I. Primary Goals of the Thornton Mentoring Program

A. Help new and continuing faculty feel welcomed and supported, and make available published information on the processes, procedures, expectations, and policies related to faculty at USC in general, and the Thornton School in particular.
B. Foster collegiality by facilitating contact and relationships with other faculty, staff, and with administration within the Thornton School of Music and at USC in general.
C. Offer avenues for faculty to seek advice and assistance as they progress toward promotion and/or tenure, and in achieving professional advancement.
D. Offer avenues for students to seek advice and assistance as they progress toward professional careers.

II. Formal Activities in the Mentoring Process

A. For Faculty Members Seeking Promotion or Tenure
   • All newly appointed Assistant Professors (or Assistant Professors of Practice) are assigned two formal mentors. All newly promoted Associate Professors (or Associate Professors of Practice) are assigned one formal mentor. Mentors may come from inside or outside the home department, and inside or outside the primary field. In cases of interdisciplinary appointments, or a scholarly trajectory that is deemed in some way interdisciplinary, a mentor may be assigned from each discipline.
   • All faculty members on a promotion track are invited to meet regularly to discuss their progress with the Dean and the Associate Dean for Faculty Affairs. Additionally, each semester formal and informal meetings between groups of junior faculty, or faculty and assigned mentors are facilitated via school-sponsored lunches and dinners.
   • All newly appointed and continuing junior faculty are invited to attend a New Faculty Orientation. In addition to general information, topics presented include explanations of Thornton’s promotion and tenure guidelines and the UCAPT manual, and specifics of grants, programs, training, and opportunities available at USC, including through the CET, the CER, the Mellon Mentoring Forum, and other centers relevant to faculty life.
   • Department chairs meet each semester with faculty members to discuss their progress, and address any issues that may be pertinent to advancement at USC and in the profession. Chairs are also responsible for monitoring teaching effectiveness, and facilitating classroom and studio observations.
   • The Associate Dean for Faculty Affairs works closely with Thornton’s Faculty Council to facilitate mentoring in all forums, formal and informal. The Associate Dean also oversees the current mentoring structure, and monitors all practices for potential changes or improvements. Each year faculty and their mentors are asked to complete a written evaluation of the process to help ensure effectiveness.
   • In addition to the guidance they may receive from a formal mentor, department chair, or school administration, faculty are encouraged at every possible juncture to be proactive with their careers, and avail themselves of multiple opportunities for mentoring or career guidance, whether provided by the Thornton School, the University, or the profession.

B. For Students
   • Due to the large number of courses taught via Individual Instruction in Thornton, mentoring of students is a regular and ongoing part of the school’s culture. Students are carefully guided each step of the way toward careers in the profession or in higher education, with careful and individual attention paid to every detail.
   • The school offers weekly forums with invited guests from the classical music world, the industry, and arts leadership, with topics ranging from interpretation to stage deportment, from professional management to self-marketing, and many others.
   • The school offers a yearly workshop for graduate students. Topics covered include defining career goals, writing a biography/resume/CV, the interview or audition process, music careers in higher education, etc.