USC Libraries New Faculty Mentoring Program

This document defines the purpose and goals of the USC Libraries Faculty Mentoring Program and outlines roles and responsibilities of mentors and new library faculty. This includes the implementation, assessment, and on-going success of the program. This document does not preclude the natural development of informal mentoring relationships either within or outside of the USC Libraries.

I. Purpose

The Library Faculty Mentoring Program is intended to assist all new library faculty in successfully orienting themselves to the USC Libraries and to the larger campus community by making institutional processes, procedures, and practices more transparent. The central goals of the Library Faculty Mentoring Program are to:

1. Ensure that all library faculty new to USC feel welcomed and supported and are assisted with developing an understanding of the policies; expectations; and the organizational, governance, and physical environment of the University and the USC Libraries.
2. Help new library faculty create a relationship that is outside of the direct or indirect reporting lines.
3. Foster collegiality by helping to create a relationship with individuals at different levels and within different units of the USC Libraries.
4. Provide advice and assistance in achieving professional advancement.

II. Process

A. The Associate Dean for Faculty Affairs (AD Faculty Affairs), in consultation with the Personnel Steering Committee, the new faculty member’s Reviewing Officer, and the Chair of the relevant Search Committee, appoints a mentor for each newly hired library faculty member.
B. The mentor is responsible for making initial contact with the new library faculty member, preferably before s/he arrives on campus so that the mentoring relationship can begin as soon as possible.
C. New Library Faculty will be mentored for at least one calendar year from the date of hire and the mentoring process is recommended to continue until the faculty member has attained promotion or continuing appointment.
D. At the end of the initial one-year mentoring assignment, the new library faculty member will fill out the Mentoring Process Evaluation form.
E. If additional mentoring is desired, the mentor and new library faculty member may continue their mentoring relationship or a new mentor can be assigned by the AD Faculty Affairs in consultation with the Personnel Steering Committee.

III. Roles and Responsibilities

A. New Library Faculty Member
Prepares for a mentoring relationship by thinking about what outcomes s/he hopes will result from the experience and determining the kinds of specific support, feedback, and advice that will be most helpful.
1. Read this document.
2. Meet with your mentor to discuss the parameters of a mentoring relationship that will meet your needs.
3. Be clear on describing your expectations of the mentoring experience.
4. Assume primary responsibility for your professional development, including being familiar with
criteria for promotion and/or continuing appointment.
5. If, for whatever reason and at any time, you believe you would benefit from having a different mentor, contact the AD Faculty Affairs so that a new mentor can be assigned.
6. Help to evaluate the Library Faculty Mentoring Program, as appropriate.

B. Library Mentor
Is an experienced full-time Library Faculty member with either Continuing Appointment or Tenure and has no organizational conflict of interest with his/her mentee.
1. Read this document.
2. Initiate contact with your mentee to discuss the parameters of a mentoring relationship that will meet his/her needs.
3. If, for whatever reason, you feel you are unable to provide the proper level of mentoring support to your mentee, contact the AD Faculty Affairs so they can assign a new mentor in consultation with the Personnel Steering Committee.
4. Participate in evaluating the Library Faculty Mentoring Program as appropriate.

C. Other Participants in the Mentoring Program
1. AD Faculty Affairs exercises primary oversight of the Mentoring Program; provides a copy of this document to the new faculty member after s/he has formally accepted the position; selects the appropriate Mentor in consultation with (a) the Personnel Steering Committee, (b) the new faculty member’s Reviewing Officer, (c) the Chair of the relevant Search Committee, and/or (d) any other individuals who can recommend a good match; works with the Personnel Steering Committee to prepare (a) a Mentoring Calendar for each new faculty member, (b) to assess the effectiveness of the program, and, (c) the effectiveness of the individual mentoring relationship; and meets with the new Library Faculty member soon after his/her arrival at USC and as needed thereafter for career advice.
2. Personnel Steering Committee works with the AD Faculty Affairs to provide oversight of the Mentoring Program and consults with the AD Faculty Affairs to select an appropriate Mentor to insure that there is no direct or indirect reporting line between the new librarian and the mentor, to prepare the Mentoring Calendar, and to assess the effectiveness of the program and the success of the individual mentoring relationship.
3. Reviewing Officer shapes the new Library Faculty member’s position and professional environment; introduces new Library Faculty member to the unit, to appropriate individuals in the administrative hierarchy between the Reviewing Officer and the Dean, and to the faculty at their first Library Faculty meeting; works with the new Library Faculty member to establish and evaluate annual goals; provides career and advancement advice and encouragement, particularly in the context of the personnel evaluation; and assists in providing general orientation information to University facilities and services.
4. Peer Review Panel provides individualized feedback to all Library Faculty members who have gone through the complete annual evaluation process; a Peer Review Panel will acknowledge the work of the mentor in that Library Faculty member’s evaluation in line with the Faculty Handbook Sect.3B(2), “Mentoring of junior faculty is a significant service responsibility of senior faculty members.”
5. Appointments, Promotions, Continuing Appointment and Tenure Committee (APCAT) has the primary responsibility in the mentoring process for the mid-cycle review.
6. Dean of the USC Libraries will provide decanal level career guidance and perspective on progress towards achieving Continuing Appointment or promotion, as requested; and will meet with new faculty at least annually.

IV. Assessment
The purpose of formal assessment is to ensure that the Mentoring Program is successfully assisting all
new Library Faculty to orient themselves to the USC Libraries and the larger campus community. Evaluation Forms completed by mentors and new Library Faculty provide input for program development.

Feedback from new Library Faculty and their mentors will be provided to the AD Faculty Affairs and the Personnel Steering Committee through the Mentoring Process Evaluation Forms that are to be completed at the end of the first year of the mentoring relationship and each year thereafter, as appropriate.

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