

TABLE 1: INCLUDED STUDIES

Authors, Primary/Year	Institution	Participants	Program Goals	Model	Program Elements	Evaluation Methods	Evaluation Results
Colley 1990	University of New Mexico, USA	Pre-tenure faculty	Tenure	Dyad	Mandatory (mentees); Matched pairs; Mentors/mentees from different departments; Supervisors cannot be mentors; Relationships can be terminated by either party	Survey; Interviews	Time spent in dyads varied from 30 minutes to 4 hours. Eleven of 14 participants reported that the program met its goal. All those who participated in the program affirmed its value. Program recommendations included mentee input into pairings. Those who did not participate cited lack of time and "uncertainty as to the requirements".
Van Avery 1992	State University of New York at Albany, USA	Untenured librarians	Assimilation; Career progression/ promotion; Professional development; Tenure	Dyad	Voluntary; Matched pairs; Mentor/mentee input into pairings; Relationships can be terminated by either party; Mentors/mentees from different departments; Program guidelines; Time limited (6 months to 2 years); Mentorship training (group meeting for mentors to share ideas/strategize)	Survey (at 6 months)	"Most of the returns agreed that the mentoring program was beneficial overall, and expressed satisfaction with partners...indications that not all needs were being met"
Boers 1997	Emory University, USA	Librarians & General Staff	Career progression/ promotion; Librarian/staff understanding; Training	Dyad	Voluntary; Matched pairs; Mentee input into pairings; Mentors/mentees from different departments; Supervisors cannot be mentors; Time limited (18 months); Release time for participants (2 hours/ month)	Semi-structured survey (at 9 months)	The mentorship program "enhance[d] job skills" and facilitated "open communication" between librarians and general staff and improved morale.
Jesudason 1997	University of Wisconsin-Madison, USA	New Academic Staff	Integration; Orientation	Dyad	Voluntary; Matched pairs; Relationships can be terminated by either party; Program guidelines; Time limited (1 year); Supporting materials	Survey (at 24 months)	Suggestions for improvements included (from mentors) formalized schedule, guidelines and supporting materials, scheduled seminars. Suggestions for improvements (from mentees) included ongoing monthly meetings with mentors.
Miller 1998	Texas A&M University, USA	Untenured librarians	Support; Tenure	Peer	Voluntary; Group meetings and structured presentations	Survey	Participants reported that the program resulted in new publications and conference presentations, grant funding, improvements in research project design; and career advancement. The program

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							provided an "open forum for discussion" and facilitated research collaborations.
Wojewodzki 1998; University of Delaware 2009	University of Delaware, USA	Librarians	Career progression/promotion; Community building; Orientation; Professional development; Tenure	Dyad	Voluntary; Matched pairs; Supervisors cannot be mentors (level 1); Three mentorship programs (Level 1 Introductory; Level 2 Career; Level 3 Advanced); Relationships can be terminated by either party; Time limited (6 months to 1 year for levels 1 & 2); Program guidelines; Supporting materials	None reported	"Nearly all ...new employees have used Level 1 mentoring to supplement the orientation provided by their departments". Level 2 mentoring has focused "primarily on the preparation of the promotional dossier". "A number of Level 1 and Level 2 mentoring relationships have evolved into informal mentoring relationships". "Level 3 mentoring has not yet been requested".
Slattery 1999	Central Missouri State, USA	New librarians	Staff retention; Tenure	Dyad	Voluntary; Matched pairs; Relationships can be terminated by mentees; Time limited (1 year); Mentoring agreements; Weekly meetings are encouraged	Interviews	Not reported
Wittkopf 1999a; Kuyper-Rushing 2001	Louisiana State University, USA	Tenure track librarians	Career progression/promotion; Professional service opportunities; Research & Writing; Staff retention; Tenure	Dyad	Mandatory (mentees); Matched pairs; Mentee input into pairings; Mentors/mentees from different departments; Supervisors cannot be mentors; Relationships can be terminated by either party; Time limited (1 year); Program guidelines; Required meetings (>= 9); Participants establish mentoring goals; Mentorship training (workshop for mentors and mentees); Group progress meetings for mentors and mentees; Supporting materials	Year end progress reports; Focus groups	Participants reported that the "mentoring program was a success". Recommendations included assigning mentees to a peer mentor during the first 3 months of employment prior to being assigned a mentor.

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Law 2001	University of Alberta, Canada	Librarians (early career stage)	Familiarity with environment	Dyad	Voluntary; Pilot program; Time limited (1 year); Group meetings (monthly); Mentoring agreement	Not reported	Participants reported that the pilot program "increased their understanding and....helped them explore the larger issues of librarianship". The "formalized approach resulted in the development of relationships that would not have happened easily otherwise".
University of Washington Libraries 2001	University of Washington, USA	Newly hired permanent and continuing track librarians	Career progression/ promotion; Professional development	Co-Mentoring	Voluntary (Mentees) & Mandatory (Mentors); Mentee/mentor input into pairings; Supervisors cannot be mentors; Program guidelines; Time limited (1 year); Mentorship training (program orientation for mentors and mentees); Supervisors meet with mentors to establish role coordination	Not reported	Not reported
Keyse 2003	Oakland University, USA	Untenured librarians	Tenure	Group	Voluntary; Group meetings (monthly, unstructured); Librarians who achieve tenure leave the group	Not reported	Not reported
Haglund 2004	Karolinska Institutet University Library, Sweden	Librarians	Library/ staff understanding; Mutual learning	Dyad	Voluntary; Matched pairs; Mentors/mentees from different departments; Relationships can be terminated by either party; Time limited (1 year); Work release time to attend meetings; Participants prepare SWOT analyses of personal strengths/weaknesses they bring to the roles of mentor/mentee; Participants submit action plans based on SWOT analyses	Survey (at 12 months)	50% respondents reported increased knowledge; 46% reported that program expectations had been met. Program benefits included new contacts and skills, and mutual learning. Drawbacks included lack of time and a need for more direction from coordinators. Recommendations included: allowing mentees to choose their mentors, a schedule of mentoring activities, and joint meetings for all participants.

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Martorana 2004	University of California-Santa Barbara, USA	Librarians	Development of a mentoring culture; Mentor training; Professional development;	Peer	Voluntary; Group meetings and structured presentations (7/year followed by brown bag discussions); Mentorship training (seminars for mentors and mentees); Supporting materials (website of mentoring and information resources)	Survey (after each meeting)	"The series achieved its goal of attracting a wide range of attendees...effective as a forum for discussion among library colleagues and for promoting mentoring relationships." "The ninety-minute program length was a problem for some."
Sapon-White 2004	Oregon State University, USA	Librarians	Research & Writing	Peer	Voluntary; Group meetings (1 per month)	Survey	Fourteen of 16 participants strongly or somewhat agreed that the group was "an important way to inform colleagues about their research"; Nine participants strongly or somewhat agreed that the group provided them with "useful input for...papers and presentations".
Level 2005	Colorado State University, USA	Junior faculty	Professional service opportunities; Tenure	Peer	Voluntary; Group meetings and structured presentations (monthly-quarterly during work hours) Supporting materials; Website	Not reported	Participants commented on the value of "exchang[ing] information", opportunities for research collaborations, and providing a "platform for..open discussion".
Library Faculty Committees 2005	University of Illinois at Chicago, USA	New faculty	Career progression/promotion; Professional Development; Professional service opportunities; Research & Writing; Tenure	Dyad	Voluntary; Matched pairs; Mentee input into pairings; Mentors/mentees from different departments; Relationships can be terminated by either party; Program guidelines	Not reported	Not reported
Carter 2006	University of Tennessee, USA	New librarians	Cultural acclimatization; Tenure	Dyad	Voluntary; Matched pairs; Mentors/mentees from different departments; Relationships can be terminated by either party; Program guidelines; Supporting materials	Not reported	Not reported

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Mentoring Task Force 2006	Rutgers University, USA	New tenure track faculty	Career progression/promotion; Communication; Community building; Professional development; Support; Tenure	Dyad	Mandatory (mentees); Pilot program; Matched pairs; Mentors/mentees from different departments; Relationships can be terminated by either party; Not time limited; Program guidelines; Mentorship training (program orientation for mentors and mentees); Mentors meet as a group to exchange ideas and review progress; Supporting materials	Evaluation forms; Focus groups	Not reported
Tysick 2006	University at Buffalo, USA	Librarians	Research & Writing	Peer	Voluntary; Group meetings (1 per month); Program guidelines; Two-day writing retreat (institution funded); Peer feedback on writing and research; Supporting materials (book on writing)	Survey	Eighty percent of participants reported that the goals of the group had been met; 20% reported that the goal of "creating a comfortable environment" had yet to be achieved; 60% agreed that interest and activity was sufficient to support the continuation of the group.
Napier 2007	University of Virginia, USA	Librarians & Staff	Career progression/promotion; Development of leaders; Training	Dyad	Matched pairs; Group meetings and structured presentations (monthly); Mentorship training (mentors and mentees)	Not reported	"...almost all participants felt that the experience was worthwhile and the relationship extremely valuable"
Zhang 2007	Wichita State University, USA	New librarians (new faculty)	Communication; Professional development; Professional service opportunities; Research & Writing; Tenure	Dyad	Mandatory (mentees) Matched pairs; Mentors/mentees from different departments; Program guidelines; Time limited (6 months)	Interviews; Evaluation forms	Mentors recommendations for improvement included: a checklist to guide activities, and opportunities for mentors to share experiences and coordinate goals. Mentee recommendations included: clarification of mutual responsibilities, provision of a sample schedule, development of a handbook of information for mentors and mentees, and increased attention to compatibility when matching mentors with mentees.

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Crump 2008	University of Florida, Gainesville, USA	Untenured library faculty or junior librarians	Career progression/promotion; Tenure	Dyad	Mandatory; Matched pairs; Time limited (3 years); Mentorship training (workshops for mentors and mentees)	Not reported	Not reported
Ghouse 2008	University of Kansas, USA	Librarians	Career mentoring; Confidence building; Cultural awareness; Research & Writing; Tenure	Dyad	Mandatory (untenured); Voluntary (other staff); Matched pairs or self-determined; Program guidelines; Mentoring agreements; Mentorship training (workshops for mentors and mentees)	Survey (at 6 months); Focus groups	Recommendations to clarify mentoring roles and functions, make the mentoring program available to all staff, and enable participants to self-select mentors were incorporated into the program.
Osif 2008; German 2010	Penn State University, USA	New full-time faculty members	Career progression/promotion, Cultural acclimatization; Tenure	Dyad	Voluntary; Matched pairs; Relationships can be terminated by mentees; Time limited (2 years); Online meetings (optional); Mentorship training (workshops for mentors and mentees); Mentors communicate with mentees supervisor for consistent messaging; Supporting materials	Not reported	Not reported
Farmer 2009	Kansas State University, USA	Junior faculty	Familiarization with environment; Professional development; Tenure	Dyad	Mandatory (mentees); Matched pairs; Mentors/mentees from different departments; Relationships can be terminated by either party; Program guidelines; Mentors/mentees establish goals and meeting frequency; Supporting materials	Focus group; Survey (at 12 months)	Mentors and mentees reported increased publications, conference presentations, research and service activities. Some mentors reported that they were unable to develop relationships with their mentees. Reasons given for this included mentees who did not seek advice and being too busy to devote time to the relationship. Mentees reported that mentors were effective in areas including: "accessibility, professional integrity, approachability, supportiveness, answering questions, [and] offering constructive criticism". "Time constraints, conflicting schedules" communication issues, and mentors who were not

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Finlayson 2009	University of KwaZulu-Natal, South Africa	Librarians	Community building; Mutual learning; Research & Writing	Peer	Voluntary; Pilot program (6 weeks); Online discussion forums; Online meetings (weekly); Supporting materials	Participant feedback (at 6 weeks)	Reported benefits included sharing, peer support, and relationship building. Challenges included short timelines, lack of dedicated time to participate and the impersonal nature of the communication medium. Recommendations focused on the need for a structured curriculum, mentor training, goal setting, and scheduling e-mentoring to coincide with participants' engagement in research.
Lee 2009	Regent University in Virginia Beach, USA	Assistant librarians	Tenure	Group	Matched groups; Meeting schedule established for mentees; Supporting materials	Not reported	One mentee reported that "the structured schedule assisted in keeping him on track". "Discussing the promotion process with the mentor was most supportive and effectual".
Bosch 2010	California State University, Long Beach, USA	New librarians	Orientation; Relationship development; Training	Co-Mentoring	Mandatory (mentees); Matched groups; Time limited (6 months); Mentoring acknowledged as a development activity in mentor performance evaluations	Interviews with mentees (at 6 months)	Mentees appreciated the 6 month time limit, supporting documentation, and the co-mentoring approach. Mentees reported that program improvements would include an orientation to the mentoring program, and a greater focus on topic-oriented meetings. Mentors experienced increased professional and organizational engagement, and personal satisfaction.

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Exner 2010	University of North Carolina at Greensboro, USA	Tenure track librarians	Research & Writing	Peer	Voluntary; Group meetings; Participants engage in writing during meetings; Peer review of manuscript drafts	Not reported	Not reported
Exner 2010	North Carolina Agricultural and Technical State University, USA	Tenure track librarians	Research & Writing	Peer	Voluntary; Group meetings; Participants establish writing goals/report on writing progress; Peer review of manuscript drafts	Not reported	Not reported
Henrich 2010	University of Idaho, USA	New librarians (new junior faculty)	Career progression/promotion; Develop a community of practice; Professional development; Relationship development; Research & Writing; Tenure	Peer	Voluntary; Group meetings (1/month); Confidentiality agreements	Survey	Six of 10 respondents strongly agreed that "the group was beneficial to their professional development". Recommendations included changing the format of the meetings to allow multiple participants to present research at each meeting.
University of Southern California 2010	University of Southern California, USA	New library faculty	Career progression/promotion; Community building; Familiarity with environment; Support	Dyad	Mandatory (mentees); Matched pairs; Time Limited (1 year to promotion/continued appointment)	Evaluation Forms	Not reported
Cirasella 2011	City University of New York, USA	Junior library faculty	Professional development; Research & Writing; Support	Peer	Voluntary; Group meetings and structured presentations (bi-monthly); Online discussion group (Yahoo Groups)	Surveys (periodic)	Meeting attendance averages 12-15, and the online discussion group increased from 22 to 60 subscribers. A total of 96% of respondents reported attending meetings and reading group emails. The majority of respondents "valued opportunities to network" with colleagues, engage in discussion, and attend the speakers program; 81%

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Ortega 2011	University of Lincoln, USA	Staff	Mutual learning; Support	Peer	Voluntary; Matched pairs; Mentee input into pairings; Program guidelines; Time limited (6 months); Buddying agreement	Interviews; Evaluation Forms	Participants reported that they "had learned from their experience".
Stephens 2011	Texas A&M University, USA	Untenured librarians	Tenure	Co-Mentoring	Mandatory (Mentees); Program guidelines; Mentoring expenses budget for mentors	Feedback as part of annual review	Not reported
Keener 2012	Wake Forest University, USA	Librarians	Community building; Professional Development; Research & Writing; Tenure	Peer	Voluntary; Group meetings and structured presentations (during work hours); Program guidelines; Mentorship training (Journal club on mentoring relationships and experiences for mentors and mentees)	Not reported	Not reported
Florida Atlantic University 2013	Florida Atlantic University, USA	New faculty	Cultural acclimatization; Community building	Dyad	Mandatory; Matched pairs; Program guidelines; Mentoring acknowledged as a job responsibility in mentor's portfolio; Supporting materials	Evaluation meetings with Dean	Not reported
Fyn 2013	Bowling Green State University, USA	Untenured librarians	Tenure	Peer	Voluntary; Group meetings and structured presentations (weekly during work hours); Participants establish goals and report on progress	Not reported	Not reported

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LeMire 2013	University of Utah, USA	New librarians	Career progression/promotion; Orientation; Tenure	Dyad	Matched pairs; Relationships can be terminated by either party; Time limited (90 days to tenure)	Not reported	Not reported
Sullivan 2013	RMIT University, Australia	Librarians	Research & Writing	Peer	Voluntary; Group Meetings and structured presentations; Program guidelines; Performance indicators/targets	Survey (pre-post); Performance Targets	Participants reported an increase in confidence ranging from 30.5% to 67.1% across 7 professional development competencies relevant to research and publishing. The writing group exceeded its target of ensuring that 75% of participants would publish or present at a conference within two years.