

May 9, 2017

Vice Provost Graddy:

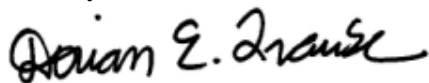
This the year the Mentoring Committee was asked to take an in-depth look at the mentorship needs of post-doctoral fellows on campus and expand our previously established mentoring guidelines to include our findings. The mentoring committee met monthly throughout the 2016-17 academic year and invited special guests including various types of post-doctoral fellows and the director of the post-doctoral program, Dan Carino. Attached is the final mentoring report for the year, including our new recommendations for post-doctoral fellows. For ease of reading, we have highlighted new recommendations in yellow in the report.

Now that the committee is a standing joint committee of the Academic Senate and Provost's Office, we believe that future Mentoring Committee initiatives would be better addressed through utilization of subcommittees. This will likely necessitate the appointment of more faculty to this committee as this year we generally had no more than 6-8 people at each meeting. We believe the work of the committee would be more successful in the future if the following objectives were addressed:

1. A mandate from the Provost's office to each academic unit to develop a structured mentoring plan for their unit
2. Establishment of a formal approval process of academic unit mentoring plans
3. Increasing the size of the mentoring committee membership
4. Focusing during the 2017-18 academic year on the mentoring needs of RTPC faculty through subcommittees.

Thank you for the opportunity to serve as chair of this great committee. Please let me know if you have any questions about our final report.

Sincerely



Dorian Traube, PhD



The **Committee on Mentoring** is a joint initiative between the Provost's Office and the Academic Senate. The Mentoring Committee is charged with designing and implementing a revised multi-layered, multi-pronged strategic plan for mentoring to be adopted across the university, building on the work of the Mellon Mentoring Forum, etc. The plan will be adaptable to the mentoring needs of each department or school. A mentoring philosophy based on the university's strategic plan should be developed, so that all mentoring activities at USC align with that philosophy. The committee will develop an overall framework, based on mentoring research, reflecting 1) The different mentee populations to be targeted, 2) The relevant touch points at which mentoring should be implemented for each population, 3) The forms of mentoring that should occur, and 4) The various contexts in which mentoring should take place. The task force should also determine how mentoring will be embedded within institutional structures, how it will be incentivized, and how it will be funded and supported. The plan should include mentor training, and a communications plan to create a culture of mentoring. The plan should make use of all existing successful mentoring programs on campus, as both inspiration for effective models, as well as resources to be better utilized across campus. The committee shall then serve to oversee and make recommendations for continued enhancement of mentoring on campus.

Committee on Mentoring Report for 2016-2017 Academic Year

Mentoring Committee's Definition of Mentoring: Mentoring is an exchange of knowledge gained through personal experiences. It is designed to build individual relationships between experienced faculty and faculty and post-doctoral scholars striving to succeed within a discipline. Mentors support the mentee in meeting his or her goals through questioning, providing guidance and feedback, sharing of experiences, and connecting the mentee with other individuals or groups who can provide assistance and resources. Every mentoring relationship will unfold differently based on the individuals involved. The purpose of mentoring is not to tell the mentee what to do, but to help the mentee make his or her own informed decisions.

Effective mentors offer the following:

- *Information and Advice*
Mentors share their knowledge, experiences, and wisdom to guide mentees in reaching academic, career, and personal goals.
- *Contacts*
Mentors provide valuable opportunities by facilitating academic, career, and personal contacts.
- *Support*
Mentors encourage growth and achievement by providing an open and supportive environment.
- *Goal Setting*
Mentors help mentees discover talents and interests and define and attain their goals.
- *Role Models*
By modeling a strong work ethic, engaging in respectful relationships with colleagues and students, and behaving with integrity and principle, mentors can become role models.

In the second year of a multi-year initiative, The Mentoring Committee has expanded on their mentoring framework. These 5 steps provide basic strategies that every academic unit and program can implement immediately to begin establishing a culture of mentoring. In addition The Mentoring Committee recognizes that the University has numerous pre-existing mentorship structures with varying levels of success. We believe these structures need to be consolidated and have a central point of oversight. This is also described in the 5 step plan.

Step 1: Ensure goodness of fit between mentor and mentee based on career track, expertise, and experience.

- **Be cognizant of the mentees career track:** Tenure Track Faculty, Research Faculty, Teaching Faculty, Practice Faculty, and Post-Doctoral Scholars to ensure that goals and opportunities match career expectations.
 - **Also consider rank** – associate professors need mentorship too.
 - **There is a specific value proposition of having a mentor group of mixed composition (e.g. RTPC/tenure/emeriti faculty) that can also be considered.**
- **Clearly define career goals in keeping with mentee’s role:** Examples may include gaining promotion and/or tenure, expanding research impact to a national or international scale, prestigious performance opportunities, securing employment in private industry or academia, developing cutting edge teaching approaches, learning how to write a manuscript, learning how to review a manuscript, learning how to write a grant, learning how to run a research program, navigating the university, engaging in community engaged research
- Clarify method of mentoring given mentee’s goals. The method may differ if it is industry versus academia focused.
- **Identify other aspects important to the mentee’s development where mentors can assist:** Work life balance, family, being a veteran, being a person of color, gender orientation
- **Identify both within the school, within the university, and within the profession mentors.**

Step 2: Identify touch points where mentorship can and should take place

- **Utilize Pre-existing USC mentoring opportunities:** Center for Excellence in Teaching, Former Mellon Mentoring Forum Efforts, Special Interest Groups(e.g. WiSE), Office of Research Mentoring Plan, Office of Postdoctoral Affairs
- **Develop mentoring plans and meeting schedules** with mentee that account for key goals in their developmental timeline
 - **Post-Doctoral fellows should complete an Independent Development Plan (IDP) following the outlined format provided by the Office of Post-Doctoral Affairs. Each academic unit should establish a mechanism for reviewing, approving, and monitoring progress of IDPs.**
- Include award nomination processes in mentorship plans

Step 3: Utilize best practices in mentoring

- **Intentionality** (having a clear vision for your role as a mentor, commitment to excellence in mentoring, and a clear understanding of the mentee's goals).
- Being **prepared** for mentorship duties
- Good **communication** and **feedback**
- **Trustworthiness** (follow policies and guidelines, make expectations clear, maintain a positive tone, demonstrate concern)
- **Motivate** and **empower**
- **Share resource network** while being careful to not damage that network
- Allocate appropriate **time** to mentoring duties
- Be clear about your **expertise** or knowledge base
- **Evaluate** effectiveness of mentoring
- **Attention to diversity**

Step 4: Develop Institutional Structures within and across Academic Units to Support and Hone Mentorship

- **Create networking opportunities to develop mentorship collectives that support mentorship outside of academic units and across campus** (see Harvard Business Review <https://hbr.org/2016/04/the-benefits-of-virtual-mentors>, resurrect Baxter).
- **Provost's Office or academic units could offer small grants for lunch, meetings, or programs to foster development of affinity mentorship groups.**
- **Identify point people in each academic unit to disseminate and hone mentoring initiatives germane to their field.**
- **Utilize Emeriti Center for mentorship networks.**
- Develop institutional **incentives** for mentoring within academic units
 - Formats for evaluating and rewarding mentoring.
 - Develop formal mentoring structures for all faculty and post-doctoral trainees (e.g. mentoring committees, mentoring oversight committees, cross-disciplinary networks)
 - Provide meeting incentives for mentoring committees (e.g. refreshments, travel for external mentors, honorarium for external mentors)
 - **Sanction individuals who have demonstrated poor mentorship quality. In the case of mentoring post-doctoral fellows, academic units could refuse to allow mentors to submit proposals that included post-doctoral fellows if they had a sustained trajectory of providing poor mentorship.**
- **Reduce redundancy** with other mentor training programs at USC.
 - The Provost's Office, Center for Excellence in Teaching, and several discipline specific special interest groups have mentor training programs that can be utilized.
 - The USC Faculty Portal lists senior faculty liaisons who are primarily focused on issues of diversity. This focus should be expanded to include all types of faculty (e.g. Tenure track, RTPC, and part-time faculty)
- **Identify why your faculty and post-doctoral scholars are not using current mentoring programs**

- They have not heard of the efforts
- No centralization of mentoring
- No long term oversight
- Not applicable to my career goals
- Not required or incentivized
- Do not think it is valuable
- Systematically overlooking certain populations of faculty or post-doctoral scholars
- Create network and mentorship opportunities across academic units and provide diverse and interdisciplinary opportunities for mentorship.
- Smaller unit response may necessitate hiring outside mentors or pooling mentorship efforts with other units.
- Develop structured protocols for mentees to be able to troubleshoot mentorship issues.

Step 5: Vice Provost for Academic and Faculty Affairs Oversight of Faculty Mentoring

- **Formal mentoring plans from each academic unit should be filed with the Vice-Provost for Academic and Faculty Affairs Office.**
- Mentoring plans should **incorporate promotion standards** based on type of faculty
- Mentoring plans for post-doctoral fellows should include mechanisms for the review and enforcement of IDP plans. All units should promote plans and infrastructure that support the post-doctoral fellow's pursuit of both academic and non-academic career options.
- The Provost's office should conduct an **annual audit** of every unit's mentorship plan to ensure effective implementation
- Any new line of faculty or post-doctoral trainees added to a unit must be included in the formal mentorship plans.
- **Deans and program directors should be evaluated** on their unit specific mentoring plans

Additional Recommendations for Post-Doctoral Fellows:

- Each academic unit needs to identify which positions qualify as post-doctoral fellows. These may include research associate positions, etc. They also need to develop goals germane to each type of post-doctoral position.
- The University and Academic Units needs to find ways to prevent the possible of abuse of post-doctoral fellow category as a cost savings mechanism and urge units to assign people to fixed term appointments or a research associate appointments.
- The recommendations should not be applied to residents at Keck and CHLA because they already have a highly regulated mentorship structure. However, those fellows that are in individual labs should be included.

- Academic units are encouraged to include post-doctoral fellows in the development of mentorship plans, review of mentorship plans, and mentoring procedures in each academic unit.
- Discipline specific career development programming should be offered to post-doctoral fellows.

Future Plans for Mentoring Committee:

- In the 2017-18 academic year the Mentorship Committee would like to break into subcommittees to better address the needs of specific populations. This will require a larger Mentorship Committee.
- Development of guidelines for specific types of faculty (e.g. research faculty, teaching faculty, practice faculty, clinical faculty, part-time faculty, post-doctoral scholars)
- Development of guidelines for specific populations of faculty (e.g. diversity, underrepresented faculty, veterans, cross-discipline faculty)
- Articulation of what makes the USC mentorship experience unique. What is it about the culture on our campus that makes USC better at mentorship than other universities?
- Development of a comprehensive training program for mentors. How does USC create the best mentors?
- Update mentoring website with links to resources.

Mentoring Committee Members: Dorian Traube (Chair), Ginger Clark, Leonard Mitchell, Briana Hinga, Judy Garner, John Matsusaka, Midori Goto, Janette Brown, Velina Hasu Houston, Hanna Reisler, Chuck Gomer, Timotei Centea, Hamed Mirzaei-Souderjani, Tracy Poon Tambascia, Lucinda Carver, Alison Dundes Renteln, Rima Jubran