

**NLM/AAHSL Leadership Fellows Program**

**2017-2018  
Report**

**Submitted by:**

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Heidi Heilemann, 2018-2019 Chair, Future Leadership Committee  
Janice Jaguszewski, 2019-2020 Chair, Future Leadership Committee**

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

**December 12, 2018**

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## HIGHLIGHTS

The AAHSL Future Leadership Committee (FLC) continues to actively promote the recruitment and development of first-class leaders in academic health sciences libraries, through activities in the areas of recruitment, education/training/mentoring, and research. Committee members worked on revising the application process and curricular activities for 2017/2018 and recommended major structural changes for 2018/2019 that were approved by the AAHSL Board and NLM.

Patricia Thibodeau became the program director for the 2017/2018 program. She worked with the prior director Carol Jenkins on selecting the new 2017/2018 class and transitioning the other Leadership Program responsibilities.

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 2018/2019 and selected fellows and mentors for the 17<sup>th</sup> class that began in November 2018. The choices for fellows and mentors were subsequently approved by the AAHSL Board and NLM.

The Leadership Fellows Program (LFP) has completed 16 years. Its long-term success is the result of the support from its sponsors—NLM and AAHSL—and the contributions of fellows, mentors, and committee and AAHSL members. Former fellows Martha Earl (University of Tennessee Graduate School of Medicine), Stephanie Kerns (Dartmouth College), William Olmstadt (LSU Health, Shreveport), Dale Prince (Louisiana State University New Orleans), Melissa Rethlefsen (University of Florida), Philip Walker (Vanderbilt University) and Jeffrey Williams (New York University) assumed permanent director positions in 2018. Overall, 54% of Fellows have been named permanent directors since the program began. While not included in the above statistic, one new 2018/2019 fellow (Mellanye Lackey) has already been appointed to a health sciences library director's position effective in 2019.

The program completed the first year of NLM funding provided under a noncompetitive award that partially funds the Leadership Fellows Program. The award has the option of four succeeding years. AAHSL and Leadership Fellows Program remain very grateful for NLM's continued support and participation in the program.

### **Program Director**

Patricia Thibodeau began her first year as the Program Director with 2017/2018 class. In this role she worked under the overall guidance of the committee chairs and was responsible for management of the Leadership Fellows Program (LFP) as well as management of all other committee responsibilities, serving as liaison with the full committee, and coordinating curricular activities and venue plans with the AAHSL Office. The Office continued to manage meeting logistics and expenditures for fellows and other committee activities. The committee used Basecamp to coordinate the program's activities including ensuring regular communications and fostering the fellow/mentor community. Basecamp also supports the FLCs activities including its new directors working group and the 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.

## Assessment

An important metric for evaluation of the program is the transition of fellows to director positions. As of December 2018, 54% (44) of the Fellows have received permanent director appointments. In 2018 seven (7) former fellows assumed permanent director positions. One 2018/2019 fellow has been appointed to assume a director's position in 2019. (**Appendix A**)

A roster of director vacancies is maintained to augment vacancy postings on the AAHSL Web site. As of December 2018, there are 10 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. However, based on an AAHSL study of Director Workforce Trends in 2018, there is a possibility of 30 retirements over the next 5 years and a total of 70 possible retirements over the next 15 years. In addition, survey respondents indicated many deputy directors and other senior administrative staff would be retiring over the next 5 to 10 years as well.

With the selection of the incoming 2018/2019 class, 87 fellows and 68 different mentors will have participated in the program. Seventeen mentors will have served in this role two or more times and seven former fellows, now directors, will have also served as mentors. Well over 50% of AAHSL member institutions (n=96) have had at least one mentor or fellow on staff or have hired a fellow.

As noted in the October 2018 report, over the past ten years 23.5% (29.4% in 2016/17) of the fellow applicants have indicated a minority status since voluntary self-identification of ethnic or racial status was initiated. Two of the five selected fellows (2018/2019) are minority candidates, one Hispanic and one Native American Indian.

Two special assessments were conducted during 2018 to ensure specific demographics in the selection process were balanced. The review of data on gender among fellows revealed that the percentage of male and female fellows reflected the demographics of current AAHSL directors. Data was also collected on the regions of the country represented by the selected fellows. The data again showed that the selection process has been fairly balanced with only a minor under-representation from those in the Midwest region.

The Future Leadership Committee (FLC) reviewed the current structure to ensure that the program experiences and content prepared fellows for the changing roles and challenges facing today's directors. While the past structure of events and experiences has been successful, there has not been adequate time for deeper exploration of leadership topics or for self-reflection on learning and leadership styles. Leadership consultant and LFP faculty member Kathryn Deiss was asked to review the program and its content and she concluded that a more immersive approach would provide a better learning experience. In addition, a special survey was conducted regarding the structure of the program, seeking feedback from fellows and mentors from the previous five LFP classes. Based on that feedback, the FLC proposed a change in the structure for 2018/2019 -- moving to a three-day immersive Institute, having a single week for the site visit, and reducing the Capstone to two days. These changes were approved by the AAHSL Board and NLM.

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. 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**) Separate evaluations of the Orientation and Leadership Institute were also implemented this year to provide more immediate feedback.

The accomplishments for the 2017/2018 Leadership Fellows Program are described below.

### **2017/2018 Class: Year in Review**

The sixteenth class completed its year on October 3, 2018 (**Appendix B**). Fellows (Amy Allison, Robin Champieux, Deidre Rios, Linda Van Keuren and Philip Walker) and mentors (Cynthia Robinson, Janice Jaguszewski, Barbara Cavanaugh, Brenda Seago, and Teresa Knott) worked together in fellow/mentor pairs.

The Leadership Fellow Program scheduled curricular activities and events throughout the year from the initial Orientation and mid-year Institute to the final Capstone and Graduation ceremony (**Appendix C**). An orientation session was also provided for mentors (**Appendix D**) through a conference call held after the AAHSL and AAMC annual meetings. Fellows communicated with each other and with their mentors on a frequent basis throughout the year. All fellows spent two one-week site visits at their mentors' home libraries, 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 perspectives with their mentors' staff. In their site visit reports, the fellows commented on the opportunities they had to observe their mentor and others in leadership roles, experience the operations and culture of a different health sciences library, gain a better understanding of the broader institutional context in which the library fits, and reflect on observed and preferred leadership styles.

### **Orientation**

At its Orientation meeting on November 2, 2017, in Boston (**Appendix E**), the cohort met with committee faculty and consultant Kathryn Deiss (**Appendix I**). 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 second year, administered two leadership questionnaires prior to the orientation meeting. She debriefed each respondent individually prior to the meeting and provided a group debrief of the leadership assessment tools at the Orientation.

The Orientation session continued to focus on boundary spanning skills and approaches, and on the NEXUS Lab Layers of Leadership that is linked to the fellows' learning plans. After the Orientation, fellows were asked to complete a self-assessment of leadership competencies using questions from Layers of Leadership D (multiple departments) and E (institution). Progress and growth in these competencies areas was assessed again through a post-test at the end of the year. Tips for a successful mentoring relationship were also presented.

## **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. 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 year as needed.

## **Virtual learning**

Building on the orientation and learning plans, the group met on a monthly basis in 2017/2018 through virtual interactive sessions using a webinar platform (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: strategic thinking (Rios and Seago); power and influence (Allison and Robinson); strategic resource allocation (Walker and Knott); and organizational structure and workforce development (Van Keuren and Cavanaugh). One virtual session was rescheduled due to an emergency and became an in-person discussion at the Capstone event: future of health science libraries (Champieux and Jaguszewski). Mark Puente, ARL Director of Diversity and Leadership Programs, also led a virtual discussion on diversity, inclusion and social justice, and faculty member Kathryn Deiss conducted a session on versatile leadership. This year fellows were very active in developing each session including assigning readings and activities to be completed before each webinar and identifying learning approaches that would ensure active participation by all the fellows. Mentors contributed their own experiences and perspectives to these discussions.

The committee relies on NN/LM regional libraries to provide technical support for virtual sessions and uses the WebEx platform provided by NLM. Thanks to MJ Tooley, 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. The sessions were recorded, and the videos posted on the Program's Basecamp site.

## **Leadership Institute**

The full-day Leadership Institute was held on May 19 and facilitated by Kathryn Deiss . It focused on developing leadership skills and practical career guidance for fellows as they prepare for director positions. This year the mock interview included a standardized set of questions and a feedback form. Former fellows Melissa De Santis, Director of the Health Sciences Library at the University of Colorado Anschutz Medical Campus and Chris Shaffer, University Librarian, at the University of California, San Francisco (UCSF), shared their recent experiences in interviewing, negotiations when offered the position, and their 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 also part of the institute. (**Appendix G**)

## Capstone

The 2017/2018 class met for the final time at the Capstone in Washington, DC, October 1 to 3, 2018 (**Appendix H**). The Capstone sessions introduce fellows to the major national associations and organizations involved in the health sciences, and the policies, priorities and initiatives that have an impact on academic health centers and health sciences libraries. Representatives from NLM, NIH, AAMC, LC, NAL, SPARC, ARL, AACN, AACP, PAEA, 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: Mary Lee Kennedy, Prudence Adler, Kris Cox and Judy Ruttenberg (all from ARL), Heather Joseph (SPARC), Kathy McGuinn (AACN), Lucinda Maine (AACP), Howard Straker (PAEA) Heather Sacks, Tannaz Rasouli and Eric Weissman (all from AAMC), Keith Cogdill, James King, Chris Belter, Lynn Young and Doug Joubert (all from NIH Library), Mark Sweeney (LC), Jennifer Merrill (NLM) and Stan Kosecki (NAL), Mike Huerta, Lisa Federer, Dina Paltoo, Dianne Babski, Amanda Wilson (all from NLM). A highlight was the opportunity for fellows' conversation with Dr. Patricia Flatley Brennan, NLM Director and Jerry Sheehan, Deputy Director. In addition to strengthening ties with AAHSL, the speakers sparked thoughtful discussions of the strategic priorities and initiatives being pursued by national organizations.

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 32 attendees.

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

## Goals FY18-19

The Future Leadership Committee will continue to: maintain the strength and diversity of the candidate pools and the cohort; implement improvements based on evaluations; enhance the program content and design, focusing on improving the effectiveness of virtual sessions and face to face time; facilitate cohort cohesion; and assess the continuum of leadership development programs culminating in the Leadership Fellows Program (LFP). The Leadership Institute will be redesigned into a three-day immersive event held prior to MLA on May 2 through 4 2019. The Capstone event will be shortened to two days and only one site visit be scheduled to the mentor's institution. The FLC will evaluate the effectiveness of these changes over the year. The FLC will also consider the final recommendations from the New Directors Working Group and identify next steps within AAHSL for addressing the needs of new or interim directors. Committee members will work on revisions to the 2019/2020 application information and will evaluate the effectiveness of the current brochure on recruiting a health sciences director.

## Appendix A

### Promotions of Fellows in NLM/AAHSL Leadership Fellows Program to Director/Interim Director Positions

#### 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**

**Martha F. Earl**

Director, Preston Medical Library  
University of Tennessee Graduate School of Medicine, Knoxville  
*Mentor: Connie Poole (retired)*

**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*

**Jeffrey D. Williams**

Director, Health Sciences Libraries  
New York University  
*Mentor: A. James Bothmer*

**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**

Associate Director and Head, Biomedical and Health Information Service  
Health Science Center Libraries  
Bioinformatics Librarian, Genetics Institute, University of Florida  
(earlier promotions: Interim Director 2016-2018, 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*

**Stephanie Kerns, MLS**

Director, Biomedical Libraries, Dartmouth University, NH

*Mentor: Julia F. Sollenberger,*

**J. Dale Prince, MA, MLS, AHIP**

Director of Libraries at Louisiana State University Health Sciences Center in New Orleans, LA (2018)

*Mentor: Anthony Frisby, PhD*

**2016-2017 class**

**Elizabeth Ketterman,**

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

*Mentor: MJ Tooley,*

**William (Will) Olmstadt,**

Executive Director, Health Sciences Library, LSU Health Shreveport

*Mentor: Michael (Mike) Kronenfeld*

**Melissa Rethlefsen**

Fackler Director of the Health Science Center Libraries and Associate Dean of the UF George A. Smathers Libraries

University of Florida

*Mentor: Judith (Judy) Cohn*

**2017-2018 class**

**Philip Walker**

Director, Annette & Irwin Eskind Biomedical Library

Vanderbilt University

*Mentor: Teresa L. Knott*

**2018-2019 class**

**Mellanye Lackey, MSI, AHIP**

As of Feb. 1, 2019, HSL Director

University of Nevada, Las Vegas

*Mentor: Chris Shaffer*

## Appendix B

### 2017-2018 Roster NLM/AAHSL Leadership Fellows and Mentors

Amy Allison, MLS, Associate Director, Woodruff Health Sciences Center Library, Emory University, Atlanta, GA

Mentor: Cynthia Robinson, MA, AHIP, Associate Dean for Library and Information Services, Director, Harrell Health Sciences Library: Research & Learning Commons, Penn State Health, Milton S. Hershey Medical Center, Penn State College of Medicine, Hershey, PA

Robin Champieux, MLIS, Research Engagement and Open Science Librarian, Oregon Health and Science University, Portland, OR

Mentor: Janice Jaguszewski, MSLIS, Associate University Librarian and Director, Health Sciences Libraries, University of Minnesota, Bio-Medical Library, Minneapolis, MN

Deidre (Dede) Rios, MS, PhD, Director of Optometric & Clinical Library Services, University of the Incarnate Word, San Antonio, TX

Mentor: Brenda L. Seago, MLS, MA, PhD, Professor and Director of Libraries, Augusta University, Augusta, GA

Linda Van Keuren, MLS, AHIP, Senior Associate Director for Resources & Access Management

Dahlgren Memorial Library, Georgetown University Medical Center, Washington, DC

Mentor: Barbara Bernoff Cavanaugh, Associate Director, STEM Libraries; and Director, Biomedical Library, University of Pennsylvania, Philadelphia, PA

Philip Walker, MLIS, MSHI, Interim Director, Annette & Irwin Eskind Biomedical Library, Vanderbilt University, Nashville, TN

Mentor: Teresa L. Knott, MLS, MPA, AHIP, Associate University Librarian, Virginia Commonwealth University Libraries, and Director, Tompkins-McCaw Library for the Health Sciences

**Appendix C**  
**2017/2018 Schedule NLM/AAHSL Leadership Fellows Program**

November 2, 2017	Orientation, Boston, MA -- Kathryn Deiss
November 3-7	AAHSL and AAMC Annual Meeting, Boston, MA
November 14	Mentors Online/virtual Orientation
November 30	Complete and post learning plans
December	Fellows/Mentors finalize site visit schedules
January – August 2018	Site visits
January - September 2018	Facilitated <i>Virtual interactive sessions -- 2<sup>nd</sup> Monday</i>
January 8 3:00-4:30 ET	Virtual interactive session: Versatile Leadership – Kathryn Deiss
February 12 3:00-4:30 ET	Virtual interactive session: Strategic Thinking -- Dede Rios, Brenda Seago
March 12 3:00-4:30 ET	Virtual interactive session: Power and influence – Amy Allison, Cynthia Robinson
April 9 3:00-4:30 ET	Virtual interactive session: Strategic Resource Allocation Philip Walker, Teresa Knot
May	NO VIRTUAL SESSION DUE TO Leadership Institute
June 11 3:00-4:30 ET	Virtual interactive session: Organizational structure and workforce development -- Linda Van Keuren, Barbara Cavanaugh
July 9 3:00-4:30 ET	Virtual interactive session: Future of Health Science Libraries: beyond the ALA trends Robin Champieux, Janice Jaguszewski
August 13 3:00-4:30 ET	Diversity / cultural competence – Mark Puente
August 31	Deadline for completion of site visits
October 1-3	Capstone, Washington, DC (Madera Hotel, ARL and NLM)
October 3	Graduation, Washington, DC (Mayflower Hotel)



## Appendix D

### NLM/AAHSL LFP 2018 MENTORS ORIENTATION MEETING

Tuesday, Nov. 14 – Conference Call

2-3 Eastern, 1-2 Central, 12-1 Mountain, 11-12 Pacific 1

**CALL IN NUMBER: 1-888-296-6500 PASSCODE 452117#**

Attending: 2018 Mentors: Barbara Cavanaugh, Janice Jaguszewski, Teresa Knott, Cynthia Robinson, Brenda Seago

Committee Leadership: Paul Schoening, Eric Albright, Heidi Heilemann, Pat Thibodeau

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

Welcome Paul

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

#### **Mentors' roles in LFP:**

Help identify and achieve fellow's learning goals Paul

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 Pat  
See: Virtual Interactive Session Notes

Encourage reflection and questioning through communication with fellow Heidi

Foster a positive, productive relationship with cohort Paul

Support fellow after graduation; and all graduates Heidi

How can we support you as mentors? Pat

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

Other questions/issues from mentors Paul

## Appendix E

### NLM/AAHSL Leadership Fellows Program 2017

Taj Hotel, Berkeley Room

November 2, 2017

8:30 am- 5:00 pm

#### Orientation Agenda

Consultant: Kathryn J. Deiss Program Director: Pat Thibodeau; Committee Leadership: Paul Schoening, Chair; Heidi Heilemann, Chair Designate; Eric Albright, Past Chair

- 8:30 a.m. Program overview and introductions -- Continental Breakfast available
- Ground Rules for Discussions
- 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?
- 9:45 a.m. Debrief of leadership instruments
- Putting leadership in a personal context – Debriefing of MBTI and FIRO-B
  - Emotional Intelligence as a touchstone model
- 10:45 a.m. *Break*
- 11:00 a.m. Boundary Spanning Leadership
- Noon *Lunch with the AAHSL Board -- Sheraton Newbury Room*
- 1:00 p.m. Applying Boundary Spanning Leadership Concepts
- Analyzing examples in your own libraries and organizations?
- 2:00 p.m. Introduction to the NEXUS Layers of Leadership
- 3:00 p.m. *Break*
- 3:15 p.m. Drafting your Learning Plan
- Learning plan / One-on-one time with mentors
- 4:15 p.m. Mentoring Relationship/Helping Relationship
- 4:45 p.m. Next Steps
- 5:00 p.m. Adjournment

## Appendix F – Learning Plans

### Fellow/Mentor Learning Plan

Name: Amy Allison

#### **Goal 1: I would like to learn more about advocating for my library within the institution**

*Layer of leadership 5 – Leading the Organization*

*Advocate for my one's cultural institution*

*Spanning boundaries - Influence without authority*

*Think about, act upon, and influence strategic change*

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

Advocating for the library is one of a director's most significant responsibilities and includes representing the library in terms of ensuring the library receives needed funding and remains relevant to achieving the institution's mission and strategic goals.

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

Action: Learn about the culture and political structure of my institution, perhaps through interviews of key leaders.

Both: To identify at Fellow's institution and at Mentor's institution a total of 2-4 interviewees who can provide perspectives on the culture and political structure of the respective institutions.

Mentor: To arrange interviews at Mentor's institution and provide feedback on interview questions

Fellow: To devise questions for interviewees and conduct interviews

Both: To discuss the findings, comparing the two institutions

Both: To select 2-3 issues or cases to discuss approaches for advocating for the library

Action: Learn some effective techniques for successfully promoting the interest of the library within the larger organization, possibly through an interview and/or key readings and discussions.

Both: To identify one or more examples of individuals who successfully promote the interests of their library or other unit within the larger organization and study their respective approaches, possibly through interview(s) or through key readings and discussion.

Fellow: To be involved in meetings at the Mentor's library and academic health center, reflecting and discussing impressions of the impact on culture, politics, and other factors on the interactions and outcomes.

#### **My definition of success is:**

I will be able to describe organizational factors that potentially impact how the library director operates within an organization, comparing and contrasting environments at the Mentor's and Fellow's respective institutions.

I will be able to suggest techniques or approaches for successfully advocating for the work of the library and its staff and presenting the library's value to key audiences.

#### **Goal 2: I would like to learn more about developing my library's workforce.**

*Layer 4 – Leading Multiple Departments – Identify and develop expertise/talent needed for departments' success*

*– Agile learning – Encourage active learning across departments*

*Layer 3 – Leading the Department – Increase team members’ confidence and professional networks within department*

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

People are the library’s most valuable resources – both through their contributions to accomplishing the library’s goals and because of the cost of recruiting, training, and keeping them.

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

Mentor: To provide Fellow with information on practices for 1) recruitment, training, and professional development for librarian and non-librarian staff; 2) fostering continuous professional development; 3) helping staff adjust to changes in the library and the organization; and 4) promoting a diverse staff in terms of demographics and aptitudes.

Fellow: To interview directors at selected libraries\* about same practices.

Both: To identify issues related to developing the library’s workforce and discuss practices for addressing respective issues.

**My definition of success is:**

I will be able to identify a range of practices for effective recruiting, talent development, and situational leadership to ensure a productive and agile workforce.

\*Other academic health sciences libraries selected for visits during one of the Fellow’s weeks at the Mentor’s institution.

**Goal 3: I would like to build skills for networking and effectively developing and managing opportunities to collaborate inside and outside of my institution.**

*Layer 3 – Leading the Department – Attract and develop new strategic partners*

*Layer 5 – Leading the Organization – Strategically network and partner with peers and other organizations*

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

Collaborating with other units within the organization and with other organizations can be an effective means to achieving a common goal. Other benefits of collaborations include increasing the library’s visibility and building relationships that can lead to future opportunities for the library, as well as for me.

I have an inclination toward working alone, and according to my leadership report, making new connections and being involved with others on a project are factors that are less important to my satisfaction and therefore, likely to be overlooked. Networking to develop relationships with people in other departments or in other organizations is a skill that I want to develop.

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

Both: Discuss how leaders identify opportunities, establish or leverage existing relationships to collaborate, negotiate a partnership, ensure success, and respond when a collaboration is not working as expected.

Fellow: Identify and participate in 2-3 opportunities to network at home institution.

Both: Debrief on Fellow’s experiences.

**My definition of success is:**

I will be able to apply networking skills to initiate relationships with other departments/libraries.

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

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):

I would like to start with journaling and discussions with my mentor about #1-3 below as I consider how they can impact my effectiveness as a leader.

1. According to the Meyers-Briggs, my strongest preference among the 4 pairs was for Judging over Perceiving. What does this mean for how I make and live with decisions and how I adjust to changes in my environment? What are the potential pitfalls
2. How do my Control needs impact others – my direct reports, my colleagues, my boss?
3. “Are they appropriate to what others need”? How can I clearly and consistently demonstrate that I am leading everyone in the same direction? Am I leading everyone in the same direction?
4. As an INFJ, I might be perceived as “not being forthright with criticism and reluctant to intrude upon others in important matters.” I related to that statement. I may tend to “quietly exert influence” and to “seek harmony.” I would like to explore how I can develop assertiveness skills.

## Fellow/Mentor Learning Plan

Name: Robin Champieux

Date: 11/22/17

### Learning Goal 1

**I would like to learn more about:** Organizational change, with a focus on communication and transition strategies that facilitate staff engagement.

*Layer of Leadership 5: Leading the Organization – Think about, act upon, and influence strategic change.*

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

My own library is in period of significant change. In addition to a major leadership transition, the library is navigating its response to new needs and opportunities. I want to be able to contribute to this process productively and positively, and be able to carry this experience on to new professional opportunities.

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

Mentor: To provide examples of change processes and strategies used at the University of Minnesota Libraries and UofM Health Sciences Libraries.

Both: To identify and discuss relevant readings about leading change (possibilities: John Kotter's [8-Step Process to Leading Change](#), Bolman and Deal's [Reframing Organizations](#)), and difficult conversations (possibilities: [Ohio State summary of Stone's Book](#), [Coaching for Commitment](#), [Coaching for Improved Work Performance](#))

Fellow: To discuss with Janet and her staff their reflections on the change processes and strategies employed at her organization, and the resulting organizational outcomes.

**My definition of success is:**

I will be able to identify and implement actions and communication strategies that assist role (e.g., liaisons) alignment and scope with current and future user and community needs.

I will be confident initiating and having difficult conversations with colleagues and staff via methods that lead to positive outcomes.

### Learning Goal 2

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

Leveraging and articulating my untraditional expertise and leadership experience to best position myself for future leadership opportunities.

*Layer of Leadership 1 – Leading Self – Articulate my leadership brand.*

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

Most of my formal leadership and management experience has taken place outside of academic libraries, and it can be difficult to demonstrate my qualifications for new roles in environments that prioritize specific kinds of supervision and technical experience. I would like to be more effective at communicating how my experience translates to these traditional kinds of expectations and the unique perspectives and strengths I bring to the table.

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

Mentor: To review Robin's CV, consider lists of career-based skill sets, and discuss how they may translate to library leadership positions.

Both: To identify and review recent postings for director positions and map Robin's skill sets to those positions.

Fellow: To develop a list of skill sets developed throughout my career, in both library and non-library settings.

**My definition of success is:**

I will have a long and short "elevator pitch" of how my professional experience prepares me for a library leadership positions, and specific strategies for conveying this in my CV, cover letters, and other contexts.

I will have a more strategic understanding of the kind of organization for which my leadership brand is the best fit.

### **Learning Goal 3**

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

Communicating and demonstrating the value of the library to stakeholders and potential partners. *Layer of Leadership 5 – Leading the Organization – Strategically network and partner with peers and other organizations*

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

Academic health science libraries must be able to respond to new and different information and knowledge management needs. The new roles and resources needed to do this are often dependent on the support of and partnership with external stakeholders. I would like learn more about navigating the process of establishing these connections and evolving them into productive relationships, wherein the library is understood to be an essential partner.

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

Mentor: To share a wide array of communication strategies at my institution and introduce Robin to people with communication expertise.

Both: To identify exemplar libraries with compelling visions for the future and use them as models.

Fellow: To identify a "real-life" potential stakeholder and communication goal to situate and demonstrate my learning related to this goal.

**My definition of success is:**

I will be able to identify stakeholders, potential allies, and strategic partners important in an academic health sciences context.

I will be more familiar with the motivations and framing through which different organizations in a university setting approach / interpret their work, and how to effectively situate the Library's value within that framework.

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

### **How do your behavioral and thinking preferences help you lead?**

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

1. I would like to be more deliberate about my “inclusion behavior” to better ensure that the people I work with know I welcome and appreciate their ideas and contributions.
2. I would like to identify more occasions and processes for delegating work to others, and doing so in a way that allows others leadership opportunities.
3. I would like to develop more specific strategies for when and how to build and communicate processes into my work. I’m very good at coming up with a vision and getting people on board, but often overlook execution details and the importance of these details to others.



## FELLOW/MENTOR LEARNING PLAN

Name: Deidre (Dede) Rios Date: 11/29/17

### Learning Goal 1

**I would like to learn more about:** Institutional Culture and Organizational Politics  
Layer of Leadership 5 – Leading the Organization – Lead and strengthen organizational culture.

Think about, act upon, and influence strategic change.

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

After 35 years, we now have a new university president, and I want to expand his understanding of the library, and what we are capable of doing to contribute to the university's mission. This can be done if we improve the communication between the university administration and the library.

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

Mentor: To provide my fellow with background information on communication plan development as done on her campus.

Both: To identify issues that could both be barriers or support my efforts.

Fellow: Meet with the new UIW president and as a focus of my Leadership Fellow program get assigned a project that will support his understanding of the library.

**My definition of success is:**

I will meet the new UIW president and identify ways that the library can support the strategic plan.

I will develop a communication plan to keep administration informed of how the library supports the strategic plan.

### Learning Goal 2

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

Layer 3 – Leading the Department – Understanding, identifying and cultivating needed human and financial resources.

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

I want to develop expertise in this area to promote our institution and its reputation, and span boundaries. I want to be able to accomplish goals that may not be financially supported by my institution completely, and that may serve our community, or foreign communities that we serve.

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

Mentor: To provide my fellow with grant submission guidelines or strategies that will improve submission outcomes.

Both: Identify potential funds and/or partnerships that we can discuss together.

Fellow: Identify a need; search for a grant; submit a grant proposal.

**My definition of success is:** Identify a grant and complete a submission.

### Learning Goal 3

**I would like to learn more about:** model and create culture change

Layer 2 – Leading Others – Developing and empowering staff

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

At this time the library staff morale is very low, and I would like to change that by empowering them. Faculty status is something that has been discussed without change for many years, and

elevating librarianship to faculty status on my campus would give librarians more credibility, respect, and span boundaries.

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

Mentor: To provide my fellow with background information on librarianship and faculty status trends.

Both: Identify benefits and/or disadvantages to librarians changing status from staff to faculty.

Fellow: To research peer institutions, involve other librarians to gain buy-in, SBAR analysis, and present to the new president.

**My definition of success is:**

I will analyze the benefits/detriments to changing librarian status (from staff to faculty) in peer institutions.

I will discuss my findings with my fellow health science librarians, and collaborate on a plan to request the change.

### 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. Promote collaborations – two goals deal with internal and external collaborations.**
  - Create action plan to achieve faculty status for librarians.
  
- 2. Writing skills – practice technical and scholarly writing more.**
  - Finish article on student scholarly communication.
  - Continue to collaborate on MLA project with vision science in Canada on student scholarly communication.
  
- 3. Improve communication skills**
  - Create an annual report that is visually appealing for all stakeholders.

## FELLOW/MENTOR LEARNING PLAN

Name: Linda Van Keuren Date: 11/27/17

### Learning Goal 1

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

Layers of Leadership 5- Leading the organization - Team building.

- Work force development /retention/recruitment.
- Best practices for encouraging and advocating for staff development and learning

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

To remain relevant to the institution, a library needs motivated, highly trained staff (both professional and paraprofessional). I would like to be introduced to methods and programs used to increase the productivity and skills of a library staff. This also includes techniques for effective recruitment/retention.

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

Exposure to effective programs and techniques for health sciences library staff development/retention/recruitment used at other institutions via conversations with administration and staff and/or case studies, as well as observation at mentor's institution.

#### **.My definition of success is:**

- Ability to articulate situational techniques and best practices for staff development and recruitment within a health sciences library.
- Identify new options that could be added to existing avenues for staff development/recruitment/retention at current institution.

### **Learning Goal 2**

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

Layers of Leadership Layer 5 and 6 - Leading the Organization/profession - Spanning boundaries

- Creating and identifying strategic opportunities internally within a complex academic health sciences organization and externally with vendors or community partners.

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

As academic health centers are complex entities serving a variety of clinical and academic patrons, understanding the political and organizational structures are important for leaders. Once structures are understood - how can they be exploited or negotiated to create strategic partnerships for the betterment of the organization?

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

An understanding of the organizational/political structure of mentor site and possibly, other libraries in the area. I would like to examine strategic partnerships to identify larger trends or practices that are successful.

**My definition of success is:**

Keeping in mind that all organizations are different,

- A further understanding of techniques for identifying and pursuing strategic opportunities - particularly in regards to those Academic Health Sciences Libraries that also serve Health systems/Hospitals.
- A sharpening of skills used to successfully negotiate tricky political/organizational arrangements.

### Learning Goal 3

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

Layers of Leadership 5 /6 Leading the Organization/Profession - Acting as thought leader.

- Exploring aspects of library services that I am less familiar with - such as informatics support, clinical support and outreach activities and particularly areas of innovation and experimentation.

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

I have provided reference, outreach and training throughout my career as a librarian; however, the primary focus of my positions have been in library IT and resource acquisition/management. This would expand my portfolio of skills/knowledge about the entirety of library management.

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

Discussions with librarians/library staff about their innovations and where they see their service areas headed in the future.

**My definition of success is:**

- Rounding out of my professional experience and knowledge.
- Greater awareness of innovations, needs and trends in informatics, clinical support etc.

### 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. Identify methods to ensure that all within the department/organization are working in the same direction towards the same goal.
2. Thoughtfully look for more opportunities to provide staff adequate chances to provide feedback.
3. Determine new ways to develop and recognize staff achievements and skills.

## FELLOW/MENTOR LEARNING PLAN

Name: Philip Walker

### Learning Goal 1

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

Workforce Development

Layer of Leadership 4 – Leading Multiple Departments

-Identify and develop expertise/talent needed for departments' success

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

It is essential for a director to proactively address changes in current jobs, address library and institutional needs, and utilize staff interests; knowledge; and skills. It is also an exercise in strategic resource allocation when staffing is kept at a minimum due to budgeting and for branch libraries when discussing the need to duplicate a position that already exists in the Central/Main Library.

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

My mentor and I will identify and discuss relevant journal articles, books, case studies, and reflect on real-life examples. The mentor will also provide opportunities for the mentee to meet with various people throughout Virginia Commonwealth University System during the site visits.

**My definition of success is:**

Demonstrate understanding and applicability in our monthly discussions and at work, if the opportunity presents itself during the Fellows Program.

### Learning Goal 2

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

Strategic Planning

Layer of Leadership 4 – Leading Multiple Departments

-Carry out internal and external environmental scanning

-Apply techniques and tools for tracking and understanding changing needs of stakeholder communities

-Develop and implement shared goals, strategies, and expectations

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

I feel it is imperative the library is aligned with the missions of the University and the Medical Center. By doing so, I am able to work with my team to develop, maintain, or revise services and collections that add value to the institutions. Understanding the needs and trends enables the library leadership to advocate for the library and strategically allocate resources.

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

My mentor and I will identify and discuss relevant journal articles, books, case studies, and reflect on real-life examples. The mentor will also provide opportunities for the mentee to meet with various people throughout Virginia Commonwealth University System during the site visits. The mentor and mentee will discuss the appropriate resources, such as associations and accrediting agencies, used to effectively perform

the high-level environmental scans needed to proactively gain insight of trends in health care, academia, research, and the various aspects of libraries, publishing, and information provision.

**My definition of success is:**

Demonstrate understanding and applicability in our monthly discussions and at work, if the opportunity presents itself during the Fellows Program.

**Learning Goal 3**

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

Building relationships

Layer of Leadership 5 – Leading the Organization

-Strategically network and partner with peers and other organizations

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

On a weekly basis, I am meeting with constituents and frequently educating them about the library's new leadership, changes in the library's reporting structure, and assuring them our mission remains the same. Within the library system, I am constantly explaining to my colleagues the unique needs, demands, and expectations of a health sciences library in an academic and research-intensive environment. The recent institutional changes and my new role have uncovered an entirely different world for me. This new world is an opportunity to strengthen and build new relationships but requires a thorough understanding of institutional politics, diplomacy, identifying of key stakeholders, networking, building influence and trust, and strategic communication.

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

My mentor and I will identify and discuss relevant journal articles, books, case studies, and reflect on real-life examples. The mentor will also provide opportunities for the mentee to meet with various people throughout Virginia Commonwealth University System during the site visits.

**My definition of success is:**

Demonstrate understanding and applicability in our monthly discussions and at work, if the opportunity presents itself during the Fellows Program.

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

How do your behavioral and thinking preferences help you lead?

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

1. Confidently and willingly delegating more frequently
2. Gain additional understanding of personality types to adapt and ease the tension when working with members of the library's leadership
3. Learn to recognize or gain awareness of how I portray the lack of expressed and wanted inclusion and affection



## Appendix H

### NLM/AAHSL Leadership Fellows Program CAPSTONE AGENDA

October 1-3, 2018  
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, October 1, 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 and, SPARC; Developments in how advocacy organizations are addressing scholarly communication and the perspective of the legislative process; AAMC programs and points of interaction and influence for libraries; Importance of collaborative and patient-centered care to professional associations.*

8:30-9:30 am	Breakfast
	<b>Welcome and Capstone overview</b> Kathryn Deiss, consultant
	Setup for morning sessions
9:30 – 10:15 am	<b>Session 1: ARL Strategic Framework, initiatives; leadership</b> Mary Lee Kennedy, Executive Director, Association of Research Libraries
	Session 1 Facilitator: Deidre (Dede) Rios
10:15-10:30 am	Break
10:30- 11:30 am	<b>Session 2: Information Policy and Funding</b> Prudence Adler, Executive Director, Federal Relations and Information Policy, ARL Krista Cox, Director, Public Policy Initiatives, ARL
	Session 2 Facilitator: Philip Walker
11:30-12:30	<b>Session 3: Roles and Services of Association of American Medical Colleges (Panel)</b>



Heather Sacks, Director GIR Constituent Engagement  
Tannaz Rasouli, Sr. Director, Public Policy & Strategic Outreach  
Eric Weissman, Sr. Director, Faculty & Academic Society Engagement

Session 3 Facilitator: Janice Jaguszewski

12:30 – 1:30 pm

Lunch

1:30 – 3:00 pm

**Session 4: Interprofessional Education and Team-Based Care:  
Association Perspective (Panel)**

*Lisa D. Howley*, Senior Director, Strategic Initiatives & Partnerships in  
Medical Education, AAMC

Kathy McGuinn, Director of Interprofessional Education and Practice  
Partnerships, Special Advisor on Quality Initiatives, AACN

Lucinda Maine, CEO and Executive Vice President, AACP

Howard Straker, Board of Directors, PAEA

Session 4 Facilitator: Amy Allison

3:00 to 3:30 p.m.

Break

3:30-4:30 pm

**Session 5: Scholarly Communications**

Heather Joseph, Executive Director, SPARC

Session 5 Facilitator: Cynthia Robinson

4:30-5:00 p.m.

Wrap up and directions for Tuesday visit to NLM; debrief of afternoon

6:00 p.m.

**Group dinner**

*Firefly Restaurant, Madera Hotel – Backwoods Room*

**Tuesday, October 2: National Library of Medicine REVISED**

*Goal of Day 2: Visit and learn about NLM's new and continuing roles, operations, initiatives strategic planning and policy activities 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*

**Meet at metro station to take Red Line (Shady Grove) to Medical Center  
Bring government issued ID for going through NIH security**

- 8:30 – 9:00 am      Arrival at NLM, Donald A.B. Lindberg Board Room  
Continental Breakfast and set up for day
- 9 -10 am            **Session 6: NLM Leadership**  
Patricia (Patti) Flatley Brennan, Director, NLM  
Jerry Sheehan, Deputy Director, NLM
- Session 6 Facilitator: Barbara Cavanagh
- 10-11 am            **Session 7: NLM Strategic Initiatives**  
**Michael Huerta**, Coordinator of Data & Open Science Initiatives and  
Associate Director for Program Development
- Session 7 Facilitator: Robin Champieux
- 11-11:15 am        Coffee Break
- 11:15-12 noon      **Session 8: NLM Policy and Legislative Activities**  
Dina N. Paltoo, Assistant Director for Policy Development
- Session 8 Facilitator: Teresa Knott
- 12-1:15 pm         **Session 9: Lunch with NLM Library Operations (Panel)**  
Joyce Backus, Associate Director, Library Operations  
Dianne Babski, Deputy Associate Director Library Operations  
Amanda Wilson, Head, National Network Coordinating Office
- Session 9 Facilitator: Brenda Seago
- 1:30-2:30 pm        **Tour of NLM**  
Tara Mowery, Chief, NLM Visitor Operations
- 2:45 – 3:30 pm      **Shuttle to NIH Library**  
**10 Center Drive, Bldg. 10, Room 1L-25**

3:30 – 5:00 pm

**Session 10: NIH Library Services**

Keith Codgill, NIH Library Director

James King, Office of the Director

Lynn Young – Bioinformatics

Chris Belter – Bibliometrics

Doug Joubert - Data Science

Doug Joubert - Technology Hub Tour

Session 10 Facilitator: Linda Van Keuren

**Evening/Dinner on own**

**Wednesday, October 3**    *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: AMIA programs and points of interaction and influence for libraries; Future of health sciences libraries; Impact of AAHSL and its initiatives; Role of national libraries now and in the future and collaborative efforts; Review/ reflect on the year and transition planning.*

- |                 |  |
|-----------------|--|
| 8:30-9:30 am    | Breakfast<br>Set up for morning  |
| 9:30 – 10:15 am | <b>Session 11: Roles and Services of American Medical Informatics Association</b><br>Douglas Fridsma, President and CEO<br><br>Session 11 Facilitator: Paul Schoening  |
| 10:15-10:30 am  | Break  |
| 10:30-12 noon   | <b>Session 12: Future of Health Sciences Libraries</b><br>Robin Champieux (fellow), Oregon Health and Science University<br>Janice Jaguszewski (mentor), University of Minnesota   |
| 12:00 – 1:00 pm | Lunch  |
| 1:00 – 2:00 pm  | <b>Session 13: Roles, Issues and Services of AAHSL: a Discussion with Fellows and Mentors</b><br>Judy Cohn, AAHSL President  |
| 2:00 – 3:15 pm  | <b>Session 14: The Changing Role of National Libraries (Panel)</b><br>Joyce Backus, Associate Director, Library Operations, NLM<br>Stan Kosecki, Deputy Director, National Agricultural Library<br>Mark Sweeney, Principal Deputy Librarian of Congress, LC<br><br>Session 14 Facilitator: Heidi Heilemann |
| 3:15 – 3:30 pm  | Break  |

3:30 – 5:00 pm

**Session 15: Group Debrief/Highlights and Next Steps**

Open Forum and Post-Program Transition  
Kathryn Deiss and Group

Evaluation of year  
Wrap up

6:30 – 8:00 p.m.

***Graduation Ceremony and Reception***  
Renaissance Mayflower Hotel, East Ballroom  
*(Light hors d'oeuvres)*

9/26/2018

## **Appendix I**

### **NLM/AAHSL Leadership Fellows Program Faculty-Staff 2017-18**

Consultants:

Kathryn Deiss, Consultant

Email: [deissk@gmail.com](mailto:deissk@gmail.com)

AAHSL:

Eric Albright, 2017 Chair, Future Leadership Committee

Director, Hirsh Health Sciences Library, Tufts University

Email: [eric.albright@tufts.edu](mailto:eric.albright@tufts.edu)

[Paul Schoening, 2018 Chair, Future Leadership Committee](#)

Associate Dean and Director, Bernard Becker Medical Library,  
Washington University School of Medicine

Email: [paschoening@wustl.edu](mailto:paschoening@wustl.edu)

Heidi Heilemann, 2019 Chair, Future Leadership Committee

Associate Dean for Knowledge Management, Director of Lane Medical Library &  
Knowledge Management Center  
Stanford University Medical Center

Email: [heidih@stanford.edu](mailto:heidih@stanford.edu)

Patricia (Pat) Thibodeau, Leadership Program Director, AAHSL

Email: [plthibodeau@gmail.com](mailto:plthibodeau@gmail.com)

## Appendix J

### NLM/AAHSL Leadership Fellows 2017-2018 Program Evaluation

Responses: 10 of 10

**In person sessions: Orientation Nov 2017 (AAMC meeting)**

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

#### **Orientation November**

#### **2. Did you find the Orientation helpful for building a sense of community? (5.6 of 6)**

Selected comments:

- I think the face-to-face with my mentor for establishing a strong relationship. The educational content was inspiring and helped me motivate for the rest of the program.
- This was an important bonding opportunity.
- It was a great opportunity to meet and interact with the cohort.
- I appreciated getting to know the fellows and mentors in a way that can only happen when you spend the day together. I also valued discussions about what to expect throughout the year, time to talk and plan with my mentor, and the Boundary Spanning and Nexus Layers of Leadership.

#### **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? (5.5 of 6.0)**

Selected comments:

- Boundary Spanning was new to me and it grabbed my interest due to recent events at my institution.
- I think boundary spanning and layers of leadership might be useful to briefly discuss in orientation but then spend more time/exercises during the mid- year institute on these two concepts. That would give the fellows about a 1/2 year to consider and watch how they, their mentors and other leaders integrate these concepts into their own day to day activities
- Sets up overall expectations and establishes a springboard from which to work.

#### **4. Were the leadership instruments you completed prior to Orientation and your debriefing valuable to you (or your fellow) for building self-awareness, and in planning your fellowship experience? (5.78 of 6.0)**

Selected comments:

- The instruments provided a good starting point for conversation.
- They were extremely helpful in understanding my tendencies in approaching types of situations and people. I did use the information in planning one of my learning goals.
- I think the instruments are useful for building self-awareness of self and others.
- I really appreciated Kathryn's call explaining the results before I met with my mentor.

**5. Did your attendance (or that of your fellow) at the AAMC Annual Meeting foster understanding of the academic medical environment? (4.6 of 6.0) (note: 1 respondent did not attend AAMC)**

Selected comments:

- I found AAMC very hard to navigate. If you are going to keep this as part of the program, I could suggest offering more guidance about what to attend and how to connect with people.
- I believe AAMC attendance is a very important component for the fellows.
- It provided a great opportunity to hear about the issues important to the academic medical community.

**Leadership Institute at MLA (May 2018)**

**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? (5.5 of 6.0)**

Selected comments:

- I highly value the in-person experience of the Leadership Institute and the face-to-face discussions.
- Very helpful. This continues to be a valuable learning community.
- The virtual sessions provided regular opportunities to discuss and learn, but as we came together in May (about half way through the program), we did reconnect in the way that happens when you share meals, discuss ideas, and network face to face.
- Even with the webinars, there is nothing like face to face time.
- I think we needed that time to reconnect as a group/learning community. I think it was very helpful. I believe I contacted the fellows more after the leadership institute.
- Face to face meetings are very important.

**7. During the Leadership Institute we covered interviewing, hiring, negotiating and initial experiences of new directors, as well as organizational culture and creativity and an innovation exercise. How helpful or appropriate was this content? (5.7 of 6.0)**

Selected comments:

- I thought the interviewing and hiring information was most helpful for the fellows.
- I can't say I looked forward to the interview, but it was a tremendous experience and the feedback was valuable. Discussions about hiring and negotiating were also helpful. I appreciated the opportunity to hear the experiences of two new library directors.
- Organizational culture discussion was mind-blowing. I'm seeing things much differently now. Honest feedback on the CV, cover letter, and interview was much appreciated.
- I found the interview to be helpful as that kind of opportunity for practice is rare. I would have found another practice interview to be useful even before the orientation as it would have informed my learning goal development.
- Felt it was very relevant, may want to survey incoming cohorts to make sure addressing what they perceive as most important to their success.

**Capstone October**



**8. To what extent did the Capstone present the role of organizations important to academic health centers and introduce key players? (5.5 of 6.0)**

Selected comments:

- The speakers were important and interesting.
- I would suggest a session that addresses issues and perspectives relevant to teaching hospitals/clinics/health systems as these organizations have a tremendous impact on an academic health center and comprise a large segment of an academic health sciences library's constituency.
- I would consider adding representatives from hospitals, healthcare, or medical residents (ACGME).
- Well done. but a bit long

**9. How helpful was the content and presentation on ARL's roles and strategic initiatives (Kennedy)? (5.6 of 6.0)**

Selected comments:

- Her presentation was the best of the Capstone.
- Useful to understand priorities of Academic Libraries

**10. How helpful was the content and presentation about information policy and funding (Adler, Cox, Ruttenberg) (5.0 of 6.0)**

Selected comments:

- I love information about policy. This overlapped with other speakers though.
- Found this interesting

**11. How helpful was the content and presentation about AAMC (Sacks, Weissman, Rasouli) (4.3 of 6.0)**

Selected comments:

- I am pretty knowledgeable about this already.
- Because of the participation in AAMC in November, I perhaps didn't find this information to be as helpful since I had already begun developing familiarity with AAMC.
- Useful for those new to their roles, AAMC is an important partner

**12. How helpful was the content, presentation and discussion about interprofessional education (McGuinn, Maine, Straker)? (4.7 of 6.0)**

Selected comments:

- I am pretty knowledgeable about this already.
- Because of the participation in AAMC in November, I perhaps didn't find this information to be as helpful since I had already begun developing familiarity with AAMC.
- Useful for those new to their roles, AAMC is an important partner

**13. How helpful was the content and presentation about scholarly communications and SPARC (Joseph)? (5.3 of 6.0)**

Selected comments:

- She was dynamic. I was familiar with the topic.
- I was aware of SPARC, but not familiar with the legislative and policy developments (both presented here and at policy session) impacting academic scholarly communications. I also realized that a director should maintain an awareness of these issues that affect academia.

**14. How helpful and appropriate was the discussion about NLM's strategic initiatives and strategic planning process (Huerta)? (5.4 of 6.0)**

Selected comments:

- My favorite part of the NLM discussions.
- Again, an important partner

**15. How informative was the discussion with NLM leadership (Brennan, Sheehan)? (5.7 of 6.0)**

Selected comments:

- Interesting to hear the overall perspective from senior leadership.
- Opportunity to discuss issues and hopefully impact NLM's direction

**16. How informative was the presentation on NLM information policy activities (Paltoo)? (4.11 of 6.0)**

Selected comments: None

**17. How helpful and informative was the discussion with NLM's Library Operations managers (Backus and staff)? (5.10 of 6.0)**

Selected comments:

- This was a great session and they were very receptive to questions.
- The NLM meetings were very helpful but I noticed a bit of repetition in their presentations - perhaps some could be combined into a bigger panel?
- Useful for those unfamiliar

**18. How informative was the tour of NLM (Mowery)? (3.4 of 6.0)**

Selected comments:

- Mostly because I was a first-time visitor.
- Interesting but not helpful.
- Though I enjoyed the tour - we spent a lot of time in one area.

**19. How informative was the visit to the NIH Library, including presentations by the Library staff (Cogdill, King, Young, Belter, Joubert)? (4.8 of 6.0)**

Selected comments:

- Excellent review of the work of the NIH Library and how its mission is different from NLM.
- Interesting to see what services the NIH Library offers
- Always nice to hear what they are involved in

**20. How helpful was the content and presentation about AMIA (Fridsma)? (4.4 of 6.0)**

Selected comments:

- Important partner, need to understand their priorities

**21. How helpful was the discussion on the future of health sciences libraries (Champieux, Jaguszewski)? (5.3 of 6.0)**

Selected comments:

- Excellent discussion.
- Thought this discussion was very useful within the Capstone.
- Offered opportunity for discussion

**22. How helpful was the discussion with AAHSL President (Cohen)? (5.3 of 6.0)**

Selected comments: None

**23. How helpful was the presentation on national libraries (Backus, Sweeney, Kosecki)? (4.2 of 6.0)**

Selected comments:

- This was fascinating. And what an opportunity to hear from leaders of these libraries! Great to see similar and different interests and issues among the libraries.
- Similar to the NLM tour, the national panel was very interesting but perhaps not as helpful as some of the other panels.
- This was fascinating!
- Again important to understand priorities/challenges

**24. How successful or enjoyable were the social events (group dinner, closing reception)? (5.6 of 6.0)**

Selected comments:

- I feel that in the future, the closing reception should allow participation by all of the fellows/mentors, as opposed to just one pair. Even if one pair sought input from the full group, and if some personal touch could be shared about all of the pairs.
- It might be nice to have the group dinner right before the closing reception? That frees the first night of the Capstone for reflection and preparation for the days ahead.

**25. How well did the Capstone allow for discussion and processing of new information? (4.5 of 6.0)**

Selected comments:

- The number of panel presentations was a bit overwhelming. I would have benefited from more active learning opportunities. This said, I still learned a great deal.
- Lots of informative discussion. The amount of information presented within the allotted time frame did not allow for much time to process. I did that over the weeks afterward.
- It is a lot of information to absorb. Mini-breaks to debrief might be helpful.
- Lots of information

**26. How well did the Capstone balance contributions by both fellows and mentors? (5.4 of 6.0)**

Selected comments: None

**27. How well did the mentors and faculty (Deiss, Committee Chairs, Program Director) further the goals of the sessions by providing content and facilitation? (5.7 of 6.0)**

Selected comments:

- Was well done, good balance

**28. Please rank the Capstone sessions in terms of their value to your leadership development? 1 is the highest value or most critical and 11 is of the lowest value.**

AAHSL services/activities	8.10
NLM Leaders, operations, initiatives	8.10
Information policy	7.30
ARL services/activities	6.30
AAMC services/activities	5.10
Interprofessional education	4.90
NIH Library Services	4.70
AMIA services/activities	4.70
National Libraries (LC, NAL, NLM)	3.20
NLM tour	2.60

### **Virtual Curriculum**

**29. How appropriate were the webinar topics for filling in gaps in the overall learning experience? (4.67 of 6.0)**

Selected comments:

- Needs to be videoconference.
- Helpful. I would recommend using face to face sessions in the future.
- I would have appreciated being able to see everyone - I think use of video would enhance discussion. I also found that we lacked a facilitator, so some voices dominated conversation.
- Thought the involvement of the mentees was critical

**30. How appropriate were the content, assignments/readings, and presentation for the webinar on "Versatile Leadership"? (Deiss) (5.4 of 6.0)**

Selected comments:

Well done

**31. How appropriate were the content, assignments/readings and presentation in the webinar on "Strategic Thinking"? (Rios, Seago) (5.4 of 6.0)**

Selected comments: None

**32. How appropriate were the content, assignments/readings and presentation for the webinar on "Power and Influence"? (Allison, Robinson) (5.44 of 6.0)**

Selected comments:

- I thought they developed excellent questions as part of our prep, but then we did not actually discuss them.

**33. How appropriate were the content, assignments/readings and presentation for the webinar on "Strategic Resource Allocation"? (Walker, Knott) (5.25 of 6.0)**

Selected comments:

- Great exercise.
- I thought this was helpful. However, I wished the program overall had more content on budgeting/obtaining grant funding etc.

**34. How appropriate were the content, assignments/readings and presentation for the webinar on "Organizational Structure and Workforce Development"? (Van Keuren, Cavanaugh) (5.2 of 6.0)**

Selected comments: None

**35. How appropriate were the content, assignments/readings and presentation for the webinar on "Diversity, Inclusion and Social Justice"? (Puente) (4.7 of 6.0)**

Selected comments:

- I expected more from this session, although I did gain some important insights.
- I think this is a complex topic that required more time and attention. We just scratched the surface.

**36. Did you fully prepare for and participate in the assignments and readings preceding the monthly webinars? (5.4 of 6.0)**

Selected comments:

- For the most part, stuff happens

**Communications**

**37. How useful were the AAHSL email lists during the program?**

AAHSL-leaders18	4.6
AAHSL-all (all members)	4.2
AAHSL fellows 2018	3.3
AAHSL mentors 2018	2.89

Selected comments:

- I wish my fellow fellows and I communicated more often during the year.
- It wasn't until capstone that I found out others were receiving more emails than me - now that has been corrected, and I believe I'm receiving them all.

**38. Was online communication using Basecamp (document sharing and email) valuable to you? (80% yes)**

Selected comments:

- Basecamp is an adequate tool, although a little clunky to use at times. The email component is often confusing because comments are not always in context.
- It's efficient to have one place to go for all documents related to the program.

- Frustrating system - no easy way to manage files, required downloading before printing, no option to respond only to sender - so we all saw every thank you, etc

### **Mentor-Fellow Relationship**

#### **39. How successfully did the site visit address your (your fellow's) learning goals? (5.8 of 6.0)**

##### Selected comments:

- It was easy to reinforce goals in person.
- This really was a rich experience for me!
- Thought it went well

#### **40. How well did the site visit introduce you (your fellow) to a different type of environment? (5.8 of 6.0)**

##### Selected comments:

- I was wonderful seeing all the similarities and learning from all the differences. I learned a lot about a different type of environment.
- Public vs Private

#### **41. How well did the site visit demonstrate different leadership roles and styles? (5.8 of 6.0)**

##### Selected comments:

- It was helpful to see leadership in everyday application. I especially enjoyed our end of the day sessions because my mentor said I provided her a lot of insight into her own leadership behaviors too.
- Again, thought went well

#### **42. How well did the site visit provide you (your fellow) insight into relevant issues and initiatives? (5.8 of 6.0)**

##### Selected comments:

- There were many issues that I am far away and removed from and seeing the link between hospital and library and patient care, reminded me of them.
- We had a lot of conversations addressing relevant issues for HSL's

#### **43. How well did the mentor-fellow relationship meet your (your fellow's) expectations? (5.8 of 6.0)**

##### Selected comments:

- I feel extremely lucky to have been paired with Janice. She was an amazing mentor.
- All of the mentors were delightful, and I spent time with or phoned all of the mentors. I really enjoyed my mentor, Brenda Seago, and I believe she exceeded my expectations! I learned a lot from her, and I know our mentor/mentee/friendship will continue.
- I hope well

#### **44. How well did the match of your mentor-fellow pair contribute to meeting learning goals and a productive relationship? (5.8 of 6.0)**

##### Selected comments:

- Need to be able to trust and connect

**45. How well did you (fellow and mentor) maintain regular contact throughout the year? (5.9 of 6.0)**

Selected comments:

- regularly scheduled calls
- I believe we spoke every two weeks and sometimes texted or emailed outside of that, and we caught up at MLA.
- Regularly scheduled meetings

**46. How frequently did you revisit your (your fellow's) learning goals throughout the year? (4.6 of 6.0) (6 reported 'several times'; 2 more often; 2 every time we talked)**

Selected comments:

- I kept a notebook and reviewed my goals before every phone call. She always asked if we had anything in the learning plan that needed more attention.

**Site Visits**

**47. Thinking only about the FIRST site visit, how would you rate your experiences in the following areas.**

- Establishing a relationship with your fellow/mentor, setting goals, and clarifying expectations **(4.9 of 5)**
- Surveying the organizational and institutional environments for threats and opportunities **(4.4 of 5)**
- Introducing (your fellow/you) to key people in the organization **(4.9 of 5)**
- Advice and guidance on handling difficult organizational and/or personal situations **(4.5 of 5)**
- Honest feedback during teachable moments and in alignment with your/your fellow's learning objectives **(4.6 of 5)**
- Opportunities to observe your (fellow/mentor) and engage in an open discussion about what you saw **(4.5 of 5)**
- Fostered an atmosphere of exploration, curiosity and excitement about leadership **(4.8 of 5)**

Selected comments:

- My mentor was wonderful!

**48. Thinking only about the FIRST site visit, how important was it to your overall leadership development experience in the program. (4.8 of 5.0)**

**49. Thinking only about the SECOND site visit, how would you rate your experiences in the following areas.**

- Establishing a relationship with your fellow/mentor, setting goals, and clarifying expectations **(4.5 of 5)**
- Surveying the organizational and institutional environments for threats and opportunities **(4.5 of 5)**
- Introducing (your fellow/you) to key people in the organization **(4.4 of 5)**
- Advice and guidance on handling difficult organizational and/or personal situations **(4.2 of 5)**
- Honest feedback during teachable moments and in alignment with your/your fellow's learning objectives **(4.3 of 5)**

- Opportunities to observe your (fellow/mentor) and engage in an open discussion about what you saw (4.2 of 5)
- Fostered an atmosphere of exploration, curiosity and excitement about leadership (4.5 of 5)

**50. Thinking only about the SECOND site visit, how important was it to your overall leadership development experience in the program. (4.2 of 5.0)**

Selected comments:

- It was nice to see the progress on the projects I witnessed the prior trip since I spaced my visits out, but due to changes in my staff - it was a bit difficult to do.
- Focused on exposure to multiple types of HSL's

**51. When considering the two sites visits, do you feel you would have achieved the same leadership development impact with only one site visit? ( 30% Yes; 40% No; 30% Not sure)**

Selected comments:

- It was nice to see the progress on the projects I witnessed the prior trip since I spaced my visits out, but due to changes in my staff - it was a bit difficult to do.
- Focused on exposure to multiple types of HSL's

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

**52. Introduce fellows to leadership theory and practical tools for implementing change at organizational and professional levels (5.78 of 6.0)**

Selected comments: None

.

**53. Introduce fellows to critical issues facing academic health sciences libraries (5.6 of 6.0)**

Selected comments: None

**54. Develop meaningful professional relationships between fellows and mentors that give fellows access to career guidance and support (5.8 of 6.0)**

Selected comments:

- Other than our face-to-face and webinar events, the fellows did communicate with each other very often.

**55. Expose fellows to another academic health sciences library and its institutional leadership under the guidance of their mentors (5.8 of 6.0)**

Selected comments: None

**56. Examine career development and provide director models (5.8 of 6.0)**

Selected comments: None

**57. Create a cohort of learners who will draw upon each other for support throughout their careers. (5.6 of 6.0)**

Selected comments: None

**58. Promote diversity in the leadership of the profession (4.9 of 6.0)**

Selected comments: None



**59. Offer recognition to emerging leaders and enhance their competitive standing (5.7 of 6.0)**

Selected comments: None

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

Selected comments:

- The more in person time, the better, in my opinion.

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

Selected comments:

- Yes and no - not as well as I would have liked.
- This was more challenging with the more introverted fellows since there didn't seem to be a lot of time to interact and their personalities were not as apparent in the larger group activities.

**62. 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:

- For the most part. Sometimes it was difficult.
- At times it was difficult to participate in the program to the extent that I wished due to professional demands at my home institution. However, I feel that library leaders are getting pulled in many directions at once and have numerous demands on their time - so it was good training!

**63. How well did the faculty and AAHSL personnel support you as you progressed through the Program? (5.6 of 6.0)**

Selected comments: None

**64. Did your participation in the Program have an effect on the staff of your home library? (40% yes, 30% no, 30% unsure)**

Selected comments:

- They learned from the fellow.
- I believe it had an effect in that I applied lessons learned throughout the program in how I interacted with colleagues and responded to situations, as well as information I shared in conversations and meetings.
- I think it demonstrated a sense of commitment and interest to University Library Administration.

**65. 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:

- In the short-term, I feel like I have a better understanding of my leadership strengths and weaknesses and how to address both. I also know what kind of leadership

profile/organization I want to aim for. In the longer-term, I do feel more committed to pursuing an executive level leadership position in a health sciences environment, and I think having been a fellow will strengthen my ability to achieve this.

- As a mentor, I feel the program enhances my own leadership skills as well as that of the fellows. I feel I gained recognition within my own institution.
- It will give her the confidence necessary to continue to pursue her goals.
- Near-term: I am applying lessons learned throughout the program in my job as an associate director and as a colleague in the academic health center. I have more confidence in how I approach faculty and leadership in the schools and divisions of the academic health center. I am also now exploring what I want to do next and feel that I have the tools to move along that path. Long-term: I would like to be an academic or special library director. My first interest is in health sciences, but I want to be open to other options.
- Gave me a broader understanding of the profession from a higher level. Gained a sense of issues and initiatives at different institutions.
- The opportunities for networking and collaboration with others in the field were invaluable. Completing the fellowship was seen as an honor by the administration of my home institution.
- I feel better prepared to mentor my own staff, and to apply these approaches and content to other situations.

**66. 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? (5.4 of 6.0)**

Selected comments:

- I felt that the templates provided were helpful. I think I was a little ambitious in one of my goals. That in itself is a lesson learned. I was satisfied with the method by which we developed the plan.
- Some of my learning plan relied on actions by others, and that was an error I made writing it, but overall, I accomplished all of my learning plan goals.
- Might be useful to have formalized check-ins

**67. Did you seek and receive full reimbursement for applicable expenses incurred as a participant in the Program? (100% said yes)**

Selected comments:

- Still need to do so for capstone!
- I just submitted the last bit, so I'm sure that will be paid soon.

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

- This is a minor comment, but I think it would be great to use video during the virtual sessions. Being able to see the people you're talking to so enriches the conversation. Additionally, I would have appreciated hearing more from the mentors and the program committee members on these calls.
- More interactive activities.
- I think reducing the site visit to one week would be the best use of time and resources for this part of the program.
- Overall, I had a great time and would recommend it to others without hesitation.

- One of the other fellows mentioned more representation/contact with individuals the health systems in the Capstone - I wholeheartedly agree with that suggestion. Overall this program has been invaluable for my career and professional development. Thank you!
- More guidance for the virtual sessions; fewer presentations in the capstone
- Maybe have more opportunities to practice things such as negotiations, "pivot" conversations with administration, "pitches" to stakeholders - you created a very safe environment for us, but I don't think we got to explore it enough to really feel experienced. Even if we watched videos on negotiations and then broke them down (what worked, what didn't, body language cues, etc.), I think that would be helpful. Until Chris told us, I never even thought of or knew that I could negotiate for things such as "seat at the table" or status for my staff. I am almost intimidated by my group of fellow mentees, and I hope that I can do this program proud. I think it was an extraordinary experience, and I talk to anyone who will listen about it! Thank you!

END

Transcribed by PLT 11/26/18