiences in an osteopathic medical center, make me a strong candidate to be a director of a health sciences library of any sort

**Potential overlap with layers of leadership**: layers 3, 4 and 5; to some extent, into layer 6

**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):**

Mike Kronenfeld and I have set up a series of web meetings (first and third Wednesdays of most months) where we could address these issues. So, I'm choosing to use that as the *active* component of how I would attain these goals. For me personally, I think talking about them would be more active and valuable than journaling.

**1.** From p. 16 of my leadership report, I'd like to truly spend time talking to Mike about the notion of relying on select individuals for input and advice. How has he created a more inclusive culture? Were there specific times when he needed to sacrifice a feeling of inclusiveness so that key things could be accomplished?

**2.** Also from p. 16 of my leadership report – I think it would be prudent for me to have a real conversation with Mike about strategies for my leadership need to be more direct and assertive.

**3.** I think it would be worth devoting a session with Mike to how he has established relationships in the workplace that were comfortable, appropriate, yet still made people feel connected personally.

**FELLOW/MENTOR LEARNING PLAN**

Name:_____Melissa Rethlefsen_____          Date: _____11/29/16_____

**Learning Goal 1**

**I would like to learn more about:**

Faculty Governance

**This learning goal is important to me because:**

I recently chaired a committee to create a new Charter (governance structure) and updated Retention, Promotion, and Tenure guidelines for our tenure-line faculty. I am in the process of working on a similar set of guidelines for our career-line (non-tenure track) faculty. I am trying to learn how faculty governance can work best in a library, as well as how to best balance the rights and responsibilities of faculty with the needs of the library. I am particularly interested in how to support research and evidence-based librarianship by faculty while making sure day-to-day needs of the library are met.

**In order to accomplish this goal I will need:**

Melissa: I chair our Library Council (our faculty governance structure). During the year, I will discuss issues that arise with governance with Judy.

During my site visit(s), I will attend faculty meetings and executive meetings to understand how governance works at another institution, with debriefing afterwards.

I will read the Rutgers Libraries faculty governance documentation.

**My definition of success is:**

I will be able to identify how other libraries with tenure-track faculty provide opportunities

for faculty governance within their management structures.

I will gain strategies to work with faculty governance-related issues that I can directly

apply to my current role.

**Learning Goal 2**

**I would like to learn more about:**

Priority Setting/Strategic Planning

**This learning goal is important to me because:**

I would like to learn both methods of creating strategic plans and how to create buy in or sustain those plans. In a world where it seems as though priorities can change daily, I would like to gain experience from others what are the best ways for libraries to set priorities are.

**In order to accomplish this goal I will need:**

Melissa: Observation of decision-making processes at work at various levels of

management, with debriefing sessions afterwards.

Select, with Judy, readings addressing strategic planning and discuss together.

I will be leading my library's strategic planning for our annual budget narrative beginning

in January. I will use methods identified through discussion and/or readings.

**My definition of success is:**

Gain understanding of how others set priorities and enforce those priorities through decision-making.
Learn varied methods of creating sustainable and staff-engaged strategic plans.
Understand how leaders shift priorities to meet changing needs of the institution
Develop strategies and methods for increasing staff and faculty buy in for library vision and direction

**Learning Goal 3**

**I would like to learn more about:**

Organizational Structures

**This learning goal is important to me because:**

My current institution has a standalone health sciences library, and I have always worked at standalone health sciences libraries, but this is no longer the most common organizational structure for libraries. Many operate under the umbrella of the University Libraries or report through specific schools. I would like to gain experience and knowledge of how different organizational structures and reporting lines impact academic health sciences libraries' roles in the academic health center as well as on campus.

**In order to accomplish this goal I will need**:

Melissa: To be involved in meetings of the management teams in the library and the academic health center, with "debriefing" sessions afterwards.

To visit, if possible, other libraries and learn more about their organizational structures.

**My definition of success is**:

I will learn how the academic health sciences library director works with other high-level campus leaders and navigates politics.

I will understand how a different organizational structure may impact the role of the director and the library.

**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. In situations where I notice that I react to attempts to influence me or provide direction by ceasing my participation, I will discuss the situation with my mentor and explore whether my reactions are to the detriment of myself or the group. I will work on noticing these instances and reflecting.

2. I will reflect on the non-professional aspects of my one-on-one relationships with my colleagues and employees. I will discuss ways of providing or appearing to provide more emotional support, encouragement, caring, or appreciation in my professional relationships, while maintaining professionalism, with my mentor.

3. In my day-to-day work, I will make efforts to state things more simply and explain my interior thinking and analysis more clearly. This is part of my goal to develop strategies to increase faculty and staff buy in for ideas/projects/vision/strategic directions.

**FELLOW/MENTOR LEARNING PLAN**

Name:_____Jean Song_____ Date: \_\_11/28/2016_____

**Learning Goal 1**

**I would like to learn more about:**

Institutional Culture and Organizational Politics

**This learning goal is important to me because:**

As a new director of an academic health sciences library, I will be immersed in an environment entirely new to me that is complex and must be understood in order to have recognized success in contributing value to the enterprise. I would like to be introduced to the challenges and opportunities in navigating the academic institutional culture as well as the health sciences and library cultures.

Layers of Leadership: Layer 5 – Articulating the value of cultural institutions within and beyond my organization

**In order to accomplish this goal I will need:**

Mentor: To provide Jean with background information on the environment at my institution.

Both: To identify issues (whether actual or identified in readings) that we can talk through together as case-studies.

Fellow: To be involved in meetings of the management teams in the library and the academic health center, with "debriefing" sessions afterwards.

**My definition of success is:**

I will be able to identify elements of culture and politics that affect the library, and suggest possible action steps in the university context (based on our case studies and the venues I am introduced to.)

I will be able to identify similar issues at my home institution that we can talk about in confidence, and be able to discuss differences and similarities.

**Learning Goal 2**

**I would like to learn more about:**

Visioning

**This learning goal is important to me because:**

The success of an academic health sciences library relies on the ability of the library to foresee and anticipate the needs of its institution. I would like to explore how to develop long-term visioning skills that take into account the library's needs and goals while maintaining alignment with institutional goals.

Layers of Leadership: Layer 5 – Stewarding my organization's mission and vision

**In order to accomplish this goal I will need:**

Mentor: To provide Jean with background information on elements of visioning planning.

Both: To identify measures of success for visioning and create an action plan of how to approach visioning discussions

Fellow: To debrief about visioning discussions as they are conducted in library institutions and identify elements of development, execution and implementation of a vision strategy.

**My definition of success is:**

I will be more confident in leading discussions on visioning and identify success measures for the library.

I will be able to identify similar issues at my home institution that we can talk about in confidence, and be able to discuss differences and similarities.

**Learning Goal 3**

**I would like to learn more about:**

Developing a culture of innovation

**This learning goal is important to me because:**

Innovation demonstrates value to an institution in the successful anticipation of its users and their needs and also inspires the people within the organization. I would like to better understand how to transform libraries through innovation in order to demonstrate the value of libraries and to anticipate the needs of library users.

Layers of Leadership: Layer 6 – Cultivate culture of innovation

**In order to accomplish this goal I will need:**

Mentor: To provide Jean with background information on aspects of innovation and creating an innovation culture.

Both: To identify elements of an innovative culture within an organization and measures of success and create a tool to help identify how innovative an organization is.

Fellow: To investigate known innovative organizations like Apple and Google and learn more about innovative leaders and their strategies for being innovative (eg. TED talks).

**My definition of success is:**

I will be more confident in leading discussions on innovation and identify innovation case studies within academic health sciences libraries.

I will be able to identify parallels between innovative organizations and libraries and discuss differences and similarities within my home and mentor institutions.

**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 have a deep desire to interact with people but need to understand where my limits are in terms of personal engagement and when not to expend too much energy trying to resolve group dynamics. I would like to recognize how much time I spend on engagement with my colleagues and how productive that engagement was for the organization and personally. I would like to make note of this in a personal log with weekly entries.

**2.** I am fond of procedures and obvious signs of progress, but I need to develop my skills at thinking strategically and not solely focus on task completion, and so I would like to spend an hour a week reading on strategic thinking, visioning, and leadership. I will make a note of this also in a log with a brief summary document at the end of the reading period.

# NLM/AAHSL Leadership Fellows Program
# Leadership Institute

## AGENDA
Mayflower Park Hotel – Rose Room
Seattle, WA        Saturday, May 27, 2017

8:00 a.m.        *Continental breakfast*

8:30 a.m.        Reconnect and reflect
- o   Progress on learning plans
- o   Insights from online sessions
- o   Focus on director's role after site visits

9:45 a.m.        *Break*

10:00 a.m.        Mock interviews
- o   15-minute set up
- o   40-minute interview
- o   20-minute feedback session
- o   40-minute group debrief

12:00 p.m.        *Lunch*

1:00 p.m.         Shared insights from new directors
- o   Rose Bland, MA, MPA, AHIP, Director, Shimberg Health Sciences Library, University of South Florida
- o   Shannon Jones, MLS, M.Ed, AHIP, Director of Libraries, Medical University of South Carolina Libraries

2:30 p.m.        *Break; group photo*

3:00 p.m.        Innovation
- o   Small group exercise
- o   Discussion

4:00 p.m.        Wrap-up and Evaluation

4:30 p.m.        Adjournment

**Appendix H**

**NLM/AAHSL Leadership Fellows Program**

**CAPSTONE AGENDA**

**September 25-27, 2017**
**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 September 25**    *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:*
*Redefinition of libraries' roles in research institutions; Agendas and approaches in addressing scholarly communications and public policy issues among ARL, SPARC and NLM; Developments in how advocacy organizations are addressing scholarly communication and the perspective of the legislative process; AAMC and AMIA programs and points of interaction and influence for libraries; Role of national libraries now and in the future and collaborative efforts.*

| | |
|---|---|
| 8:30 – 9:30 am | Breakfast |
| | **Welcome and Capstone overview**<br>Kathryn Deiss, consultant |
| | Setup for morning sessions |
| 9:30 – 10:15 | **Session 1: ARL Strategic Framework, initiatives; leadership**<br>Elliott Shore, PhD, Executive Director, Association of Research Libraries |
| | Session 1 Facilitator: Cynthia Henderson |
| 10:15-10:30 | Break |
| 10:30- 11:30 | **Session 2: Information Policy and Funding**<br>Krista Cox, Director, Public Policy Initiatives, ARL<br>Jerry Sheehan, Deputy Director, NLM |
| | Session 2 Facilitator:  MJ Tooey |
| 11:30-12:30 pm | Lunch and set up for afternoon sessions |

| | |
|---|---|
| 12:30 – 1:30 pm | **Session 3: Roles and Services of Association of American Medical Colleges (Panel)**<br>Heather Sacks, Director GIR Constituent Engagement<br>Tannaz Rasouli, Sr. Director, Public Policy & Strategic Outreach<br>Eric Weissman, Sr. Director, Faculty & Academic Society Engagement<br><br>Session 3 Facilitator:  Laura Cousineau |
| 1:30 – 2:15 pm | **Session 4:  Roles and Services of American Medical Informatics Association**<br>Douglas Fridsma**,** President and CEO<br><br>Session 4 Facilitator: Paul Schoening |
| 2:15 - 2:30 pm | Break |
| 2:30 – 3:30 pm | **Session 5: Scholarly Communications**<br>Heather Joseph, Executive Director, SPARC<br>Krista Cox, Director, Public Policy Initiatives, ARL<br><br>Session 5 Facilitator: Sandy De Groote |
| 3:30 – 4:30 pm | **Session 6: The Changing Role of National Libraries (Panel)**<br>Joyce Backus, Associate Director, Library Operations, NLM<br>Mark Sweeney, Associate Librarian for Library Services, LC<br>Stan Kosecki, Deputy Director, National Agricultural Library<br><br> Session 6 Facilitator:  Eric Albright |
| 4:30 – 5:00 pm | Wrap-up and directions for Tuesday; debrief of afternoon |
| 6:00 pm | Group dinner<br>***Hotel Tabard Inn***, *1739 N St NW, Room 26* |

**Tuesday, September 26:** *National Library of Medicine*

**Goal of Day 2:** *Visit and learn about NLM's new and continuing roles, operations, initiatives and strategic planning with leaders of key NLM offices, NLM Director and Deputy Director; visit and learn about NIH Library and discuss Informationist program, Technology Hub and other initiatives with staff*

8:30 – 9:00 am        Arrival at NLM, Donald A.B. Lindberg Board Room
                      Continental Breakfast and set up for day

9:00 – 10:30 am       **Session 7: 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
                      Amanda Wilson, Head, National Network Coordinating Office
                      Mark Ziomek, Chief, Public Services Division

                      Session 7 Facilitator: Mike Kronenfeld

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 8: Lunch with NLM Leadership**
                      Patricia Flatley Brennan, Director, NLM
                      Jerry Sheehan, Deputy Director, NLM

                      Session 8 Facilitator: Sandra Franklin

1:00 – 2:30 pm        **Session 9: NLM Strategic Initiatives**
                      **Michael Huerta,** Coordinator of Data & Open Science Initiatives and
                      Associate Director for Program Development
                      **Barbara Rapp,** Deputy Director, Office of Health Information Programs
                      Development

                      Session 9 Facilitator:  Judy Cohn

| 2:30 – 2:45 | Break |
| 2:45 – 3:30 pm | Shuttle to NIH Library<br>**10 Center Drive, Bldg. 10, Room 1L-25** |

3:30 – 5:00 pm      **Session 10: NIH Library Services**
James King, Office of the Director - Welcome and Library Overview
Lynn Young - Bioinformatics
Chris Belter -  Bibliometrics
Doug Joubert - Data Science

Doug Joubert - Technology Hub Tour

Session 10 Facilitator: Will Olmstadt

Evening on own

## <u>Wednesday, September 27</u>     *ARL, 21 Dupont Circle, NW, Suite 800*

*Goal of Day 3: Learn about national issues and programs and their implications for academic health sciences libraries, including:*
*Importance of collaborative and patient-centered care to professional associations;*
*External funding opportunities;*
*Impact of AAHSL and its initiatives.*
*Review/ reflect on the year and transition planning.*

8:30 – 9:30 am      Breakfast
Set up for morning session

9:30 – 10:15 am      **Session 11: Roles and Services of Institute of Museum and Library Services**
Sarah Fuller, Senior Program Officer, Office of Library Services, IMLS

Session 11 Facilitator: Beth Ketterman

10:15 – 10:30      Break

| | |
|---|---|
| 10:30 – 11:30 | Discussion: debrief earlier sessions<br>Set up for afternoon |
| | |
| 11:30 – 1:00 pm | Lunch |
| | |
| 1:00 – 2:30 pm | **Session 12: Interprofessional Education and Team-Based Care: Association Perspective (Panel)**<br>Alison Whelan, Chief Medical Education Officer, AAMC<br>Kathy McGuinn, Director of Special Projects, AACN<br>Lucinda Maine, CEO and Executive Vice President, AACP<br>Leo E. Rouse, Senior Scholar-in-Residence, ADEA, Chair of the ADEA Gies Foundation Board of Trustees and Liaison to the ADEA Council of Deans<br><br>Session 12 Facilitator: Jane Blumenthal, AAHSL President-Elect |
| | |
| 2:30 – 3:15 pm | **Session 13: Roles, Issues and Services of AAHSL: a Discussion with Fellows and Mentors**<br><br>Jane Blumenthal, AAHSL President-Elect |
| 3:15 – 3:30 pm | Break |
| | |
| 3:30 – 5:00 pm | **Session 14: Group Debrief/Highlights and Next Steps**<br><br>Open Forum and Post-Program Transition<br>Kathryn Deiss and Group<br><br>Evaluation of year<br>Wrap up |
| | |
| 6:30 – 8:00 pm | *Renaissance Mayflower Hotel, Chinese Room, Washington, DC*<br>Reception and graduation ceremony |

**NLM/AAHSL Leadership Fellows Program Faculty-Staff 2016-17**

Consultants:

Kathryn Deiss, Consultant
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Mark Puente, Director of Diversity and Leadership Programs, Association of Research Libraries
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AAHSL:

Eric Albright, 2017 Chair, Future Leadership Committee
  Director, Hirsh Health Sciences Library, Tufts University
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Sandra Franklin, 2016 Chair, Future Leadership Committee
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Paul Schoening, 2018 Chair, Future Leadership Committee
  Associate Dean and Director, Bernard Becker Medical Library,
  Washington University School of Medicine
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Carol Jenkins, Leadership Program Director, AAHSL
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## NLM/AAHSL Leadership Fellows 2016-2017 Program Evaluation

Responses: 9 of 10

**In person sessions: Orientation Nov 2016 (AAMC meeting)**

**(Question 1 asked if they were a mentor or a fellow. 5 fellows and 4 mentors responded)**

**2. Did you find the in person orientation helpful for building a sense of community? (Yes, 5.5 of 6)**
Selected comments:
-This was extremely important as it was the first time I got to interact with my cohort and meet my mentor face-to-face.
-It set the tone and laid out the program well. It also was a good start in building the sense of community although the Fellows seemed intimidated by the mentors.

**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, introduced the concepts of boundary spanning and the Layers of Leadership, allowed time for fellow-mentor pairs to meet, and debriefed the two leadership instruments. How appropriate or helpful was this content? (5.38 of 6.0)**
Selected comments:
-I would have liked more time to meet my mentor one-on-one; it is a lot of information to consume and absorb but getting grounded with my mentor was time that I feel I could reflect on the year ahead and take some time to digest the material.
-Face to face among the group and one on one between the mentors and fellows were very useful.
-My memory of the orientation is that we spent too much time on the leadership instruments with a rush to finish everything else on the agenda at the end of the day.

**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?  (4.86 of 6.0)**

Selected comments:
-Firo-B was very enlightening.
-The instruments were really eye opening for me. I'm not sure this is the case with everybody, but for me, I found them extremely helpful as they really pointed out things about me that I had a gut feeling for but had never really expressed fully.
-There are a number of articles in a quick web search suggesting the MBTI has been discredited. I am surprised we spent so much time on it.

**5. Did your attendance (or that of your fellow) at the AAMC Annual Meeting foster understanding of the academic medical environment? (3.5 of 6.0) (note: 2 responded 'not at all'; however 3 respondents did not attend AAMC)**

Selected comments:

-This was my first AAMC meeting, and my first conference in medical education and was really eye-opening. It's unfortunate that the conference, itself, is so expensive.

- I appreciated one day of funding to attend AAMC and made the best use of it I could.

**Leadership Institute at MLA (May 2016)**

**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? (5.38 of 6.0)**

Selected comments:

-I think this face-to-face connection is really important. It allows us to debrief and reflect together. I do not think it needs to be the whole day though and so the schedule could be rethought.

- yes and I think this was important as the Fellows became less intimidated and more comfortable with the Mentors

**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. We carried out an exercise to practice collaboration skills for innovation. How helpful or appropriate was this content? (5.38 of 6.0)**

Selected comments:

-The mock interview was incredibly helpful, though a thing to consider is how time consuming it is given the amount of prep work needed to make it a truly meaningful experience. The innovation exercise was fun though seemed a bit disjointed in terms of connecting back to leadership principles. I know that "teaching" innovation is difficult but I feel that fostering a culture of innovation is a topic that should have time dedicated to it as it is often an expectation in leadership to be expected to be able to do this.

-One important part of the program is to enable the Fellows to begin thinking about what is involved in being a director and a leader of an academic health science library. The content in this session successfully aided the Fellows in this.

-Best parts of the leadership institute (for me) were the innovation exercise, and hearing from Shannon Jones and Rose Bland at lunch. I appreciate the idea behind the mock interview, but I happen to know the assigned mentor was role-playing a person who has a very poor reputation, and the position was something for which I never would have applied in real life. I always try to assess personality and fit, informally, before I go through an application process. It was hard for me to be realistic.

**Capstone**

**8.  To what extent did the Capstone present the role of organizations important to academic health centers and introduce key players? (5.25 of 6.0)**
Selected comments:
-May have been the best part of the experience, outside of the relationship I built with my mentor.

-Wow. This was really an amazing experience. I felt like the dots were presented to me and I was allowed to make the connections between them. I sort of wish I could have had some of this experience in a "mini" way earlier so I could have more time to reflect on everything while I was still in the program.

-Capstone exposed the Fellows to the wider world of medical and academic library communities. As associate directors they were more focused on their own library's activities and community. This view of the wider field is an important component of their future role as a Director and this exposure to this world was useful for their learning to picture themselves as a director.

**9. How helpful was the content and presentation on ARL's roles and strategic initiatives? (4.25 of 6.0)**
Selected comments:
-I felt like we could have had some more discussion about ARL how the leadership that comprises ARL as an organization (not the organization itself) influences or doesn't influence or voices the collective ARL institutions.

**10. How helpful was the content and presentation about information policy and funding (Sheehan, Cox) (5.25 of 6.0)**
Selected comments:
-I did not have a good understanding of how policy was getting influenced at this level so this talk was really helpful.

**11. How helpful was the content and presentation about AAMC (Sacks, Weissman, Rasouli) (4.75 of 6.0)**

Selected comments:
-I thought the salient points on the AAMC groups and MJ's comments about talking to library directors instead of the deans was spot on.

**12. How helpful was the content and presentation about AMIA (Fridsma)? (4.75 of 6.0)**
Selected comments:
-I liked the theoretical discussion of AMIA and such but would have liked to have had a deeper discussion about libraries and informatics in general.

**13. How helpful was the content and presentation about scholarly communications and SPARC (Joseph)? (5.13 of 6.0)**
Selected comments:

-Heather's honesty was the most refreshing aspect of her presentation. Her presentation on her current thoughts on publishing and the entire scholarly lifecycle were truly thought provoking.
-Please be mindful of veiled criticism of conservatives and the current administration. Many of us work in environments where conservative physicians are key decision makers. And they might be Trump supporters - for instance, I happen to know my campus president is. I still believe we have an obligation to work with them whether or not they support open access.

**14. How helpful was the presentation on national libraries (Backus, Sweeney, Kosecki)? (4.63 of 6.0)**
Selected comments:
I REALLY enjoyed this section. I loved seeing how these national libraries are (and are not) aligned and how the aspect of being a national library is so different than what I do on a day-to-day basis. I was also really encouraged at their ongoing collaborations with each other.

**15. How helpful and informative was the discussion with NLM's Library Operations managers (Backus and staff)? (5.13 of 6.0)**
Selected comments:
-I thoroughly appreciated how down to earth everyone was about the work that they do that is SO incredibly influential. It was humbling and also made me appreciate that they were human beings just like me.

**16. How informative was the tour of NLM (Mowery)?  (4.5 of 6.0)**
Selected comments:
-I LOVED seeing the "mother ship". Wow.

**17.How informative was the lunchtime discussion with NLM leadership (Brennan, Sheehan)? 5.63 of 6.0)**
Selected comments:
-Need we say more?! I cannot believe how gracious Jerry and Patty were and so practical but also broad thinking. (Wear nice clothes, stop and smell the roses - oh and by the way, precision medicine will encompass us all)
-bWe got a good vision of health science libraries at the macro level.

**18.How helpful and appropriate was the discussion about NLM's strategic initiatives including data management roles and strategic planning process (Huerta, Rapp)? (5.0 of 6.0)**
Selected comments:
-I really appreciated being able to contribute to this discussion and relay my own personal contributions to this very important process.
-I am initiating a visioning process for my Library to process the information presented at NLM and at the NIH Library.

**19. How informative was the visit to the NIH Library, including presentations by the Library staff (King, Young, Belter, Joubert)? (5.6 of 6.0)**
Selected comments:
-I've already contacted Chris about his services!

-The NIH Library provided a preview on the micro level how the planning presented in NLM can translated in individual libraries.

**20. How informative was the presentation on IMLS programs (Fuller)? (4.63 of 6.0)**
Selected comments: None

**21.How helpful was the content, presentation and discussion about interprofessional education (McGuinn, Whelan, Maine, Rouse)?  (4.67 of 6.0)**
Selected comments:
-I was hopeful for more information about how libraries can play a practical role in IPE - I've attended myriad events related to IPE and I still am not convinced the library has a significant role to play beyond the traditional services and operations we already provide.
-Being able to see these organizations work cooperatively renewed my confidence in the IPE framework.

**22. How helpful was the open discussion reflecting on the overall program and personal transitions (Deiss)?  (4.88 of 6.0)**
Selected comments:
-I think I was tired at this point. I probably could have been more reflective if I had had a night to sleep on it.
-I took home many ideas and examples that I plan to integrate into my Library's planning and which should be of value to the fellows being leaders of the digital AHSL.
-I didn't feel there was adequate time for this.

**23.How successful or enjoyable were the social events (group dinner, closing reception)? (5.63 of 6.0)**
Selected comments:
-Though I couldn't enjoy it as much as I would have if I didn't have to give a "speech". :)
-After a year of working together the social events enabled us to visit.
-I appreciate having these times paid for by the program.

**24. How helpful was the discussion with AAHSL President-Elect Blumenthal? (5.13 of 6.0)**
Selected comments: None

**25. How well did the Capstone allow for discussion and processing of new information? (4.5 of 6.0)**
Selected comments:
-It's a lot to process in a short amount of time. Really. It is so inspiring but it was a lot to ingest.

**26. How well did the Capstone balance contributions by both fellows and mentors? (5.13 of 6.0)**

Selected comments:
-The program was geared towards discussion and exchange but some of the Mentors did not speak very often and it took a while for the Fellows to feel comfortable speaking, partly because of this
-This is an ongoing problem I experienced, not just something in the capstone.

**27. How well did the mentors and faculty (Deiss, Committee Chairs, Program Director) further the goals of the sessions by providing content and facilitation? (5.5 of 6.0)**

Selected comments:
-This is a well thought out program with leaders having extensive service

**Virtual Curriculum**
**28. How appropriate were the webinar topics for filling in gaps in the overall learning experience? (4.75 of 6.0)**
Selected comments:
-I suggest having the mentors play a larger role in the webinars. I would like to have learned more from the mentors I was not paired with, and I think the webinars would have been the ideal opportunity for that learning to happen. Also suggest having the mentors pick a topic they feel expert in and have them speak on that rather than on pre-selected topics.
-I wish the mentors had been asked to take more of the lead on this.
-Plus, there's an eval after each one that allows us to provide immediate feedback.
-The webinar topics seem haphazardly placed and didn't "build." For my own webinar, to get good results, I felt like I had to charge ahead and ignore the mentors who were on the call, and address my questions to the fellows. Well, that's just a phone call with the fellows - I could have done that on my own. I do want to say the NNLM staff were good about showing me the Adobe Connect advanced features, such as marking on slides. Then I forgot how to do them when I was giving the webinar. So that's my fault. I would have loved to see webinars on the following topics: "My biggest leadership mistake - and what I learned from it!" (led by the mentors) Health care finance 101 - where do teaching hospitals get their money? Relations with hospital and health systems Panel of university librarians who do (and maybe do not) supervise their health sciences libraries (as long as the panelists were chosen carefully and not enemies of their health sciences campus)

**29.How appropriate were the content, assignments/readings, and presentation for the webinar on "Workforce Issues"? (Deiss)  (4.86 of 6.0)**
Selected comments: None

**30. How appropriate were the content, assignments/readings and presentation in the webinar on "Enhanced Library Roles"? (Song, Henderson) (5.0 of 6.0)**

Selected comments: None

**31. How appropriate were the content, assignments/readings and presentation for the webinar on "Power and Influence"? (Cohn, Rethlefsen) (5.0 of 6.0)**
Selected comments: None

**32. How appropriate were the content, assignments/readings and presentation for the webinar on "Strategic Planning"? (DeGroote, Cousineau) (5.0 of 6.0)**
Selected comments: None

**33. How appropriate were the content, assignments/readings and presentation for the webinar on "Crisis Management"? (Olmstadt, Kronenfeld) (4.75 of 6.0)**
<u>Selected comments</u>: None

**34. How appropriate were the content, assignments/readings and presentation for the webinar on "Managerial Finance"? (Ketterman, Tooey) (5.0 of 6.0)**
<u>Selected comments</u>:
-This was one of my favorite webinars because the finance piece is something I don't have a lot of exposure to

**35. How appropriate were the content, assignments/readings and presentation for the webinar on "Diversity and Cross Cultural Competence? (Puente) (4.38 of 6.0)**
<u>Selected comments</u>: None

**36. Did you fully prepare for and participate in the assignments and readings preceding the monthly webinars?  (5.25 of 6.0)**
<u>Selected comments</u>:
-I was away for the Puente discussion and listened to the recording afterward.
-I was unable to attend two sessions, but I prepared for them and viewed them later, which was very helpful.

**37. Was online communication using the aahsl-leaders2015 listserv valuable to you? (75% yes)**
<u>Selected comments</u>:
-I think I unsubscribed myself from this list. I didn't understand what it was.

**38. Was online communication using Basecamp (document sharing and email) valuable to you? (75% yes)**
<u>Selected comments</u>:
-I suggest looking into a more robust system - Basecamp has some serious limitations in its design, but overall I think having a system like it is important for communication and info sharing
-I wish there were more file organizational options in Basecamp though.
-Yes and no. I preferred other versions of Basecamp I have used. Our version just seemed like a big pile of things. It drove me crazy that Word documents just won't open in the browser!
-Such an awkward system - could never figure out if I was putting things in the right place.

**Mentor-Fellow Relationship**

**39. How successfully did the site visit address your (your fellow's) learning goals? (6.0 of 6.0)**
<u>Selected comments</u>:  None

**40. How well did the site visit introduce you (your fellow) to a different type of environment? (5.75 of 6.0)**
<u>Selected comments</u>:

-I was exposed to three different environments. It was amazing.
-I picked local libraries to visit specifically to provide this opportunity to see and learn about other types of ahsl settings.

**41. How well did the site visit demonstrate different leadership roles and styles? (5.5 of 6.0)**
Selected comments:
-Depended on what opportunities were available that week.

**42. How well did the site visit provide you (your fellow) insight into relevant issues and initiatives? (5.88 of 6.0)**
Selected comments:
-It was incredible to be able to compare all of these sites together.

**43. How well did the mentor-fellow relationship meet your (your fellow's) expectations? (5.25 of 6.0)**

Selected comments:
-I'm not really sure why my mentor volunteered for this. There was no effort to meet with me other than the site visits or to ever directly discuss or address my goals
-Exceeded my expectations because I didn't expect to learn so much in such a short timeframe.
-I found the experience meaningful and I hope my Fellow found it of value. I certainly saw significant professional growth in him over the year.

**44. How well did the match of your mentor-fellow pair contribute to meeting learning goals and a productive relationship?  (5.38 of 6.0)**
Selected comments:
-I feel like I'll be able to go to my mentor for the rest of my life.

**45.  How well did you (fellow and mentor) maintain regular contact throughout the year? (5.38 of 6.0)**
Selected comments:
-My mentor never set up regular meetings despite my asking. I'm not sure why they wanted to be a mentor.
-I felt almost bad about the amount of time my mentor took to spend with me.
-Not only did we discuss topics of relevant to his being a successful director but I was able to provide a 'safe' person to discuss his concerns and challenges

**46. How frequently did you revisit your (your fellow's) learning goals throughout the year? (1 said 'never'; 1 said 'every time we talked'; others said 'several times')**
Selected comments:
-This was disappointing - I ended up ordering some books from Amazon so that I can do this on my own
-I had a log we checked in with occasionally.

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

**47. Introduce fellows to leadership theory and practical tools for implementing change at organizational and professional levels (5.0 of 6.0)**
Selected comments:
-I really wanted to like Kathryn Deiss' parts of the program more than I did.

**48. Introduce fellows to critical issues facing academic health sciences libraries (5.88 of 6.0)**

**Selected comments:**

-I'm going to pick just a little bit: I read recently that people in Washington DC think that DC and its agencies and politics are the center of the universe. I saw touches of that in our Capstone. Not everything the NLM does is replicable at the local level. I think one of the program mentors even mentioned this.

**49. Develop meaningful professional relationships between fellows and mentors that give fellows access to career guidance and support (5.38 of 6.0)**
Selected comments:
-I realize this is an express goal, but it's hard to develop a network of current directors when so many of them express an intention to retire in the next few years.

**50. Expose fellows to another academic health sciences library and its institutional leadership under the guidance of their mentors (6.0 of 6.0)**
Selected comments:
-I am torn about the need for a 2nd week of site visits. The first week was really immersive and transformative if done well. But I realize it would be hard to assure everyone relevant could meet with the fellow during one week.

**51. Examine career development and provide director models (5.38 of 6.0)**

Selected comments:
-One thing I would add about the mock interviews - it's hard to talk to the mentors in the program about their experiences interviewing because some of them may not have interviewed for their current role, or their interview may have been 10-20 years ago with a completely different information landscape.

**52. Create a cohort of learners who will draw upon each other for support throughout their careers.  (5.63 of 6.0)**
Selected comments: None

**53. Promote diversity in the leadership of the profession (5.0 of 6.0)**

Selected comments:
-If we're talking about diversity in a traditional sense then the concept of diversion, equity, inclusion and accessibility should be considered throughout the learning opportunity and not as a separate discussion.

**54. Offer recognition to emerging leaders and enhance their competitive standing (5.38 of 6.0)**

Selected comments:
-I've been approached by recruiters, so I believe this is working.

**55. 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: None

**56. Did you have the opportunity to get to know mentors (or fellows) other than your own? (62.5% said yes; 37.5% said no)**

Selected comments:
-I loved being able to find time during the in-person visits to get to know the other mentors. It was a real bonus of the program.
-Yes and no. This is one of the challenges I experienced in the program. Please stop turning everything around on the fellows and asking how we would handle it. I cringe at Laura Cousineau's comments that she wanted the fellows to be the loudest voices in the room. I was really hoping this program would provide me more chance to see how experienced directors reason through complex issues. I do not get enough of that (or any of that) in my full-time job.
-I would recommend either a fun "speed" meet the other mentors/fellows activity or some sort of arrangement through the year where each fellow spends some time (maybe a one hour phone call?) with all the other mentors.
-But not as well

**57. 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:
-There is a tremendous amount of travel which did take a toll on my personal load, but it was worth it, and I've made a deliberate decision to curtail my travel in the immediate aftermath of the program.
-But it was tough.

**58. How well did the faculty and AAHSL personnel support you as you progressed through the Program?   (5.13 of 6.0)**
Selected comments: None

**59.  Did your participation in the Program have an effect on the staff of your home library? (25% yes, 12.5% unsure, rest unsure)**
Selected comments:
-They gained from their interactions with my Fellow during his visits and from what I learned through my participation that I have been able to bring back to my Library.
-I've got some librarians who would like to apply to the program and I think they are good candidates.

**60. 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:

-Thoughtful reflection on similarities and differences in career paths and work life balance. An interest in mentoring throughout one's career.
-I think it will have a positive impact on my future leadership direction in the near term, and in the long term I believe the relationships I've developed in the program are going to be a source of strength to span a career
-I think the program has provided me with more information and knowledge to move forward in my career. I am still contemplating what my next step will be.
-In the near term, the program has really inspired me to think about my career holistically and at what level I want to continue to make an impact in the academic library arena. In the long-term, I believe the leadership training will have a profound impact on my method of leadership going forward.

-I think the Fellows, including my Fellow, needed to build up their confidence in their own ability to be effective directors and I clearly saw all of them grow in their self-confidence and in their understanding of the role of the director and their ability to fill that role.
-I was always unsure about this program and its utility until encouraged to apply by a fellow in the previous cohort. Even after hearing how wonderful the program was from that fellow, I had no idea how fantastic this experience would be. I feel like it helped keep me sane, helped me find balance as a leader, helped me see a positive future for medical librarians and libraries beyond what I already saw, gave me relationships with a whole new group of wonderful individuals I never would have gotten to know otherwise, and gave me the capacity to make a more reasoned decision about my future--and the knowledge and security that I had the skills and ability to face whatever future I chose to pursue. Long-term, I know I will have a mentor, a cohort, and a deeper understanding of academic medical libraries and leadership and management in libraries that I couldn't have gotten on my own.

-The chief benefit of this program for me was seeing ways to frame my thinking about complex issues in the health sciences information environment.
-Thoroughly enjoyed it - would participate again. Have used some of the techniques and information from the program.

**61. 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? (5.13 of 6.0)**
Selected comments:
-On one level my goals were well met though the individuals that my mentor arranged for me to meet with. They were very insightful and provided useful information for me to think about in a leadership position. However, there was more depth I would have liked to have developed in partnership with my mentor.
-The innovation piece is something I could have spent more time on. How do you drive innovation? How do you encourage it? How do you be innovative yourself?
-The learning plan was a start that we built on as the year progressed

-I didn't have many goals as a mentor other than to do the best job possible, be there for my fellow, contribute to the program, and enjoy myself and the journey.

**62. Did you seek and receive full reimbursement for applicable expenses incurred as a participant in the Program? (all said yes)**
Selected comments:  None

**63. What do you think should be changed in the Program?**
-Think about allowing the mentors to lead the webinars as a way for the fellows to get to know them better, and have them select a leadership topic of their own interest.
-Other than the minor feedback I gave throughout the evaluation, I cannot think of anything further that could improve the program.
-Encourage the mentors to be a little more active in the discussions in the in person and online sessions.
-Being a fellow was one of the best things that could ever have happened to me in my career, and I deeply appreciated everything about it. I'm not sure what could be improved!
-Please don't turn everything around on the fellows and ask what we would do. Remember that some mentors may look good on paper but don't really have the personality to mentor. I'm still unsure of the value Kathryn Deiss brought to the program. Perhaps the leadership portion of the curriculum could be an actual program from a university that would lead to a graduate certificate of some sort. Maybe the NLM leadership could wheel and deal with a federal university to make this happen.

END
Transcribed by CGJ 11/10/17