

REPRESENTATIVE DOCUMENTS

Orientation Websites

The screenshot shows the University of Calgary Libraries and Cultural Resources website. At the top, there is a navigation bar with links for Home, Prospective Students, Current Students, Alumni, and Community. On the right, there are links for IT, MY U OF C, and CONTACTS, along with a search box. Below the navigation bar is a banner image of a gallery with the text "Libraries and Cultural Resources" overlaid. To the right of the banner is the University of Calgary logo. Below the banner is a horizontal menu with links for Home, Contacts, Library, Archives, TFDL, Museum, Press, and Scholarly Communication. On the left side, there is a vertical navigation menu with various links, including "LCR Staff Orientation" which is highlighted. The main content area is titled "LCR Staff Orientation" and contains three sections: "Supervisor Information", "Libraries and Cultural Resources Overview", and "Staff Orientation".

Home

- Welcome Message
- LCR Vision
- Mission Statement
- Organization Chart
- Publications & Reports +
- Info for LCR Staff -
 - LCR ReOrg
 - TFDL Teams +
 - Administration -
 - Finance / Statistical Reporting
 - HR Information -
 - Academic Staff
 - Frequently Asked Questions
 - LCR Ergonomics Initiative +
 - LCR Staff Orientation
 - New/Moving Staff
 - Support Staff/Management and Professional Staff Forms
 - Collections Services +
 - Emergency Procedures +
 - Grants +
 - Information Technology Services
 - LibQual (pwd required)
 - Libraries and Cultural Resources Academic Council +
 - Management and Professional Staff Council
 - Minutes
 - Policies +
 - Research Support for

Home | **Contacts** | **Library** | **Archives** | **TFDL** | **Museum** | **Press** | **Scholarly Communication**

LCR Staff Orientation

Supervisor Information

- [New Staff Checklist](#)
- [Week One checklist](#)
- [Month One checklist](#)
- [Information Technology Services \(ITS\) form for New or Moving Staff](#)
- Furniture
 - Request an [ergonomic assessment](#)
 - For other furniture requests, contact [Blair Cherniawsky](#).

Libraries and Cultural Resources Overview

- [LCR Homepage](#)
- [Organization Chart](#)
- [Staff Directory](#)
- [LCR Councils](#) (This document includes information on the LCR Management Group, Academic Council, Management and Professional Staff Council, Support Staff Council and Tri-Council.)
- Operations
 - [Hours of Operation](#)
 - [University Holidays](#)
- Work Environment
 - [Dress](#)
 - [Email/Internet Usage](#)
 - [Ergonomics](#)

Staff Orientation

- [Campus Card](#)
- LCR Orientation Checklists
 - [Week One checklist](#)
 - [Month One checklist](#)
- [LCR Orientation Tours](#)
 - [Tour Feedback](#) form
 - Tour [Meeting Points](#)
- LCR Round Up Schedule (none currently scheduled)

- [LCR Staff +](#)
- [Support Staff Council +](#)
- [IS2 Project](#)
- [Weblinks](#)

[Privacy Information](#)

Search this site

Google™ Custom Search

Quick Links

- [Employment Opportunities](#)
- [Privacy Information](#)

Technical Services

- [Information Technology Services](#) (LCR)
- [Information Technologies](#) (UCIT) - (This link includes information on: IT computing, eID and UofC Portal, Access to Administrative Windows Resources, SecurID, Oracle Calendar Account, PeopleSoft Training and Application Training)
- [Email Account](#)
- [Mailman Lists/Listservs](#)
 - [Current LCR Mailing Lists](#) (Please email [Shannon MacGillivray](#) for access.)
- [PeopleSoft Support Centre](#)
- [UC Portal](#)

University Overview

- [Campus Navigation](#)
 - [Directory of Buildings](#)
 - [Map](#)
 - [Online Staff Directory](#) (Teleweb)
 - [Virtual Tour](#)
- [Campus Recreation](#)
- [Campus Services](#)
 - [Bookstore](#)
 - [Campus Security](#)
 - [Child Care](#)
 - [The Den and The Black Lounge](#) (Run by Students' Union.)
 - [Food Court](#) (This is located on the main and lower levels of the MacEwan Student Centre.)
 - [Food Services](#)
 - [Grad Lounge](#) (Run by Graduate Students' Association.)
 - [Microstore](#)
 - [Parking](#)
 - [Pharmacy](#) (On the main level of the MacEwan Student Centre.)
 - [Stor](#)
 - [President's Blog](#)
 - [U of C Home](#)

Human Resources

- [LCR Human Resources](#)
- [Central Human Resources](#)
 - [Mission](#)
 - [Statement on Principles of Conduct](#)
- [Support Staff](#)
- [Management and Professional Staff](#)
 - [MaPS website](#)
- [Academic Staff](#)
- [Career Opportunities](#)
- [Healthy U of C](#)
- [Learning and Development](#)
- [Payroll](#)

LIB-INTRANET UCI LIBRARIES

Home | **Emergencies** | Departments/Divisions | Forms | Policies/Procedures | Worktickets | A-Z

Home » Departments » T&OD » New Employee Orientation Program (NEOP)

- **TODAC Home**
- **About TODAC**
- **New Employee Orientation Program (NEOP)**
- **Library Training Programs and Resources**
- **Campus Training Programs and Resources**

New Employee Orientation Program (NEOP)

Welcome to the UCI Libraries!

The UCI Libraries' New Employee Orientation Program (NEOP) will introduce you to the organization and prepare you for success in your vital role at the Libraries, the intellectual crossroads of the UCI community. Thank you for joining our dynamic organization and supporting our efforts to develop and share knowledge on campus and beyond. We look forward to your future success!

The NEOP consists of two parts:
[Part I: Checklists & Reference Guide](#)
[Part II: Presentation Modules](#)

Please view a [welcome message](#) from Gerald J. Munoff, University Librarian.

[◀ Back](#) [Top of Page ▲](#)

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[Comments and Suggestions](#)

LIB-ⁱINTRANET UCI LIBRARIES

Home | **Emergencies** | Departments/Divisions | Forms | Policies/Procedures | Worktickets | A-Z

Home » Departments » T&OD » New Employee Orientation Program (NEOP)-part1

- **TODAC Home**
- **About TODAC**
- **New Employee Orientation Program (NEOP)**
- **Library Training Programs and Resources**
- **Campus Training Programs and Resources**

NEOP Part I

Part I includes checklists of procedural, job-specific and departmental information to prepare you for your daily work. The checklist orientation is conducted by your supervisor, colleagues, and administrative staff during your first month at the UCI Libraries.

The New Employee Orientation Reference Guide includes information about the orientation process, training, emergency preparedness, and benefits. The Guide also provides useful links and a glossary of terms and acronyms.

Orientation Master Checklist

- [Orientation AUL Div Checklist](#)
- [Orientation Business Office Checklist](#)
- [Orientation Facilities Checklist](#)
- [Orientation IT Checklist](#)
- [Orientation Kim Bishop Checklist](#)
- [Orientation LAUC I Checklist](#)
- [Orientation LHR Checklist](#)
- [Orientation Supervisor Checklist](#)



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Comments and Suggestions

The screenshot shows the UCI Libraries Lib-Intranet website. The header features the logo "LIB-INTRANET UCI LIBRARIES" in a blue gradient. Below the header is a navigation menu with tabs for Home, Emergencies, Departments/Divisions, Forms, Policies/Procedures, Worktickets, and A-Z. The breadcrumb trail reads "Home » Departments » T&OD » New Employee Orientation Program (NEOP)-part2". A search bar with "Google Custom Search" and a "Search" button is located on the right. The main content area is split into a blue sidebar on the left and a white main area on the right. The sidebar contains a list of links: "TODAC Home", "About TODAC", "New Employee Orientation Program (NEOP)", "Library Training Programs and Resources", and "Campus Training Programs and Resources". The main area is titled "NEOP Part II" and contains a paragraph of introductory text, followed by four module titles: "Module 1: Introduction to the UCI Libraries: Developing & Sharing Knowledge", "Module 2: Library Administration, Administrative Services & Technical Services", "Module 3: Collections & Public Services", and "Module 4: Team/Committees, E-Resources, Emergency Preparedness & the Libraries' Values". At the bottom of the main area are "Back" and "Top of Page" links. A footer section contains the text: "Change link color to black. University of California · Irvine, CA 92623 · 9557 · 949.824.6836 © 2009-2011 The Regents of the University of California. All rights reserved. Comments and Suggestions".

University of Colorado at Boulder CU: Home | Search | A to Z | Map

[Chinook](#) | [Articles](#) | [Reserves](#) | [Research Guides](#) | [Site Search](#)

Chinook Plus

Ask Us: [email](#) | [chat](#) | [phone](#)

[Home](#) | [Research Resources](#) | [About the Libraries](#) | [Services](#) | [Libraries & Departments](#) | [Libraries A-Z](#)

Orientation
libadmin@colorado.edu
303-492-8684 (ph)
303-492-1881 (fx)
Norin, M450

- [Home](#)
- [Pre-Employment](#)
- [First Week](#)
- [First Month](#)
- [Beyond the First Month](#)
- [Quiz](#)

[Campus Map](#)

[Planning Your Visit To Boulder](#)

[Supervisors](#)




University Libraries > Orientation

Orientation for New Libraries Employees


Congratulations on your new hire and welcome to the University Libraries!

You know the basics of your new position but there's so much more to learn as you become a member of the Libraries Community. We've put together some procedures and resources to get you oriented to the Libraries, the University and the Boulder Community. To get started, please use the links to the left.

Welcome aboard!

		
Jim Williams Dean of Libraries	John Culshaw Administration	Suzanne Larsen Collections & Services

Libraries Executive Committee



Colorado
University of Colorado at Boulder


Contact University Libraries: [email](#) | [chat](#) | [phone](#)
University Libraries, 184 UCB, 1720 Pleasant Street, University of Colorado, Boulder, CO 80309-0184
Libraries Information 303-492-8705 | Research Desk 303-492-7521
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home | sitemap | quicklinks

University of Georgia Libraries

SEARCH:



home >> human resources >> training and development >> [new employee orientation](#)

New Employee Orientation

Orientation provides new employees with an overview of the University's and the Libraries' culture that assures an understanding of policies and procedures necessary to function efficiently in the environment. Orientation is addressed at various levels: Libraries, University and Department.

All newly hired faculty and staff must report to the Libraries' Human Resources Department at 8:00 a.m. on their first day of employment for Libraries' orientation ([New Employee Orientation](#)), which is designed to:

- Supplement the job-related orientation provided by the unit/department;
- Provide an overview of the Libraries' organization and its culture;
- Introduce you to key personnel/groups and the roles that they play in the organization; and
- Assure an understanding of policies and procedures necessary to function efficiently.

At that time they will also complete the online Form I-9, Employment Eligibility Verification, E-Verify, and review the information in the New Employee Orientation presentation and [checklist](#). The checklist may be accessed [online](#) so that you may read further about the policies, benefits and services available to you as a University of Georgia employee.


All newly hired employees (faculty, staff, temporary, and student workers) should also complete the University of Georgia's [online orientation](#) on their first day of employment. All of the necessary employment forms and policy information, a benefits overview, and basic Right to Know information are contained in the orientation session. After completing the online orientation, please bring all of the completed forms to the Libraries' Human Resources Department, so that your employment paperwork can be finalized and submitted to the appropriate UGA department.

Should you need specific information about your individual benefits profile, you are encouraged to attend a Q & A session held the first and third Monday of each month from 9:00 - 10:30 a.m. by the University's Employee Benefits Department. These sessions are held in the Employee Training & Development Center located on Mitchell Street.

In addition, programs are being planned that acquaint staff on a continuous basis with the workplace by providing practical information sessions on topics that directly impact work performance and related compensation.

Libraries Human Resources

- Employment Opportunities
- Training and Development
 - Auditing of Classes by Employees
 - Links to Resources
 - **New Employee Orientation**
 - Training, Conference & Travel Funding Guidelines
 - UGA Tuition Assistance Program
- Staff Resources
- Libraries Events Calendar
- Athens Information



Last Updated: NaN/NaN/NaN
Send us your comments about this site
© 2007 University of Georgia. All rights reserved.
<http://www-test.libs.uga.edu/humres/training/newemployee.html>

Library Welcoming and Orientation

Getting a new employee off to a good start can make a big difference in how welcome they will feel and it will improve their ability to quickly become effective in their position. Do all that you can to make the "on boarding" process as smooth as possible for them by officially welcoming and orientating your new employee to your part of the organization.

Three Main areas of orientation:

Organizational Level Orientation

New employees need to understand the organizational vision, culture and the ongoing strategy for The Library. An overview must be provided by the leadership within the organization.

- Mike Ridley will meet with the employee within their first week if possible to provide the U of G vision, explain the role of the CIO and to speak about The Library in context with CCS and Organizational Services. 30 – 45 minutes.
- One Associate Chief, Helen, or Catherine will meet with the employee within their first week if possible, to provide insight into The Library's overall relationship with the campus, the Library vision, culture, integrated plan and their role as Associate Chief Librarian. 30 – 45 minutes.

Directorate Level Organization (The Library and Organizational Services)

Additional meetings and plans will be scheduled specific to the new employee's role so that they can quickly understand the various Library service areas and how their role and service area fit within the overall organization. It will also be important for new employees to learn about Organizational Services support.

- Within the first month, the new employee will meet with each of the Managers to understand their service areas – 30 minutes for each (up to 7 meetings)
- Within the first month, the new employee will spend time in the front line service area(s) to better understand our client needs and how we provide them with support
 - Schedule a meeting with ? and then assign new employee to one of the Staff.
- Within the first month the new employee will meet with the AD of Organizational Services to get an overview of the support services offered

ORGANIZATIONAL SERVICES

- ▶ Communications
- ▶ Evaluation & Analysis
- Facilities Services
- ▼ Finance and Administration
 - ▶ CCS Finance
 - ▼ CCS HR & Administration
 - ▼ Hiring Information
 - CCS Welcoming and Orientation
 - Library Welcoming and Orientation**
 - Administrative Matters
 - CCS Welcoming and Orientation
- ▶ Library Finance
- ▶ Library HR & Administration

More like this

- [CCS Welcoming and Orientation](#)
- [CCS Welcoming and Orientation](#)
- [September](#)
- [Departments](#)
- [Personnel and Administration](#)

Functional Development (position within the Department)


- The New Employee should meet with their Manager within the first week to discuss their role and how they can get support – the discussion should include outline of key responsibilities as well as the regular responsibilities and expectations. An outline of progression to learn and integrate into role can be provided. Job shadowing and info about things they need to do specific to their role can be identified.
- Orientation program – one staff member will be assigned to the new employee, to begin on their first day, to provide extra support. This will include a more involved orientation for the first week. Lunch the first day, events around campus, a campus walking tour, answering any other questions that come up if they are able. A regular 'check in' role beyond that for the first month.

PreArrival CheckList


- Contact Organizational Services Support Staff to complete New Hire checklist.
- Prepare work space/office assignment.
 - Contact Kirk Sprague: ksprague@uoguelph.ca
- Requests Keys/Codes
 - Contact Kirk Sprague: ksprague@uoguelph.ca
- Manager send announcement/email to listserv announcing the new hire and his/her background
 - Library Listserv: liball@listserv.uoguelph.ca
- Computer Systems Requirements
 - Organizational Services Personnel will contact IT Services Jeff Walker: jewalker@uoguelph.ca to inform IT of the staff start date and location
 - Hiring Manager will contact IT Services with computer and access requirements
- Hiring Manager to prepare the first day, first week and first month agenda for new hire (will need to be scheduled in Gryph Calendar)
- Hiring Manager to review calendar to schedule appropriate meeting times during the new hires first weeks

First Day/First Week

- Organizational Services Support Staff to ensure that the new hire meets with H.R. to enrol in benefits
 - Karen Devries: kdevries@uoguelph.ca
- Organizational Services Support Staff to refer the new employee to the Online Orientation available at:
- Manager to discuss agenda for the first week
- Manager to officially introduce the new hire to the entire department – walk around with Manager or Orientation staff member on first AM or day if possible
- Manager to discuss purpose of unit, department, and the role of other employees

- Manager to introduce the Orientation program, which is to begin on their first day and to provide extra support.
 - To be provided by designated personnel
 - Conduct tour of floor, building, other appropriate facilities
 - Advise employee of phone extension and brief training or point to the online guide
 - Advise the new employee on where to park, and how to arrange for a University parking permit. (Parking Services, Trent Building, Trent Lane, ext 52118)
 - Show new employee where to find shared drives, printer, useful documentation and so forth
 - Go to lunch
 - Ensure the new hire gets ID card, keys ID Card Authorization Form
 - Provide orientation of Fire and Emergency
 - Ext 52000 (Police, Fire, Accidents, Illness)
 - Fire alarm procedures
 - Emergency Exits and Building evacuation procedures
 - Location of fire extinguishers
 - Emergency First Aid Kit
 - Provide information on Gryph Calendar
- Manager or designate to meet with the employee at the end of the first day to answer any questions
- Meeting with Mike within the first week
 - Mike Ridley: mridley@uoguelph.ca 
- Meeting with Associate Chief Librarian within the first week

First Month and Three/Six Month

- Manager to arrange meeting with Organizational Services Associate Director
 - Kelly Bertrand: kbertran@uoguelph.ca 
- Attend LC Library Council meeting (if appropriate)
- Introduce the employee to key University resource contacts associated with their work (if applicable)
- Review the Performance Review process for P & M staff
- Manager in consultation with the employee, identify job-related learning needs; develop and implement appropriate training plan
- Manager meet with the employee and their designated staff member to discuss progress with orientation and to plan further measures to address unmet needs

[Login](#) to post comments |

Website Info

[Privacy Policy](#)
[Accessibility](#)

University of Guelph

50 Stone Road East
Guelph, Ontario, N1G 2W1
Canada



redefine THE POSSIBLE.

[HOME](#) | [Current Students](#) | [Faculty & Staff](#) | [Research](#) | [International](#)

[Faculties](#) • [Libraries](#) • [Campus Maps](#) • [York U Organization](#) • [Directory](#) • [Site Index](#)

[Staff](#) > [Librarians Group and Sabbaticals](#) > [New Librarians Info](#)

Information Page for New Librarians and Archivists

Welcome to York University Libraries!

The following links may be of interest to you as you adjust to life at York. If you have any questions about this information, please don't hesitate to ask any member of the Librarians' Group Executive (or any of your colleagues!). The current members of the Librarians' Group Executive are:

- William (Bill) Denton -- Chair, wdenton@yorku.ca, ext 2 0006
- Michael Moir -- Treasurer/Vice-Chair, mmoir@yorku.ca, ext 22457
- Andrea Kosavic -- Secretary, akosavic@yorku.ca, ext 20459

YORK UNIVERSITY LIBRARIES

- [Current list of Librarians and Archivists](#)
- [York University Library Departments and Branches](#)
- [Library Hours](#)
- [York University Libraries Organizational Chart](#)
- [York University Libraries Meeting Calendars](#)
- [York U Library News, succeeds Library E-News \(2005 - 2007\)](#)
- [Librarian's Group: Composition and Rationale](#)
- [List of Subject Librarians](#)
- [Guidelines for Library Standing Committees](#)
- [Guidelines for Library Task Forces and Non-Standing Committees](#)
- [List of Policy and Procedures Documents](#)
- [Affirmative Action Plan for York University Libraries](#)

RESEARCH SUPPORT FOR LIBRARIANS AND ARCHIVISTS

- [Research Support website](#)
- [Research and Awards committee website](#)
- [Calendar of grant opportunities](#)
- [Conference Travel Funds - to access the form to apply, click here](#)
- [Librarians' Research Grants \(guidelines\)](#)
- [Professional Expense Reimbursement](#)
- [A quick primer on scholarly communications](#)

ADMINISTRATIVE INFORMATION FOR LIBRARIANS AND ARCHIVISTS

- [Business Cards -- contact Gillane A. Beard, ULO, ext 22375](#)
- [List of various YUL forms, including leave requests, conference travel, etc.](#)
- [Vacation and Leaves of Absence](#)
- [Technical hints and tips \(setting up your email, free software, where to go for help\)](#)
- [Text from Collective Agreement on Workload of Professional Librarians](#)
- [York University Faculty Association \(YUFA\) Information](#)
- [York University Faculty Association Collective Agreement](#)
- [York University Faculty Association Constitution](#)

YORK UNIVERSITY

- [York Y-File \(daily newsletter\)](#)
- [Research Centers and Institutes](#)
- [York University's Resource Centres](#)
- [York Telephone and Email Directory](#)
- [York University Senate Policies, Procedures, and Regulations](#)

YORK UNIVERSITY SERVICES

- [Campus Maps](#)

- [Parking Information](#)
- [Division of Continuing Education](#)
- [Recreation York](#)
- [Cooperative Childcare Centre](#)
- [Ombudsperson and Centre for Human Rights](#)
- [Centre for Human Rights](#)
- [University Policy on Sexual Harassment](#)
- [Office for Persons With Disabilities](#)
- [Positive Space Program](#) (for sexual and gender diversity)
- [Counseling and Development Services](#)

TENURE AND PROMOTION RESOURCES (for continuing stream appointments only)

- [Introduction to the Promotion and Tenure Process](#) -- distributed by PCAC
- [Criteria for Promotion and Continuing Appointment](#) ([view the current YUFA contract](#))

SPECIAL PERKS

- [YorkU Faculty and Staff Discounted Metropasses](#)
- [Edvantage](#) (we're members of YUFA, which is a member of OCUFA, which entitles us to join Edvantage - great deals!)
 - [Bell/Bakka Wireless](#) cell phone service
 - [Goodlife](#) fitness membership
 - [Apple](#) for educators discounts
- [Data Integrity \(campus computer store\)](#)
 - Show your YU Card to get faculty discounts on software and hardware
- We also get a discount on the [Chapters iRewards card](#) (\$5 off) because we're considered faculty
 - Purchase your iRewards card in store and show your YU card to get the discount

Librarians Group Executive
Updated: January 2011

Last modified by: Andrea Kosavic on Mon Mar 07 11:46:53 EST 2011

Orientation Programs

New Employee Orientation Team (NEO) Charge

Purpose:

To improve the orientation process so that new employees to the Library feel more confident, prepared and able to be successful in their positions and fully participating members of their teams.

Problem:

- Having a new employee orientation process is critical to retention and success of the employee. As the Financial and Administrative Support Team (FAST) assessed its processes at the retreat this was identified as a priority for improvement. This process relates to "recruiting and hiring" and "training and development," but is not assessed per se in the FAST survey. Experience this past year pointed out the need to collaborate with Team/Work Team Leaders and develop a better process library-wide. The process has never been studied as a whole and assessed for consistency, comprehensiveness, and success. Roles and responsibilities have not been clarified since the 2000 vacancy in the Staff and Organization Systems Team. The design of the "Performance Effectiveness Management System" (PEMS) process called for some responsibilities and monitoring of team new staff/faculty orientation that have not been assessed. Forty or 23% of our current staff could be described as "new" (hired since July 1999).
- The FAST "customer" survey does not assess this process directly.
- Team/Work Team Leaders, and various SOS staff "coordinate" part of this process, but have not done so with clear delineation of responsibility and communication has not been regular and thorough. The Library Information Systems Team (LIST) and FASTCATS also play a role in NEO. Teams are not aware of what each other do. There have been 6 new team leaders since 1998.
- In the most recent restructuring there are new work teams and new teams and new staff will need to understand their teams relationships to these teams.
- There is no documented NEO process recognizing responsibilities.
- Timing of parts of the NEO process may be problematic i.e. the employees ability to absorb.

Context/Opportunity:

- The Library continues to change and this new information needs to be integrated into present process and continually updated.
- Campus changes need to be incorporated into our NEO processes -- and the library's relationship to the University needs to be incorporated.
- The Learning Networks and partnerships with our customers present an opportunity to cooperate in improving this process.

Parameters:

- Include candidates that search teams are interviewing, finalists and new hires before they actually arrive.
- Include all permanent and extended temporary full and part-time staff, and permanent and year-to-year appointed personnel (including Sabio residents) through their first full year.
- Exclude students, temporary staff and librarians (although teams can decide how to include these employees when appropriate).

Products/Outcomes:

1. A process map/flow chart of all NEO processes, with assigned responsibilities.
2. Written guidelines for NEO at the Library/Team/Work team levels that resides on the SOS website and each team's internal website.
3. Orientation materials for new employees.
4. Needs assessment results (2001).
5. Training for TL/WTL's and SOS/FAST and others involved.
6. The performance measures for this project team will be:
 - a) satisfaction measured by a survey of new employees after their first year
QS: 80% satisfaction on a scale of 1-4
 - b) satisfaction measured by the FAST survey (needs to be added as a process and baseline data gathered)
 - c) satisfaction measured by input from Team/Work Team Leaders
QS: 80% satisfaction

Resources:

- Current NEO guidelines on SOS website.
- Checklists for NEO (SOS)
- Binders for NEO (SOS)
- \$500 (FAST marketing may be available)
- Michael, Martina, Ketty
- All Library staff
- U of A HR website/office
- Present orientation materials (UA, Library)
- Chamber of Commerce; other local companies
- Literature on NEO
- The Diversity Council

Suggested Approach (Steps):

1. Assessment with new staff (up to 1 yr.) and Team/Work Team Leaders.
2. Map the current process
3. Gather other data related to NEO (#s of new staff since July 1999)
4. Analyze all information

5. Identify/pareto major problems
6. Benchmark other institutions
7. Brainstorm solutions to top problems and gain agreement to pilot
8. Pilot improvements
9. Assess which have been successful and gain agreement on implementation
10. Train appropriate people in new processes/guidelines
11. Integrate into new SOS/Team NEO processes
12. Annual assessment as part of FAST survey and to new staff (quick survey)

Reporting Relationships:

- We are a FAST project team.
- We will need SOS', FASTCATS' support
- FAST is the Management Review Team (MRT)
- We want to partner with the TL/WTL, Learning Networks, LIST
- We will report out as part of FAST Team Reports.

Roles:

Teams:

- SOS is a source of "current situation"
- TL/WTL are a source of "current situation"
- We will recommend to FAST/TL/WTL's changes in the process and jointly decide with them.

Individual:

- To be determined

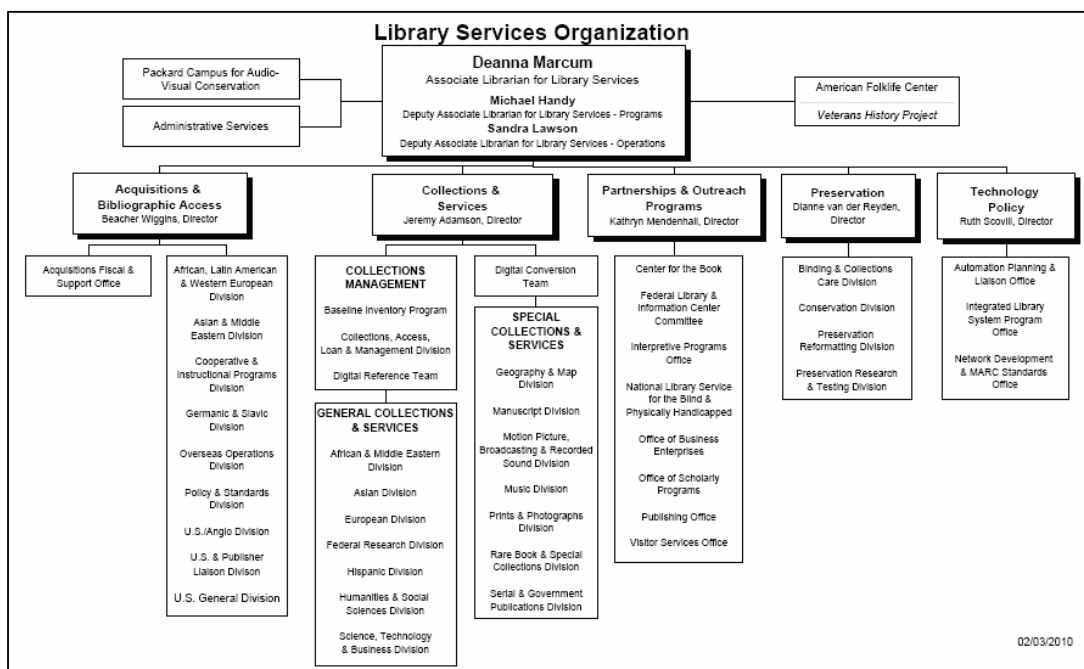
Timeframe:

- May 2002 - Final report and FAST survey
- 2002 and beyond - survey done by SOS after 1 year completed
- Steps 1-4 - Nov. 1
- Steps 5-7 - Jan. 15
- Step 8 - April 15
- Steps 9-11 - May 15

Skills and Knowledge:

- Orientation and education of staff
- Process improvement
- Focus group and survey skills
- PowerPoint
- Guideline writing
- Old and new perspectives
- Knowledge of current processes, guidelines
- Different work teams in FAST
- New staff or Work Team Leader with non-FAST perspective

ORIENTATION TO LIBRARY SERVICES FOR NEW STAFF



Prepared by

Tim Carlton

Cooperative and Instructional Programs Division
Library of Congress

Rev. October 2010

Orientation to Library Services for New Staff

Course Summary

This 3-hour course is designed to provide a comprehensive orientation to Library Services. It is intended as a follow-up to the general orientation to the Library, provided by Human Resources in the first days of an employee's service at the Library, and is the culminating element in the Library Services "New Employee Orientation Program."

The course has three purposes: summarize the essential "need to know" information (e.g., policies and logistics) which the staff member should already have learned; provide "good to know" information about the Library and Library Services missions, activities, and procedures; and go "Beyond the Walls" to enhance the employee's "Library life" through a selection of documents, web links, discussions, and "Tips from an Expert."

The course can serve as a means of regularly reviewing the growth of the employee's career, both by the employee and in consultation with the supervisor. For that purpose, "Action Items" are interspersed throughout the units, and a checklist of these appears in Unit 5.

Learning Objectives

At the end of this course, participants will be able to:

- Access, review, and process all HR-related resources (such as WebTA, NFC, etc.)
- Comply with Library policies for absenteeism, tardiness, leave, and behavior
- Comply with the Library policies for Computer Security
- Utilize Audix and email
- Access LC Regulations and the Collective Bargaining Agreements
- Know what to do in cases of emergency
- Describe the mission and basic history of the Library of Congress
- Describe the structure of Library Services and its Directorates
- Describe in some detail the mission of their Division, its importance within Library Services, and its key partners in other Divisions and Directorates
- Search the collections, request items, and monitor their borrowing account
- Practice effective procedures for Collection Security
- Work with their supervisor to develop and manage a comprehensive training plan
- Locate interesting "extracurricular activities"
- Learn about employee organizations
- Know about the world "Beyond the Walls" of the Library
- Be able to share a few interesting "I bet you didn't know" anecdotes

Training Methods: Lecture, discussion, and guided exploration of LC and LS web pages

Table of Contents

Unit 1: Review of Things You Should Already Know.....	1
The Logistics of Time and Attendance.....	1
Hours and Duty Shifts.....	1
Leave and Absence.....	1
Web TA.....	1
Telework.....	2
<i>Office-Specific Procedures</i>	2
<i>Action Items for You:</i>	2
Policies Related to Behavior.....	3
Entrance/Exit Inspections.....	3
Identification Badges.....	3
Security.....	4
Computer Security.....	4
Ethics and Standards of Conduct.....	5
<i>Action Items for You:</i>	5
Communication.....	6
Email.....	6
Telephone.....	6
Telephone Service.....	6
Staff Directory.....	7
Labor/Management Relations.....	7
LC Regulations.....	7
Collective Bargaining Agreements.....	8
Emergencies.....	8
Medical Emergencies.....	9
Building Evacuations.....	9
Full or Partial?.....	9
Shelter-in-Place.....	10
Weather.....	10
Internal Emergency Action Plans.....	10
<i>Action Items for You:</i>	10
Unit 2: Essential Things You Might Not Know.....	11
The Library – History and Buildings.....	11
Tours.....	11
The Library and Library Services – Missions and Activities.....	12
Mission of the Library.....	12
The Librarian’s Office and Other Service Units.....	12
Enabling Infrastructure Units.....	13
Library Services and its Directorates.....	13
Acquisitions and Bibliographic Access (ABA).....	14
Collections and Services (CS).....	14
Partnerships and Outreach Programs (POP).....	15
Preservation (PRES).....	15
Technology Policy (TECH).....	16

Other LS Offices Not in One of the ‘Directorates’	16
Administrative Services	16
American Folklife Center	16
Packard Campus for Audio-Visual Conservation	17
<i>Action Items for You</i>	17
Human Resources and Benefits	18
Library-Wide Resources	18
“Other Stuff” Available from the LS Home Page	19
Benefits & Finance	19
Employee Programs	19
General Information.....	20
Jobs, Training, and Webcasts.....	20
Financial Planning -- and Retirement	20
Integrated Support Services	21
Facility Services.....	21
Office Systems Services	21
Safety Services.....	21
<i>Action Items for You</i>	21
A Few “Perks” of LC Employment	22
Using the Collections.....	22
Access to the Collections	23
Requesting Material from the Collections	23
Collection Security.....	24
Employee Discounts	25
Business Cards	25
<i>Action Items for You:</i>	25
Unit 3: Beyond Your Office Walls -- Enhancing Your Work Life	27
Career Enhancement	27
Training.....	27
Cooperative and Instructional Programs Division (COIN)	27
Center for Learning and Development (CLD).....	27
Online Learning Center.....	28
How Do I Sign Up for Training?	28
A Few Suggested COIN Courses.....	28
Other Training Channels.....	28
Professional Development	29
Leadership Development Program	29
Career Development Program.....	30
Graduate Education in Library Science	30
Webcasts	31
Staying Informed	31
Associations and Organizations.....	32
Library of Congress Professional Association.....	32
How do I Find Out What Other Divisions Do?	33
Public Web Pages	33
Fun Extracurricular Stuff.....	34

<i>Action Items for You</i>	34
Unit 4: Beyond the Library Walls.....	35
Working on the Hill	35
A Few Other Notable Parts of the Congressional Complex	35
Longworth Post Office.....	35
Longworth Cafeteria	35
Capitol Visitor Center	35
Access Within the Congressional Complex.....	36
Getting Beyond the Library Buildings.....	36
United States Supreme Court.....	36
United States Botanic Garden.....	37
Smithsonian Institution	37
Folger Shakespeare Library	37
Performing Arts	38
Theatre	38
Music.....	38
Health and Fitness.....	39
Food and Drink	39
Eastern Market	39
To Avoid Disappointment	40
‘Wisdom of Speech’	41
Tips from a Guest Speaker.....	41
Unit 5: Checklist of Action Items	43

Unit 5: Checklist of Action Items

Use this checklist as a record of your personal progress.

AI #	Description	Date Completed
1-1	Talk to your supervisor to be sure you clearly understand the policies in your unit relating to duty hours, leave, work schedules, and Telework.	
1-2	Review LCR 2015 to make sure you understand the various types of leave.	
1-3	Make sure you know your WebTA responsibilities, and those of your WebTA clerk and approving official.	
1-4	Review any Standards of Conduct that might be relevant to you.	
1-5	Complete the mandatory IT Security Awareness course.	
1-6	Complete the mandatory Ethics Briefing.	
1-7	Search the Staff Directory for yourself, your work unit, and 1 classmate.	
1-8	Review the CBA that applies to you, and ask your supervisor if anything is unclear.	
1-9	Read the Employee Emergency Action Guide and your Internal EAP, and learn your assembly and SIP locations from your colleagues.	
2-1	Read the web-documents: "Jefferson's Legacy" and "On These Walls".	
2-2	Take the Tour – and consider becoming a future docent.	
2-3	Learn to effectively navigate the LS web page.	
2-4	Learn all you can about your own Directorate, and then about the others.	
2-5	Consider conducting an interview for the Veterans History Project.	
2-6	Access your "My EPP" account, review your latest earnings and leave statement, and click on "Self Service" to consider making changes (change withholding? allocate some of your pay to savings accounts? buy bonds?)	
2-7	With your supervisor's approval, complete the classroom course, <i>Federal Benefits & Financial Planning for New Employees</i> .	
2-8	Review the Ergonomic Tips and arrange to make any needed adjustments to your workstation.	
2-9	Complete the searching course most appropriate for your duties.	
2-10	Set up a borrower's account and request an item from the collection	
3-1	Create a personal Development Plan in the Online Learning Center	
3-2	Consider applying for the Leadership Development Program or Career Development Program	
3-3	Watch at least one webcast from each of these groups: "Webcasts", "Journeys and Crossings", "LCs Digital Future and You!"	
3-4	Become active in LCPA or another employee organization	
3-5	Develop the routine of studying the web sites of divisions cited in "Friday's News"	
3-6	Explore myLOC.gov	
3-7	Attend the <i>Briefing</i> for staff attending ALA Annual or Midwinter.	

New Employee Resources



Message from the Archivist of the United States

[Start the Orientation and Welcome Video](#)

Welcome to NARA! You have joined a great agency!
You can start learning about your new agency in this 10-minute introductory video.

Introduction to NARA

How does your work help NARA accomplish its mission? What does everyone else do at NARA? This three-hour interactive course presents a comprehensive overview of our agency. You can start and stop the course at any time.

Start the Introduction to NARA Course

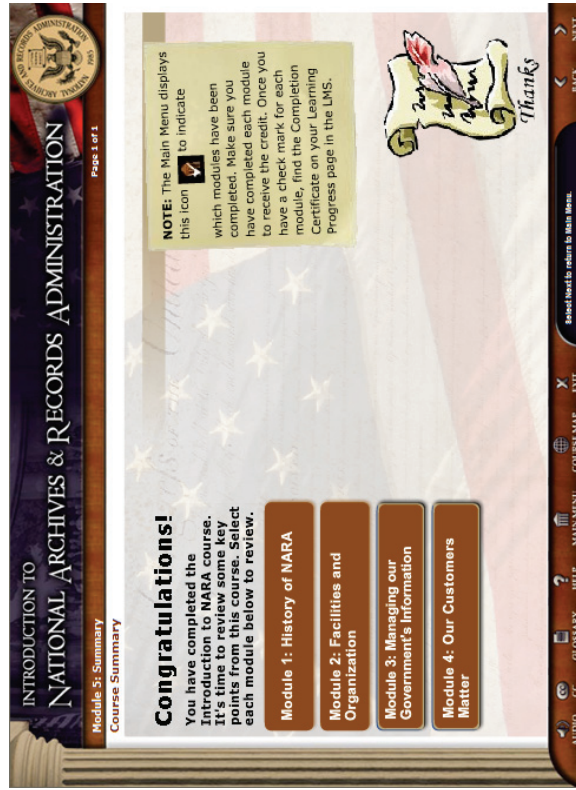
After viewing the course here, you will need to login to [NARA@training](#) (you will receive an ID and password to access the site 2-3 weeks after your start date), access the course link from the homepage, and review the course again in order to receive a certificate of completion. You may also wait until you have access to NARA@training to complete the course.

Page URL: http://www.nara-at-work.gov/staff_resources_and_services/employee_resources/new_employee_resources/index.html

The U.S. National Archives and Records Administration
8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Module 5

Introduction to National Archives and Records Administration



Page 1 of 1

Module 5: Course Summary

D-link:

Page indicating completion of the Introduction to NARA course. Page has 4 buttons and a note saying "The Main Menu displays this icon (Archives building with a tick mark) to indicate which modules have been completed. Make sure you have completed each module to receive the credit. Once you have a check mark for each module, find the Completion Certificate on your Learning Progress page in the LMS." The four buttons are labeled Module 1-History of NARA, Module 2-Facilities and Organization, Module 3-Managing our Government's Information, and Module 4-Our Customers Matter. These buttons can be selected to see the key summary points of the corresponding module. The thanks icon on the page can be selected to open up the course credits page.

Introduction to National Archives and Records Administration

Module 5

Course Summary

Congratulations! You have completed the Introduction to NARA course. It's time to review some key points from this course.

Module One--History of NARA covered the following key points:

- NARA was formed because records were widely dispersed and in jeopardy, and various organizations requested a single agency be charged with maintaining the Government's historical records.
- NARA is an independent agency of the executive branch of the federal government. In our facilities around the country, customers are able to discover, use, and learn from this history.
- NARA is an important part of the Federal Government and continues to grow and embrace its mission of safeguarding and preserving the records of our Government.
- We will continue to ensure that American citizens have access to records that document the actions of their Government and promote the historical understanding of our national experience.
- The mission of NARA is rooted in various laws that provide NARA with its authority.

Module Two--Facilities and Organization covered the following key points:

- All employees and program offices throughout the country are connected and are vital parts of NARA.
- NARA has eight staff offices and six program offices. Each of these offices has specific functions.

Module Three--Managing our Government's Information, covered the following key points:

- The records life cycle includes the following steps: Records Creation, Records Maintenance, Records Disposition, Archival Preservation, and Access.
- At NARA, our work touches all stages of the records life cycle. The Federal Register, Information Security Oversight Office, Presidential Libraries, Office of Records Services, Washington, DC, and Office of Regional Records Services all play a key role.
- The offices of Records Services, Washington, DC, and Regional Records Services collaborate in implementing a National Records Management Program intended to assist agencies.
- An important outcome of successful Federal records management is the identification of records appropriate for transfer to the custody of the Archivist for long term preservation and access.
- NARA's holdings provide information about people, places, and events.

Introduction to National Archives and Records Administration

Module 5

- NARA holdings are created and stored in various formats such as paper, electronic, microfilm, microfiche, special media, and artifacts.
- NARA manages internal records by creating and receiving records as required by the job, keeping records correctly to document work activities, as determined by your unit, and keeping records for the required length of time in accordance with the NARA Records Schedule.

Module Four--Our Customers Matter covered the following key points:

- NARA's customers include those who are creators of records and those who are users of records.
- NARA makes holdings available through a series of steps: initial processing, holdings maintenance, preservation, arrangement, description, and access/reference.
- Customers may gain access to our records through: published guides and other finding aids, online databases, and consultation with reference staff (e.g., ARC)
- Reference services are available throughout all NARA locations. These services include onsite reference services, digitization of holdings, AAD resources, Presidential Libraries, FOIA, declassification, access through FRCs, public programs and exhibits, educational outreach programs, and special events.
- The ERA program is a strategic initiative by NARA to preserve and provide long-term access to the electronic records of the U.S. Government. The ERA is moving certain NARA business processes from primarily a paper-based process to an online process.

Audio Transcript:

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Introduction to National Archives and Records Administration

Module 5

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Introduction to National Archives and Records Administration

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University Libraries

Orientation Process for New Faculty

A Message from the Dean

Welcome to the University Libraries (UL) faculty. The Libraries are a great place to work and we will all be doing our best to make your library experience top notch. It is an exciting time to be a library employee as we adjust to the information needs of UNM students, faculty, and staff in this electronic age.

Mission of the University Libraries

The University of New Mexico Libraries is a dynamic leader in connecting customers to information, collections, and instruction - anyplace, anytime, as well as providing and maintaining exceptional facilities for the evolving education, research and service needs of UNM and the wider community.

Completing the Orientation Process

Your supervisor (or their designee) is responsible for guiding you through the Libraries' orientation process and will answer any questions you have as you complete each step. The orientation is divided into three parts, each with its own form to complete, sign, and turn in. Part Four is a feedback form which is optional. You may turn in each form as it is completed. Some steps in the orientation will require scheduling time away from your new job. Your supervisor will work with you to coordinate this time with the other needs of your department. Some steps may not be necessary if you have transferred to the Libraries from another UNM department.

Important Discussion Points

Confidentiality: Details of the library information resources used by UNM students, staff, faculty, and other customers are confidential and should never be released. UL employee personnel and personal information should also never be released. Your supervisor will elaborate on this topic and provide specifics related to your position.

Security: All employees are expected to keep abreast of new policies and procedures as they arise. Your supervisor will provide more specific security information related to your position and your department.

Chain of Command: Your supervisor will provide you with the chain of command details for your department.

Faculty Sponsor Program: The UL supports new faculty in many ways including the faculty sponsor program. The UL Promotion & Tenure Committee and the Deputy Dean will assist you with selecting a tenured faculty member to act as your mentor as you move through the tenure-track process. Set up a meeting with the Chair of the P&T Committee and with the Deputy Dean early on so that you know what to expect of this important support program and how to select a mentor.

Sharing Knowledge and Ideas: Employees are encouraged to generate and share creative/imaginative ideas that may enhance workflow and/or the work environment. Please explore the many avenues provided for this exchange of ideas such as unit meetings, serving on committees, speaking with your supervisor, or with other management personnel.

New Faculty Orientation (Part One)

Employee Name: _____

SUPERVISOR (or designee): Discuss each item with the employee. Coordinate any time needed to complete the checklist within the first few weeks of work. Assist the employee with finding specific UNM offices and with making any appointments with Library staff or faculty that may be needed. Answer questions as needed. Turn in when complete and signed.

EMPLOYEE: Check off each item on the list as it is completed. Schedule your time to complete this list in the first few weeks of work. When complete, sign and give to your supervisor.

The Basics

- FIRST:** Meet with UL Employee Resources Manager to determine if any hiring paperwork is needed
- LOBO Card:** go to LOBO Card Office located in the SUB.
- UL Badge:** (requires a LOBO Card and UL form) Obtain the form from Administration and take card and form to LOBO Card Office.
- Parking on Campus:** visit Parking Services to request parking pass, review parking maps, rules, and restrictions (if interested, discuss bicycle parking availability in Zimmerman with Facilities Services staff)
- Departmental Functions and Responsibilities**
- Work Schedule, Hours, Breaks and Work Space**
- Payroll & Faculty Leave Requests:** meet with UL Payroll office to review leave forms, information, and receive training (if employee is a manager or supervisor, payroll training is also required)
- Groupwise Email, Chat, and Calendar Account:** request an account at <http://its.unm.edu/groupwise/accountrequest.html>
- Campus Mail:** UNM and UL policy/procedures
- Telephone Use:** UNM system, department procedures and rules
- Voice Mail Training:** schedule training, if applicable
- Sick Leave, Annual Leave, Professional Leave:** policy and procedures
- Lateness:** policy and procedures
- Introductions to Other Department Employees**
- Facilities:** department and employee areas
- Emergency Contacts:** review department procedures
- Emergency Evacuation:** visit primary/secondary routes; review procedures and roles
- Safety:**
 - Review policies and procedures
 - Role of UL Security Personnel
 - Right to Refuse Service policy
<http://elibrary.unm.edu.libproxy.unm.edu:8080/services/facilitiespolicy.php>
 - Schedule employee for required safety training
 - Hazard communication training (*required if employee has chemical exposure beyond normal household use*)
- Security:** review policies and procedures
 - building entry/exit
 - offices, rooms, files, desk, equipment, and personal belongings

Part 1 Review completed: _____

Employee Signature

_____ Date Completed

SEND SIGNED FORM TO: Rita Critchfield, Zimmerman 201

New Faculty Orientation (Part Two)

Employee Name: _____

SUPERVISOR (or designee): Discuss each item with the employee. Coordinate any time needed to complete the checklist within the first few months of work. Assist the employee with making any appointments with Library staff or faculty that may be needed. Answer questions as needed. Turn in when complete and signed.

EMPLOYEE: Check off each item on the list as it is completed. Schedule your time to complete this list in the first few months of work. When complete, sign and give to your supervisor.

Who, Where, & How

- Using University Resources: department and UNM policy/procedures for use of offices, computers, computer accounts, campus mail, department equipment, etc.
- General Building Tour in assigned area
- Chain of Command
- Channels of Communication
- UL Organization Charts
- Confidentiality: review policies
- Performance Review (employee and direct supervisor only)
 - review job description (see letter of offer for details)
 - review Faculty Performance Review policy
<http://libintra.unm.edu.libproxy.unm.edu:8080/Main/Policies/>
 - review Professional Enrichment Award Program including available funds, UNM tuition remission, etc.
- Faculty Sponsor Program (employee meets with Promotion & Tenure Committee and Deputy Dean)
- Promotion and Tenure (employee meets with UL Promotion & Tenure Committee and Deputy Dean)
- Office Supplies
- Food and Drink (if applicable)
- New Managers and Supervisors Only -- UNM Manager Orientation Workshop
(contact UNM's HR Department to schedule this workshop)
- Disaster Preparedness and Recovery
- Branch Libraries on Campus: schedule meetings & tours, as appropriate:
 - CSEL FADL PML ZIM
- Meetings with UL people:

Arrange a meeting time with each person or department listed below

- | | |
|---|--|
| <input type="checkbox"/> Dean | <input type="checkbox"/> Director of Cataloging and Discovery Services |
| <input type="checkbox"/> Deputy Dean | <input type="checkbox"/> Director of Collections and Acquisitions Services |
| <input type="checkbox"/> Assoc Dean of CSWR & Special Collections | <input type="checkbox"/> Director of Access Services |
| <input type="checkbox"/> Assoc Dean: Facilities and Access Services | <input type="checkbox"/> Director of Outreach |
| <input type="checkbox"/> Director of Instruction | <input type="checkbox"/> Curator: InterAmerican Studies |
| <input type="checkbox"/> Director of Library Information Technology | <input type="checkbox"/> Curator of INLP |
| <input type="checkbox"/> Employee Resources Manager | <input type="checkbox"/> Budget & Cost Management Manager |
| <input type="checkbox"/> Facility Services Manager | |

Part 2 Review completed: _____
Employee Signature

Date Completed

SEND SIGNED FORM TO: Rita Critchfield, Zimmerman 201

New Faculty Orientation (Part Three)

Employee Name: _____

SUPERVISOR: Coordinate any time needed by this employee to complete this electronic resources review within the first few months of their new assignment. Answer questions, as needed. Turn in when complete and signed.

EMPLOYEE: Check off each website or policy as you complete your review. When complete, sign and give to your supervisor.

Websites & Policies

GENERAL UNM INFORMATION

UNM Business Policies and Procedures Manual: review table of contents to familiarize yourself with this important document. Located at <http://www.unm.edu/~ubppm/>

Section 3000, Personnel Policies (for new employees and for managers/supervisors) – this page contains important, relevant policies that will help guide you as a new employee or as a supervisor of other employees such as Performance Review, Leave and Paid Holidays, Work Schedules, Compensation, Benefits, and many other general policies.

HUMAN RESOURCES DEPARTMENT INFORMATION

UNM HR: Conduct a general review of this important and helpful website: <http://hr.unm.edu/> You will find in-depth information on benefits and insurance, retirement, employee training, UNM's employee health programs, employment, and access to your electronic pay statements.

FACULTY HANDBOOK

Faculty Handbook: the home page for this document is located at <http://handbook.unm.edu/> . It contains information related to your status as a UNM faculty member including the tenure-track process, promotions, faculty leave policies, performance review, and much more.

UNIVERSITY LIBRARIES INFORMATION

- Home Page: <http://elibrary.unm.edu/>
- UL Intranet <https://libproxy.unm.edu:4443/login?url=http://libintra.unm.edu/>
- UL History at a Glance: <http://elibrary.unm.edu/deansoffice/ULhistory.pdf>
- Fast Facts: <http://elibrary.unm.edu/deansoffice/factbook/ULFactSheet06.pdf>
- Strategic Plan: <http://elibrary.unm.edu/deansoffice/StrategicPlan2006-09.pdf>
- Annual Report: <http://elibrary.unm.edu/deansoffice/ULAnnualReport05-06.pdf>
- Organization Charts: <http://libintra.unm.edu.libproxy.unm.edu:8080/documents/org-chart.pdf>
- Library Branches: <http://elibrary.unm.edu/locations.php>
- Library Committees: <http://libintra.unm.edu.libproxy.unm.edu:8080/Main/Committees/>
- Library Organizations & Affiliations: <http://elibrary.unm.edu/deansoffice/organizations.php>
- Library Policies: <http://libintra.unm.edu.libproxy.unm.edu:8080/Main/Policies/>
- Library Forms: <http://libintra.unm.edu.libproxy.unm.edu:8080/Main/Forms/>
- Library Employee Phone List: <http://elibrary.unm.edu/employment/lists/employeeedirectory.pdf>
- Library Department Phone List (under Directories): <http://elibrary.unm.edu/employee.php>

Part 3 Review completed: _____

Employee Signature

_____ Date Completed

SEND SIGNED FORM TO: Rita Critchfield, Zimmerman 201

NCSU LIBRARIES NEW STAFF ORIENTATION TOUR SCRIPT [updated 9/22/09]

Introduction

As part of orientation you will participate in three tours of D.H. Hill Library today. We will be doing a lot of walking, so if you have any limitation such as not being able to use the stairs, please let me know. Throughout the year, you can also participate in advertised tours of other important parts of the Libraries, such as the branches, offered by the Staff Learning and Development Committee. The tours today will provide a broad introduction to various departments and the services provided to our users. You can find out more about each department by exploring the departments websites available on the NCSU Libraries public website.

* = unit where we would like to have a representative introduce themselves and department in 2-3 minutes (provide a face)

10:45 – 11:05 **First Tour – Preservation / Ground Floor**

Ground Floor

Receiving and Distribution Unit

The mailroom processes all incoming and outgoing mail and shipments, including books. It is managed by the Facilities department, which also oversees building maintenance, housekeeping, and ongoing construction projects.

Metadata and Cataloging

The Metadata & Cataloging Department provides effective, accurate tools that assist Libraries' clients in locating information resources of value to them, either locally or remotely through the Internet. They catalog all materials, including electronic journals and texts, for all libraries in the NCSU system.

Acquisitions

The Acquisitions Department is committed to acquiring resources in all formats for the NCSU Libraries' collections. They collaborate with Collection Management to spend just over \$9 million. The department has 19 staff divided into two Units: the Monographs Unit and the Serials Unit. Last fiscal year, we bought over 25,000 books (in various formats), processed more than 47,000 serials, and more than 500 electronic journals.

Preservation – *Presentation (~10-15min.)*

The Preservation department works to maintain and preserve collections and the information they contain in viable and accessible formats. It consists of two units: Conservation and Shelf Preparation.

Special Collections Research Center Offices

The Special Collections Research Center identifies and collects rare and unique materials to support the research and teaching needs of the university. The collection contains over 13,000 linear feet of material as well as some 250,000 photographic images documenting the history of NCSU, the history of science, entomology, architecture and design, engineering, and a host of other subjects. These resources are housed in one of three collecting units: Manuscripts, Rare Books, and the University Archives. The Special Collections Research Center also provides access to its collections through digitization and exhibition programs. The digitization program makes digital versions of photographic and manuscript materials available online. With the completion of the East Wing

renovations, the exhibition program expanded by adding a special exhibit gallery for original material that would be otherwise too sensitive to display.

*** NC LIVE**

North Carolina Libraries for Virtual Education (NC LIVE) offers the citizens of North Carolina online access to various electronic resources. NC LIVE is available free of charge for library patrons, researchers, and educators from four communities of interest – public libraries, community colleges, the state's university system, and members of the North Carolina Association of Independent Colleges and Universities.

Contact Scott Ross in NC Live to let them know we're coming so they can be prepared.

[invite new staff to take a 5 minute break in the bathroom / seating area of the learning commons / exhibit gallery]

11:10 – 11:55

Second Tour – East Wing

First Floor

Special Collections Research Center – *Presentation (~10-15 min.)*

Friends of the Library

Friends of the Library organizes an annual book sale and organizes various programs in support of NCSU Libraries. Membership is open to all.

Second Floor

***Digital Media Lab (SKIP??)**

The Digital Media Lab provides assistance for the NC State community in creating and converting all types of media to digital formats. In addition to a diverse mix of scanners allowing conversion of documents, slides, photographs, and microforms to digital format, the Digital Media Lab provides the means for converting analog video to digital video, as well as creating digital video clips.

Information Technology

IT ensures the smooth operation of information technology services to a diverse constituency of both Libraries staff and the NCSU community. IT staff are responsible for managing existing production services as well as designing and implementing new services, often in collaboration with DLI staff. Services include: Desktop support for Libraries staff (Help Desk), programming and development, technology training for Libraries staff, and management of networked resources.

Scholarly Communication Center

The Scholarly Communication Center is a campus resource on issues related to scholarly publishing, intellectual property, and copyright.

Information Technologies Teaching Center Labs (ITTC Labs)

The two ITTC teaching laboratories are used to train faculty and students in pedagogical technologies. They can be reserved online, and the keys are available in Reference and Information Services. DELTA, which has a unit housed in DH Hill (sharing space with DLI), also uses the labs to provide instruction to the campus faculty.

Assembly Room

The Assembly Room is used for mid-sized library meetings and programs.

Interlibrary Loan and Document Delivery Services (ILL/DDS)

Interlibrary Loan and Document Delivery Services provides access to materials needed by NCSU students, faculty, and staff but not available in the NCSU Libraries. ILL/DDS also delivers library materials to distance learners and Extension faculty and staff.

Learning Technology Service

LTS offer instruction and support primarily to faculty, helping integrate technology into instruction and training. LTS is part of DELTA, which manages the university's learning technology infrastructure, including the Wolfware and WebCT course management systems, and the campus video classrooms.

Third Floor

*Personnel

The Personnel Services Department coordinates recruiting and hiring of librarians, library staff, and student assistants. They provide staff development and training programs, and offer employee relations services. They are your first contact for any questions or concerns regarding employment in the NCSU Libraries. **Contact Laura Blessing (Director, Personnel).**

Finance and Business

The Finance and Business Office leads the budget development and reconciliation processes for all the Libraries funds sources: state appropriated, service fee generated, privately donated, and extramurally funded. F&B performs the purchasing function for library staff, including the collections purchases, and also assists the funds receipts processes in Circulation, ILL, RIS, and FOL. Travel and non-travel employee reimbursements are also handled here. Finally, the department also performs contract management, maintains insurance coverage, and does the wage reporting.

Administration

The NCSU Libraries Administration helps plan, organize, direct, and promote activities across the Libraries, including recruitment and personnel development, planning and research, facilities, and public relations. The offices house the Director and Vice Provost of Libraries, Deputy Director and four Assistant and Associate Directors as well as support and professional staff. Tuition waiver forms must be brought to the office for approval from the Director. Their staff is available to answer or direct questions to the appropriate person.

Break!

1:00 – 1:55

Third Tour – West Wing / Learning Commons

First Floor

*Digital Library Initiatives

Referred to as DLI, this department works to create new digital services and collections utilizing leading-edge library and Internet resources. DLI staff often

test and refine initiatives before working with the IT department to implement the full-blown rollout of a digital “product”. For any given web, database, or software technology in use for patrons or staff, it’s very likely that both DLI and IT have contributed greatly to the effort. **Contact Tito Sierra (Associate Head) or Angie Ballard.**

Research and Information Services Offices

RIS provides research and research assistance to all university students, faculty, and staff — at the Reference Desk, over the telephone and via chat, and in the classroom.

Learning Commons / Service Desk – *Presentation (~15 min.)*

*Circulation / Reserves and Bookstacks

Circulation staff provides information on how users can borrow library materials from the NCSU Libraries as well as from other libraries. They can explain loan, recall, and fine policies, provide borrowing privileges to students, faculty and staff from NCSU and from institutions with which NCSU has reciprocal borrowing privileges, and search for books that cannot be found in the bookstacks. Behind the desk are materials placed on reserve by N.C. State faculty as assigned or supplemental readings for their courses. Most items can only be checked out for short-term use by currently registered NCSU students and faculty members.

Media and Microforms Services

The Media and Microforms Services provides in-library use of material in several formats: videocassette, CD, DVD, laser disc, slide, and audiocassette. The center also contains collections in microfiche, microfilm, and microprint formats. Newspapers, technical reports, standards, statistics, NCSU dissertations and patents are included.

WolfCopy

WolfCopy provides support for and answer questions about using the public photocopiers and network printers

Second Floor

*Collection Management

The Collection Management Department develops the Libraries’ collections, allocates the collection budget, formulates collection development policies, assesses users’ needs, and performs faculty liaison activities. **Please contact Katie Wheeler (was Garling) – she will make sure someone is available.**

First Floor

Assistive Technologies Center (ATC) – *Presentation (~5 min.)*

Facilitates library research and alternate format access to library materials

Basement

Staff Lounge

Welcome to York Libraries,
new hire!

This package contains information to assist you in getting started
at York Libraries.

I. Personal Information at Work

Employee ID –

Direct Line (voicemail) – x temporary password:

Computer Workstation Userid –

Password – (to be changed immediately upon login)

Email Userid –

Email Password – (to be changed immediately upon login)

Passport York Account – This account is required for online services on and off campus at York. Send an email to: accounts@yorku.ca and request a Passport York account. The request must include your full name and your employee number.

FAS Account – This account is required to access public workstations on campus. If you would like one of these accounts, go to Manage My Services: <http://mms.yorku.ca>, sign in with your passport York password, and click on FAS – File Access Service on the left side of the page.

When you use your FAS account to log into a campus computer, you get access to the software applications specific to that location. **For example**, a computer in the library offers different resources from a computer in the Computing Commons.

Library Card – At York, we have a multi-purpose YU Card, which serves as your overall York ID. Visit the YU-card Office to have your photo taken. You will need your York employee ID number and one piece of valid, government-issued photo identification. Your photo will be taken and you will receive your YU-card on the spot. To learn more: <http://www.yorku.ca/yucard/facultystaff.html>

II. Map Library (home branch)

Hours

Monday - Thursday 10:00 am - 9:00 pm
Friday 10:00 am - 5:00 pm
Saturday & Sunday 12:00 pm - 5:00 pm

File Management

Home Personal Drive -
Map Library staff shared Drive -
Public Drive
H:/PUBLIC/

Phone

Dept Phone (voicemail) - x33353
Department Fax - 416-736-5838
Long distance fax usage - retain activity reports for reconciliation

Note - To place internal calls, just dial the extension; for external calls, dial "9"

Online

dept library home page -

Maintenance of the web pages:

YUL's Content Management System: <http://www.library.yorku.ca/ccm/pvt/>

UserID: Password:

Library Hours that are fed via RSS feed to the Library Home Page:

<http://www.google.com/calendar/embed?src=1nrnldvrvqgbvoq2ctgsjct9nn8%40groupp.calendar.google.com&ctz=America/Toronto>

Currently, dept staff and ULO staff have access to update the hours. Further documentation: <http://www.library.yorku.ca/ccm/web/docs/hours/>

Caretaking Service Requests

dial 22401 or <http://www.yorku.ca/csbo/requestform.html>

Absence Reporting

Self: complete leave [request form](#), sign and submit for approval by Mark Robertson

Staff - contact you directly, state reason and anticipated date of return

YUSA Collective Agreement

http://www.yorku.ca/hr/documents/collectiveagreements/YUSA_Collective_Agreement_2008-2011.pdf

Meetings

Pan-Library Meetings

Listed in the YUL Google Calendar, which can be viewed and printed from the staff home page, or visit:

<http://www.google.com/calendar/embed?src=ulo.yorku%40gmail.com&ctz=America/Toronto>

Christina encourages Librarians and Department Heads to use the Google calendar for scheduling, and to give ulo.yorku access to see their free and busy time. It helps decide the best times for meetings, invitations can be sent and pan-library events can be sent directly to the staff web page.

Library Management Committee

- monthly on the 3rd Monday
- Librarian Department Heads and CPMs
- (see enclosed agenda/notes)

Library Forum

- monthly on the 2nd Tuesday
- all Librarians and CPMs

III. York University Libraries

Staff intranet

<http://www.library.yorku.ca/staff>

Username:

Password:

here you'll find the YUL google calendar, staff phone & email list, Committee pages, policies and other useful information.

YUL Google Calendar:

address

The YUL calendar is public..

*we use this for:

- listing pan-library events
 - checking librarians' availability
 - scheduling meetings b/w librarians and ULO people. (using a Private ULO calendar)
- updating branch hours

IV. Health and Safety Contacts in the Library

John Thomson, Manager, Facilities
(Health and Safety Officer for the Libraries)

Glenn Cumming, Executive Officer
Anita Lee, Administrative Officer

V. Emergency Contact and Procedures

If you require any security related information or if you would like to contact Security, please call 416-650-8000 or Ex. 58000. For more urgent matters contact 416-736-5333 or Ex. 33333. York's Security Control Centre is staffed 24 hours every day. **In a Life Threatening Emergency call 911 Directly.**

URGENT MATTERS
Call 416.736.5333 or Ex 33333

NON-URGENT MATTERS & SERVICE ENQUIRIES
Call 416.650.8000 or Ex 58000

- If you observe suspicious persons or situations
- First aid for non-life threatening incidents
- When crimes such as thefts have taken place
- Potential hazards
- Hate Crime Incidents
- Building or room access
- Minor floods, spills
- General security information
- Lost or stolen keys
- Broken windows, walls or graffiti

In a Life Threatening Emergency call 911 Directly.

For situations where people or property is at immediate risk, for example a medical emergency, fire or a crime in progress we ask that you contact 911 directly, and then contact security services at 416-736-5333 or Ex. 33333. York Security meets and expedites emergency vehicles directly to the scene of the emergency so that valuable time is not lost searching for a particular building or location.

Keele Campus

York University
4700 Keele Street, 228 William Small Centre
Toronto, Ontario, M3J 1P3
General Phone: 416.650.8000 or Ex. 58000
Urgent Phone: 416.736.5333 or Ex. 33333
Fax: 416.736.5377 or Ex. 55377
E-mail: scc@yorku.ca

Glendon Campus

York University
2275 Bayview Avenue, Greenhouse
Toronto, Ontario, M4N 3M6
General Phone: 416.650.8000 or Ex. 58000
Urgent Phone: 416.736.5333 or Ex. 33333
Fax: 416.736.5377 or Ex. 55377
E-mail: scc@yorku.ca

Orientation/Socialization Checklists

UCLA
LIBRARY

New Employee Checklist

Employee Information

Name:	Position:
Hire date:	Library/Dept.:
	Supervisor:

Prior to First Day of Employment

- Respond to letter/e-mail from Library Human Resources confirming appointment and confirm start date
- Visit the UCLA Transportation website to learn about parking/commuting options:
 - o www.transportation.ucla.edu
- Review campus map to locate relevant buildings and parking lots
 - o Review parking instructions for first day of employment and allow ample time
- Visit and peruse the Campus Human Resources website, UCLA Payroll and the At Your Service websites to learn about employment and benefits
 - o <http://www.chr.ucla.edu>
 - o <http://www.payroll.ucla.edu>
 - o <http://atyourservice.ucop.edu/>
 - Create your At Your Service login/password

First Day of Employment

- Attend LHR New Hire Sign-In Appointment (Library Human Resources, Room 22478)
 - o Bring work authorization documents to New Hire Sign-In Appointment
 - o Review and complete all New Hire Paperwork
 - o Learn about UCLA Benefits
 - o Complete paperwork to obtain UCLA parking permit or bus pass
- Obtain employee ID number from HR Representative
- Go to UCLA Parking Services to obtain parking permit, or to Central Ticket Office for bus pass
- Meet with Supervisor and begin departmental orientation
- Create your UCLA Logon ID
- Schedule appointment with UCPD for Criminal Background Check and Identification and building use permit **within first week of employment**
- Organize work area, read orientation materials, etc.
- Review departmental procedure manuals

Your First Weeks of Employment

- Review Supervisor's checklist to understand orientation process
- Obtain your Bruin Card
- Submit UCPD Criminal Background Check and Identification and Building Use Permit receipt to LHR
- Read about and analyze your Benefits Package
- Enroll in benefits during your Period of Initial Eligibility (PIE)—31 days after your hire date via the [At Your Service](#) website
- Review Personnel Policies for Staff Members or Labor Contract if represented by an exclusive bargaining agent (union)
- Learn about your vacation and sick leave accruals, usage and reporting

- Explore the UCLA website, the UCLA Library's public website and the Library Staff Intranet website:
 - o <http://www.ucla.edu>
 - o <http://www.library.ucla.edu>
 - o <http://staff.library.ucla.edu/>
- Attend CHR New Employee Orientation Training session
- Check the UCLA Directory (<http://www.directory.ucla.edu/search.php>) to confirm your name and department information is correct
- Review campus emergency procedures on the [EH&S website](#): under [Emergency Management](#)

Your First Months of Employment

- Check your medical plan ID card when it arrives to ensure it reflects the correct information and your benefits information
- Review your paycheck to confirm it reflects your health and welfare choices, payroll deductions, personal information and more
- Complete University of California Office of the President's (UCOP) mandatory Sexual Harassment Training for Supervisors (if applicable) -- UCOP generates invitation to online training based on job classification or EDB code input by LHR staff
- Complete UCOP's Ethics & Compliance Program: <http://www.directory.ucla.edu/search.php>

Notes:

UCLA
LIBRARY

Supervisor New Hire Checklist

Employee Information	
Name:	Position:
Hire date:	Library/Dept.:
	Supervisor:

Prior to the Employee's Arrival

- Prepare new hire announcement and send to DLHR for distribution on first day initial/date _____
- Review details of email from LHR confirming selected candidate start date and sign-in appointment time initial/date _____
- Review copy of appointment letter sent to selected candidate: initial/date _____
- Prepare departmental staff for the arrival of the selected candidate:
 - Make announcement to departmental staff about hire of selected candidate initial/date _____
 - Add name to departmental organizational chart initial/date _____
 - Set-up meetings with Departmental staff as appropriate initial/date _____
 - Determine who will orient and train selected candidate on which tasks/responsibilities/processes initial/date _____
- Ask for volunteers from your staff to serve as the "buddy" during the first six months; designate someone who has been employed w/the UCLA Library at least one year (optional) initial/date _____
- Meet with the "buddy" before the employee arrives and discuss what role they will play and what activities the buddy will perform. Such activities might include: introductions to departmental staff; tours of the department, library and campus; being available to answer questions; having lunch with the employee, including the employee in library social activities initial/date _____
- Create schedule for first day initial/date _____
- Draft a plan for the first few weeks, which includes: meetings, tours, training, etc. initial/date _____
- Create agenda for first meeting with employee and plan to discuss employee schedule initial/date _____
- Review initial jobs assignments and training plans initial/date _____
- Determine where the employee's work station or office will be and make arrangements as necessary to assign this work space to the employee initial/date _____
- Prepare the employee's work space:
 - Arrange for computer for employee initial/date _____
 - Arrange for telephone, as appropriate initial/date _____
 - Ensure employee has a safe, secure place for personal belongings initial/date _____
 - Have work area cleaned/straightened; remove any personal effects left by previous employee initial/date _____
 - Stock desk with basic supplies (paper, pens, pencils, etc.) initial/date _____
 - Supply work space with telephone/campus directories and Library Telephone Directory initial/date _____
- Determine if/which keys will be needed and issued initial/date _____
- Send key request to Building Services or appropriate individual(s) within the Library (*key numbers needed) initial/date _____
- Create Supervisor file for selected candidate initial/date _____

Employee's First Day of Employment

- Arrange for refreshments on first day of work to welcome employee (optional) initial/date _____
- Be available to pick up and greet the employee after the LHR sign-in initial/date _____
- Pick up employee at LHR and escort to department and workstation initial/date _____
- Meet with the employee to orient them to the workplace and provide an overview of the first day's activities initial/date _____
- Review resources for employees (include links to these sites) initial/date _____
- Explain payroll cycle/check pick-up or direct deposit options initial/date _____

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Supervisor New Hire Checklist

- Explain leave reporting policies and procedures and time reporting system (timesheets) initial/date_____
 - Discuss your availability during the orientation. Include your supervisory approach/philosophy initial/date_____
 - Provide employee with department and Library organization charts initial/date_____
 - Discuss reporting relationships and lines of authority initial/date_____
 - Discuss organizational structure and interrelationships initial/date_____
 - Provide tour of immediate work area and department ensuring that the employee knows the basics (public/staff entrances, work areas, restrooms, fire exits, etc.) initial/date_____
 - Introduce employee to all department staff and briefly describe each person's function initial/date_____
 - Have lunch with employee individually or in a group (optional) initial/date_____
 - Discuss work schedule and outline departmental notification process for illness, lateness, or schedule adjustment initial/date_____
 - Explain to employee how to obtain UCLA Logon ID (Bruin Online Account) initial/date_____
 - Complete New Account Request Form to set up via (<http://services.library.ucla.edu/welcome/netcreatedelete.html>) initial/date_____ul style="list-style-type: none;"> - Email Account initial/date_____
 - Network Account initial/date_____
 - Oasis Access (If employee needs Oasis system access see Department Security Administrator) initial/date_____
- Allow time for employee to organize work area, read orientation materials, obtain parking permit, etc. initial/date_____
- Discuss personal use of office equipment (phone, fax, computing equip., printer, copiers) initial/date_____
- Inform the employee of his/her new phone number: initial/date_____ul style="list-style-type: none;">- Review telephone policies and procedures, including voicemail and long distance calls initial/date_____
- Help employee set-up voicemail initial/date_____
- Review campus emergency telephone procedures initial/date_____
- Provide the employee with your department's campus mail address, local address, and phone/fax numbers; explain campus and U.S. mail system, how they are used and approximate delivery/pick-up schedules initial/date_____
- Review library and department policies on food and drink, headphones, etc. initial/date_____
- Discuss Emergency Procedures:
 - Suggest employee to sign up for Bruin Alert system for cell phones/PDAs initial/date_____
 - Security protocol for department (building access, visitors, etc.); discuss emergency procedures; security; escort services initial/date_____
 - Location of unit's copy of the Disaster plan; evacuation plan for your building; library unscheduled closing and hours line initial/date_____
 - Safety Program and Emergency Response initial/date_____
 - What to do if a library visitor has an accident or injury initial/date_____

Employee's First Few Days

- Give the employee a copy of his/her job description OR Statement of Responsibilities initial/date_____
- Discuss job responsibilities and Supervisor's expectations
- Determine preliminary work assignments for first two weeks, meet with employee, make assignments and describe expected outcomes initial/date_____
- Introduce the employee to the person who will be his or her trainer initial/date_____
- Discuss and schedule appropriate training sessions initial/date_____
- Set up additional departmental, library, and campus tours as appropriate to the position initial/date_____
- Create a plan for how/when to introduce employee to library and university staff outside of the department as appropriate during tours and meetings initial/date_____
- Introduce employee to staff in other departments and library administration and briefly describe each person's function initial/date_____
- Set up short welcome/orientation meetings with department head, supervisory AUL, DUL, UL, DLBES, DLHR as appropriate initial/date_____
- Provide overview of library organization; discuss library departments; history of department; unit organization and hierarchy initial/date_____

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Supervisor New Hire Checklist

- Provide employee with the link to the UCLA Library's current strategic plan; ask employee to read it within three weeks initial/date_____
- Review office protocol/procedures: files, mail, fax machine, copiers, email, supplies (explain use of equipment, location and how to obtain supplies) initial/date_____
- Discuss timesheet and leave reporting policies and procedures; overtime/comp. time (if applicable); sick/vacation accrual; department flextime (if applicable) initial/date_____
- Discuss with the employee how and to whom to request/report schedule adjustments, absences, late arrivals, illnesses, and emergencies; review attendance policies pertinent to your department initial/date_____
- Train employee how to use Outlook to access email and calendar; department listservs, etc. initial/date_____
- Set up weekly meeting between supervisor and employee for first three months initial/date_____
- Provide employee with list/schedule of any standing group meetings they are required to attend initial/date_____
- Introduce designated "buddy"/mentor (optional) initial/date_____
- Review location of bulletin boards and special notices within unit initial/date_____
- Add employee's information to departmental contact list/phone tree initial/date_____
- Provide employee with contact information for Supervisor and department as appropriate initial/date_____
- Distribute keys/assign Omni lock codes to employee as appropriate initial/date_____
- Arrange times with the employee to orient them to:
 - o Library's public website: www.library.ucla.edu initial/date_____
 - o Library staff intranet: <http://staff.library.ucla.edu/> initial/date_____
 - o University Librarian's Blog: <http://blogs.library.ucla.edu/universitylibrarian/> initial/date_____
 - o Library SharePoint sites, sandbox, etc. initial/date_____
 - o Departmental websites, blogs, wikis, etc. initial/date_____
 - o Relevant University websites: CHR Training and Development, UCLA campus, etc. initial/date_____
- Advise the employee to review departmental procedure manuals initial/date_____
- Explain Systems and Facilities Help Desk procedures initial/date_____

Employee's First Few Weeks

- Discuss the Library Strategic Plan and the Unit Work Plan with employee after both documents have been read:
 - o Explain the function, mission, and priorities of your department in the context of the strategic plan initial/date_____
 - o Discuss philosophy and general goals of unit within the context of the UCLA Library and UC initial/date_____
 - o Discuss/explain the importance of the employee's job initial/date_____
 - o Provide the employee with a copy of the current fiscal year Unit Work Plan and discuss the status of the work plan initial/date_____
 - o Develop a timeline for an orientation work plan for the employee that extends through the end of the fiscal year initial/date_____
 - o Document their orientation work plan in writing for Supervisor, Dept. Head, and/or AUL approval initial/date_____
- Explain performance management procedures for type of appointment and performance expectations initial/date_____
 - o Explain librarian salary scale, peer review, and career status process initial/date_____
 - o Explain staff salary scale, performance evaluation cycle and career status process initial/date_____
- Provide appropriate and timely feedback of work as it is performed and clarify performance expectations as needed initial/date_____
- Review and discuss UCLA Library's Learning & Development Curricular Framework:
 - o Determine immediate need for specific internal or external training and register as appropriate initial/date_____
 - o Determine core competencies needed for the job initial/date_____
 - o Assess skills as they relate to job duties, evaluate the need for training, and schedule on the job or external training as appropriate initial/date_____
 - o Use Learning & Development Curricular Framework to identify potential courses initial/date_____
 - o Assess basic computing skills and evaluate the need for further training initial/date_____
 - o Assess supervisory skills and evaluate the need for further supervisory training and UCLA specific training initial/date_____

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Supervisor New Hire Checklist

- Assess need for UCLA Personnel Systems training as it relates to the job duties and register for appropriate courses initial/date_____
- Assess need for UCLA Financial Systems training as it relates to the job duties and register for appropriate courses initial/date_____
- Assess need and interest in UCLA CHR Certificate Programs and register for appropriate courses:
 - [UCLA CHR Level 1 Supervisory Certificate Series](#) initial/date_____
 - [UCLA CHR Financial Management Certificate Program](#) initial/date_____
- Assess need to attend the UC Business Officer Institute; discuss with Deputy University Librarian and nominate as appropriate initial/date_____
- Determine eligibility for internal career/leadership development programs, and provide information to employee
 - [UCLA Staff Enrichment Program](#) initial/date_____
 - [UCLA Professional Development Program](#) initial/date_____
 - [UC Management Skills Assessment Program](#) initial/date_____
- Assess need and interest in external leadership development programs; e.g., ACRL/Harvard Leadership Institute, Frye Leadership Institute, etc. initial/date_____
- Outline a written Learning & Development Plan initial/date_____
- Discuss travel and reimbursement policies and procedures and provide links to appropriate Library, UCLA and UC websites initial/date_____
- Schedule discussion of employee's workstation with Library Ergonomic Coordinator (LHR Coordinator) to ensure the workstation arrangement meets the employee's needs initial/date_____
- Request order of business cards (optional) initial/date_____
- Discuss meetings (Library, department, etc.) and which meetings employee is expected to attend initial/date_____
- Outline departmental resources and sources of information initial/date_____

Employee's First Few Months

- Evaluate staff employee during fourth month of probationary period initial/date_____
- Provide regular and timely feedback on work performed initial/date_____
- Make sure all departmental and other tours have been completed initial/date_____
- Explain availability of library meeting rooms and procedures for making reservations initial/date_____

Administrative Items for Supervisor during First Days/Weeks of Employee's Employment

- Complete staff directory form and submit to LHR (get staff directory form online) initial/date_____
- Add employee to department listservs and routing lists. If applicable, also add him/her to the department telephone tree initial/date_____
- Schedule employee for new student training session with LHR/LBES representative if employee supervises students initial/date_____
- Confirm that employee has attended CHR New Employee Orientation initial/date_____

Notes:

*For all staff positions: to be submitted to LHR in conjunction with 4 month probationary period evaluation.
 For all librarian positions: to be submitted to LHR in conjunction with 6 month probationary period evaluation.
 This document will be filed in the employee's personnel file in LHR.*

Employee Signature	Date	Department Head Signature	Date
Supervisor Signature	Date	AUL Signature	Date

University of Georgia Libraries New Employee Checklist

<http://www.libs.uga.edu/humres/training/newemployee.html>

Human Resources Department (rev. 08/10)

Name: Start Date:
Title: Supervisor:
Department: Classification/Rank:

I. Payroll/Benefits Information

- 1st paycheck** – _____ – During your UGA online orientation you will have an opportunity to fill out a **Direct Deposit** form.
- To view electronic check stub go to the **University's Self Service Website** - <https://employee.uga.edu/FacStaff/index.jsp>
- Benefits can be effective on your start date, anytime between your start date and the end of the month, or the first day of month following your start date. Q & A Benefits Information Session (1st & 3rd Mondays, 9:00-10:30 a.m. @ UGA HR, Training & Development) Enroll online using **HR Connection Guidelines for New Employees**: http://www.hr.uga.edu/benefits/hrc_user_guide.pdf
- COBRA** - <http://www.hr.uga.edu/benefits/cobra.html>
- Teachers Retirement System of Georgia (TRS)** www.trsga.com – Participating mandatory. You will receive a welcome letter from TRS with instructions to visit the TRS website to create a user account where you may designate beneficiaries, update personal information, and check account balances.
- Optional Retirement Plan (ORP) <http://www.hr.uga.edu/benefits/bensumm/orp.html> (Faculty, key administrators and newly-hired exempt benefit-eligible staff have the opportunity to make a one-time irrevocable decision to participate in an ORP in lieu of the TRS. This decision must be made within 60 days following employment.)

II. The Basics

- Establish UGA MyID account & create an Email Account <https://myid.uga.edu/> Register for UGA Alert <http://ugaalert.uga.edu>
- Registering preferred e-mail account for official UGA communications www.emailinfo.uga.edu
- GRAPEVINE Posting Policy (Libraries' listserv) <http://www.libs.uga.edu/staff/grapevine.html>
- Guidelines Register for Online Calendar Account www.uga.edu/eits/calendar Parking procedures www.parking.uga.edu

III. Schedule and Leave

- Work Schedule www.libs.uga.edu/staff/worksched.html University Holidays www.uga.edu/news/holidays/
- Sick & Annual leave accrual/usage http://www.hr.uga.edu/benefits/bensumm/paid_summ.html
- Other Leave <http://askuga.uga.edu/default.asp?id=961&SID=&Lang=1>

IV. Services and Fringe Benefits

- Staff Borrowing Privileges http://www.libs.uga.edu/access_services/borrowing/staff.html
- Training & Development: <http://www.libs.uga.edu/humres/training/index.html>
- UGA Campus Transit www.busfin.uga.edu/transit/ Athens Transit www.athenstransit.com
- UGA Extras http://www.hr.uga.edu/benefits/uga_extras.html
- Ramsey Student Center http://www.recsports.uga.edu/rec_template_1.php?page_ID=1143842393
- Tuition Assistance Program (TAP) [http://www.reg.uga.edu/or.nsf/preview/\(TAP\)%20Homepage](http://www.reg.uga.edu/or.nsf/preview/(TAP)%20Homepage)
 - Contact the UGA TAP Coordinator if you have questions: Jack Pannecoucke, Tel: (706) 542-9362, Email: jep@uga.edu

V. About the Libraries

- Mission Statement <http://www.libs.uga.edu/staff/missionstate.html> Facilities: <http://www.libs.uga.edu/libinfo.html>
- Special Collections: http://www.libs.uga.edu/special_collections/index.shtml
- Libraries Departments: <http://www.libs.uga.edu/admin/depthhead.html> Use of Libraries Logo <http://www.libs.uga.edu/logos/>
- Libraries Blog <http://www.libs.uga.edu/blog/> Personnel News <http://www.libs.uga.edu/humres/persnews/persnews.html>
- Staff Recognition // ASSET Awards <http://www.libs.uga.edu/asset/index.html>
- University Librarian and Associate Provost: Dr. William Gray Potter <http://www.libs.uga.edu/admin/index.html>

University of Georgia Libraries New Employee Checklist

Hiring Department/Unit (rev. 08/10)

Name: [] Start Date: []
Title: [] Supervisor: []
Department: [] Classification/Rank: []

Table with 7 columns: Probationary Evaluation Schedule, 1st Due, 2nd Due, 3rd Due, 4th Due, 5th Due, Prob. Due. Includes URL http://www.libs.uga.edu/staff/appraisal.html.

I. The Basics

- UGA Online Orientation
Departmental tour
Library Tour (location of restrooms, vending, staff lounge, Tween the Pages)
Various departmental policies (food, drink, noise, cell phone use, parties, office hours, etc.)
Office key assignment (Becky Wortham - bwortham@uga.edu)
Computer log-in, set-up, access
E-mail log-in, set-up
Establish and register a preferred e-mail account for official University communications
Departmental administrative and organizational communication protocols.

II. Job responsibilities/evaluation

- Review of job description
Departmental overview/goals/projects
Probationary & Annual evaluation procedures
Libraries Mission/Strategic Plan related to Dept.

III. Schedules, Attendance and Leave

- Work schedule
Break & lunch schedules
Timesheet/payroll procedures and schedules
Use and request of annual leave & scheduled sick leave
Notification process when ill or tardy
Use of work time for training, professional development, educational purposes
Independent professional activities policy
Travel & Funding Guidelines
Family and Medical Leave

III. Safety, Security & Ethics

- Personal accident/injury reporting – Worker’s Compensation
SecureUGA (modules 1-10)
Building/Department emergency procedures (including links to emergency plans)
University Office of Security & Emergency Preparedness
USG Ethics Course
University Risk Management Office >> View the “Driving Do’s & Don’ts Training Video”

VI. Telephones/Copies/Supplies/Mail

- Personal Use of Office Equipment (Phone, Fax, Computing Equipment, Printer, Copiers)
Long distance authorization card, if applicable
Location & how to use photocopier
Office Supply requests
Mail regulations and procedures

IV. Department Handouts

New Employee Date Supervisor/Department Head Date

Form that is shared with Supervisors of New Employees

Library Services - New Employee Orientation Checklist

Employee _____ Job Title _____

Supervisor _____ Start Date _____

Preparation

_____ New Employee Profile Form
(attached)

_____ Designated work space/cubicle

_____ Office supplies

_____ Paperwork and forms

_____ Meet the Team

_____ Quiet place to meet

_____ Lunch arrangements in
first week

Mandatory Activities

Date Completed

Buildings tours
(Jefferson, Adams, Madison) _____

Session with ALLS _____

Session with Deputy Librarians _____

Session with Directors/ABA & C&S _____

Session with Directors/POP & Tech Pol _____

Session with Director/Preservation & Tour _____

“Be a Book” Tour _____

ITS Security Course (online) _____

“Ethics Briefing: Standard of Conduct for
Library Employees, Online version” _____

COIN Course (in person) _____

Elective Activities

New staff will select and complete at least five of the activities listed at the bottom of this checklist in the first six months of work in Library Services.

<u>Activity</u>	<u>Date Completed</u>
------------------------	------------------------------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Elective Activities Examples

Attend: An Exhibit, Concert in the Coolidge Auditorium, Noon Treasure Talk, Gallery Presentation by a Curator, TOPS lecture, “LC’s Digital Future and You” presentation, or similar events. See <http://www.loc.gov/today> for ideas.

Participate in at least one meeting of a Language Table or another Employee Association. See: <http://www.loc.gov/staff/page.php?name=clubs>

Watch a Webcast from <http://www.loc.gov/today/cyberlc/index.php>

Complete a course such as ILS Searching or the Research Orientation to the Library of Congress. See <http://www.loc.gov/rr/main/inforeas/orient.html> and <http://www.loc.gov/staff/idt/> for ideas.

New Employee Orientation

Unless otherwise noted arrangement for these duties will fall to the unit administrator (UA).

At hiring

- Determine if there is a need for furniture, new telephone or electrical services or computing equipment. Work with Dean's Office and Systems Department to accomplish.

One month out

- Remind Systems of computing needs

Two weeks out

- Contact Systems re new employee's arrival – verify start date and remind of computing needs
- Obtain vehicle information from new employee to acquire temporary (one week) parking permit; alternatively, if the new employee is given their position number, they can obtain a regular permit (verify up to how far in advance)
- Contact library senior administrative officer re setting up benefits meeting- get date for benefits meeting so this can be factored into early scheduling of new employee; remind about need to post announcement re new employee on email and if faculty need for notebook.
- Contact Coordinator of Library Publications and Information to get out announcements about new hire to appropriate media outlets
- Schedule appointment for new employee to meet with Dean
- Check with Dean's Office about availability of keys for new employee
- Check to see if new employee's work area is clean and stocked with supplies
- Plan welcome within department

First Day

Within the Dean's Office

- Payroll, check distribution (JG)
- Keys (JH)
- Parking Permit Info (JG)
- ID Card – through sectioning at Student Union (JG)
- Review benefits sign up and tell employee when their session is scheduled (JG)
- Secure temporary access to campus network – applications, set up machine (Systems)
- Post announcement to full-time library employees re new employee in *In the Loop*
- Speak with Dean's Office staff re name badges (MW)

Within the Department (Unit Administrator)

- Intro to office area, supplies, other staff members, students
- Telephone operation, long distance, etiquette, policies etc.,
- Photocopying, card, personal use, polices
- How to check out books for personal use
- (STAFF ONLY) probation, evaluation, vacation, sick leave
- Tour of Library/Departments

First Week

Within the Dean's Office

- Meet with Dean and receive notebook from Dean (JG, HC)

Notebook should have:

- Library Mission statement
- Phone lists, staff lists, floor maps, branch info, organization chart, statistical data, Intro to the OSU Library, Intro to OPAC, Circ info
- APLU and the land grant tradition
- Faculty Handbook
- Reappointment Promotion Tenure Info (JFP)
- 11-Month Appointment Information
- Sick Leave Process
- Fee Waiver, enrollment info
- Library committee info
- Library Faculty by-laws
- Edmon Low Library Staff Association by-laws
- Travel guidelines
- List of University Policies and Procedures available on website
- Info regarding Friends of the OSU Library and opportunities to give to the Library and the University

Within Office (UA or designated)

- Computer: public access terminals guidelines
- Review leave policies
- Attend OPAC training
- Gobi training (may be delayed due to start date/primary assignment)
- Campus Tour
- Collection Development Liaison (may be delayed due to start date/primary assignment)
- Training room session
- Approval plan (may be delayed due to start date/primary assignment)
- Reference desk policies and procedures, in-depth tour of reference area
- Role of faculty, staff, and students within dept.

First Month (UA unless otherwise designated)

- Welcome lunch with welcome committee
- Go over notebook from Dean
- History of OSU and Library (JFP)
- OPAC staff mode training, (JLJ-circ), (BB-acq)
- Begin in-depth tours of library departments

First Quarter

- Instruction- discuss and observe instructional sessions if appropriate
- Meet with appropriate AD
- Meet with Library Faculty Chair to discuss organization
- Review Reappointment Promotion Tenure info towards end of quarter (JFP)



UNIVERSITY OF
SASKATCHEWAN

University Library

engage, enlighten, explore
at your library

**University Library
Pre-Arrival Checklist for New Employees
For Supervisors & Branch Heads**

Employee Name: _____

Arrival Date: _____

- Announce new employee's arrival date, position, duties to branch staff
- Prepare the work area e.g. clean out desk and files, review remaining materials for appropriateness
- Gather and have available written materials that pertain specifically to the new employee's immediate work environment and responsibilities, including:
 - Branch staff list/organization chart with basic job responsibilities of each person
 - Email and telephone lists for staff
 - Job description
 - Diagram of evacuation route for building
 - U of S and Saskatoon telephone directories
 - Parking information
 - Collective agreement (*can be found on the HRD website*)
 - Appropriate professional organizations
- Ensure basic office supplies are available
- Order keys (*can be obtained from Tammy Hornung*)
- Install telephone or complete change order (*arrangements to be made by Tammy Hornung*)
- Arrange for computer and software installation. Email and system orientation will be arranged by the HR Manager as part of the employee's orientation.

October 2008

library.usask.ca

UNIVERSITY OF SOUTH CAROLINA

New Employee Orientation Checklist

New Employee Orientation Checklist

The Orientation and Retirement Team created this checklist to use once a new employee has been hired. Included on the checklist are things to cover beyond the needs of a specific position. We hope you find it helpful and we'd like to make it even more useful so send us any comments or suggestions.

The University's Human Resources, the Libraries' Human Resources, supervisor and new employee all have responsibilities for the successful transition of a new hire.

S=Supervisor

LHR=Libraries Human Resources

E=Employee

Once a person is hired

LHR ____ Send a welcoming letter along with a campus map. Includes contact information for any questions. Lets new hire know what kind of identification she will need to bring in to complete her paperwork.

LHR ____ Send notice of hire and first day to include in LINKS

S ____ Send a welcome note signed by everyone in the department

S ____ If the person is relocating send a city map and offer the names of realtors and rental agencies.

S ____ Give the person contact information for any questions not related to HR.

S ____ Give work and office phone numbers and e-mail addresses of anyone willing to assist in the transition (moving, orienting them to new location, etc).

Before the person begins

LHR ____ request a UserID a few days before the new hire arrives and ask UTS to send the new employee's email username to you. UTS won't set it up more than a few days before the effective date.

LHR ____ Sends information about parking decal

LHR ____ Tells supervisor new hire's email address. Communicates phone number and e-mail address to Circulation for incident report emails, Communications for LINKS distribution list, Dean's Administrative Assistant, and Computing Services for Contacts webpage.

S ____ Communicate with the new hire about logistical issues (parking, when and where to report, work schedule/hours). Offer to make referrals to stores, car repair, insurance agents, dry cleaners, credit unions, etc.

S ____ Assess immediate equipment needs

S ____ Work with Maggie Bergmans for phone and voicemail requests. Give phone number to LHR for further distribution.

S ____ Work with Cherrie Brown if keys are needed.

UNIVERSITY OF SOUTH CAROLINA
New Employee Orientation Checklist

- S ____ If Millennium client access is required consult with ILS System Administrator regarding logons.
- S ____ Inform Director of Administrative Services to have a mentor assigned if new hire is in a tenure-track position
- S ____ Consider sending announcement to LINKS with a little more description of the position(if appropriate), previous work experience, and educational background.
- S ____ Inform department members when new employee is expected to relocate and begin work.
- S ____ Prepare work space
 - ___ Clean office space and stock with any essential office supplies
 - ___ Make a copy of the most recent library roster
 - ___ Make arrangements the first week for breaks and lunch.
- Assemble written materials to give to the new employee (or if on Libraries webpages or intranet communicate where materials can be found)
 - ___ organizational history
 - ___ mission statement
 - ___ vision statement
 - ___ organizational charts
 - ___ employee handbook
 - ___ Faculty Manual (university)
 - ___ Annual reports
 - ___ operations manual
 - ___ maps (library locations, campus)
 - ___ library publications
 - ___ telephone and email directory
 - ___ list / directory of key people
 - ___ pay schedule (also covered by LHR)
 - ___ job description
 - ___ training program schedule
- S ____ Make arrangements for some breaks and lunches the first week
- S ____ Consider assigning a buddy
- S ____ When you get new employee's UserID, you will need to get the Libraries Computing Services to set up a profile on the computer she/he will be using.

UNIVERSITY OF SOUTH CAROLINA
New Employee Orientation Checklist

First day

S ___ Welcome new employee

S ___ Take new employee to Libraries Human Resources in the morning so paperwork can be completed and turned in to the University's HR. (Schedule ahead with Ann, expect it to take 45-60 minutes). ***will not be in VIP until his/her paperwork is entered in the system***

LHR ___ ___ Get emergency contact information

___ Tell employee someone from Benefits Office will contact him/her about a benefits orientation

___ Tell staff employee that someone from Professional Development will contact him/her about attending a University Orientation

___ Tell employee attendance at a Sexual Harassment Workshop is mandatory and information to schedule attendance will be sent

___ Tell employee a member of the Libraries Orientation and Retirement Team will contact him/her about attending a University Libraries orientation.

___ Give employee a copy of the Implementation of Variable Work Schedules

___ Tell employee it will be about two weeks before he/she can get a CarolinaCard (USC ID). Give employee the phone number to verify he/she is in the system. Tell employee where to go to get the card and what ID to take.

___ Give employee a benefits overview and go over *Information for Employees* or *Information for Supervisors*

___ Send two copies of a staff employee's position description and tell supervisor when staff employee's planning stage is due. Send information needed for planning stage (name, social, job class slot).

___ Tell supervisor what information has been sent to the new employee.

S ___ Review position description, job duties and responsibilities

S ___ Review orientation schedule

S ___ Meet co-workers

S ___ Tour the library with emphasis on immediate need and "personal" spaces (department members if dispersed, staff lounge (give the code), staff bathroom (give the code), public bathrooms, Cooper's Corner, emergency exit procedures, any likely meeting rooms, library hours)

S ___ Any applicable safety issues with equipment or people including safeguarding personal possessions, first-aid supplies, responding to fire drills

S ___ Assign an initial work task (something to be accomplished the first day, the first week)

UNIVERSITY OF SOUTH CAROLINA
New Employee Orientation Checklist

Examples:

- reading (manual, Libraries webpages)
- set up voicemail
- arrange desk and office space
- Review files created by the previous job holder
- Schedule interviews with key people
- many more possibilities related to a new employee's specific position

Benefits Office will contact the new employee about attending the Benefits Orientation, and it will be within 31 days of his/her date of hire.

Sexual Harassment workshop. Those workshops are usually in November and April and LHR will inform the new employee of the details.

First Week

- S** Review personnel policies
 - Work hours and scheduling
 - Reporting work hours in Itams
 - Breaks
 - Types of leave (sick, annual, comp time, conference, release time, flex time)
 - Expectations for calling in sick
 - Inclement weather policy
 - Staff development programs/training (including campus training)
 - Dress code
 - Orientation to departmental resources (policies, procedures manuals, where to get and how to request supplies)
 - Mail policies and procedures for campus mail
 - Eating/drinking in department and library
 - Requesting time off for vacation
 - Thomas Cooper Library backdoor policy

- S** Explain phone (including voicemail if appropriate)

- S** Explain e-mail system (client, web interface). Find your department's copy of the Outlook book.

- S** If appropriate, have employee order business cards when email address is known. Remember that something can be printed on the back as well.

- S** Discuss and review unit or department policies

- S** Tour the library concentrating on key operations and relations to one's own position and department. Have the new hire meet at least one person in a department.

UNIVERSITY OF SOUTH CAROLINA
New Employee Orientation Checklist

Orientation and Retirement Team will try to organize tour of all the campus libraries within the first 3 months. (If position has more immediate or deeper need than a general introduction schedule meetings individually)

- S ____ Discuss library organization (including committees and teams), library goals and objectives, library-wide policies
- E ____ Individual meetings with unit staff
- E ____ Make appointments to meet key people (people identified by supervisor).
Training in core job areas
- E ____ Have new employee meet with Head, Library Computing Services if necessary regarding ergonomic computing and remote needs.
- S ____ Departmental and Common shared drives
- S ____ Review confidentiality, especially for anyone working with patron records but applicable to other situations
- S ____ Consider planning a coffeekbreak or lunch with the department to celebrate the new member's arrival
- LHR ____ Tuition reimbursement
- E ____ Recreational facilities and programs (explores USC website or materials to be created by Orientation and Retirement Team)
- E ____ Campus events (explores USC website or materials to be created by Orientation and Retirement Team)
- E ____ Recreation and wellness (explores USC website or materials to be created by Orientation and Retirement Team)
- E ____ With supervisor's approval, take a campus tour. Tours are available Monday through Friday at 11 a.m. and 2 p.m. Reserve a spot <http://www.sc.edu/visitorcenter/showSelfServiceWizard.do?admissionStatus=NE>
- E ____ Want to learn more about the university?
 - subscribe to the ANNOUNCE listserv <http://www.sc.edu/announce/join.html>
 - read USC Times backfiles <http://www.sc.edu/usctimes/>
- E ____ Want to learn more about the community?
 - Pick up a *FreeTimes* (available near Thomas Cooper Library exit and area businesses or online <http://www.free-times.com/>)
- S ____ Ask new employee what questions he/she has about:
 - __ the libraries
 - __ the university
 - __ the department
 - __ his or her job
- S ____ Determine what you expect the new employee to accomplish during the first three months on the job. Discuss with new employee.

UNIVERSITY OF SOUTH CAROLINA
New Employee Orientation Checklist

Define the amount of authority the new employee has during the first three months

First Month

E ____ "Tour" the intranet (Supervisor highlights any key documents)

E ____ After new employee receives a CarolinaCard, contact Library Computing Services (Tony Branch) and give him your UserID and password so new employee can be added to Active Directory. Expect to be in the system and be able to get a CarolinaCard within the first two weeks.

Contact Library Computing Services (Randy Heard) with the barcode so you can be entered into the back door database for swiping your card to enter Thomas Cooper Library.

E ____ If you have liaison responsibilities, take your own tour of the department/college.

S ____ or
contact
Reference
Department
S ____ Once employee has a CarolinaCard explain library services available to the employee for work or enjoyment (Requesting materials in the catalog, PASCAL Delivers, Interlibrary Loan, Educational Films, audiobooks, Browsing Collection, Juvenile Collection)

S ____ Ask new employee what questions he/she has about:
 __ the libraries
 __ the university
 __ the department
 __ his or her job

Later

E ____ Attend the orientation and tour of libraries and Annex tour organized by the Libraries' Orientation and Retirement Team.

E ____ Faculty positions. The Provost holds an orientation for new faculty in August. Plan on attending at least some of it. It's a great way to meet other faculty members from across the university. You should receive an invitation <http://www.sc.edu/cte/newfaculty/>

*Compiled by Marilee Birchfield for the Orientation and Retirement Team for University Libraries at the
University of South Carolina. December 2010.*

DEPARTMENTAL ORIENTATION CHECKLIST

Employee's Full Name: _____ Employee #: _____

Department: _____ Department Contact: _____

Date of Hire: _____ Phone: _____

This checklist is designed to assist hiring departments and new employees with departmental orientation. Departmental representatives need to discuss the items below with new hires, then sign and date the back of this form to indicate completion. The completed form should be placed in the employee's departmental file.

DEPARTMENT	Completed(√)
Via Telephone with New Employee (Prior to first day of employment)	
Confirm first day/work hours	<input type="checkbox"/>
Discuss dress code/uniform distribution	<input type="checkbox"/>
Discuss payroll frequency, overtime pay (straight pay and time and one half rate)	<input type="checkbox"/>
Discuss parking arrangements; provide directions to Dept. of Parking and Transportation	<input type="checkbox"/>
Emphasize the importance of benefits/payroll appointment	<input type="checkbox"/>
Obtain emergency contact phone numbers	<input type="checkbox"/>
Complete Section 1 of I-9 (online)	<input type="checkbox"/>

Department Arrangements (Prior to first day of employment)	Completed(√)
Introduce new employee by e-mail or letter	<input type="checkbox"/>
Select current employee to assist new employee; inform current employee of expectations	<input type="checkbox"/>
Assign 1st day/1st week checklist activities to appropriate staff	<input type="checkbox"/>
Provide workspace and necessary office equipment/supplies	<input type="checkbox"/>
Prepare department orientation agenda	<input type="checkbox"/>

1st Day/1st Week	Completed(√)
Supervisor to greet new employee at start of first day	<input type="checkbox"/>
Introduce new employee to current employee who was assigned to assist	<input type="checkbox"/>
Accompany new employee to his/her office	<input type="checkbox"/>
Review computer set up, log on, e-mail, data security and Responsible Computing Handbook	<input type="checkbox"/>
Review phone number and phone system training, FAC (Forced Access Code), phone mail as applicable	<input type="checkbox"/>
Discuss/distribute office supplies, UVA directory, Charlottesville directory, name plate, etc.	<input type="checkbox"/>
Tour office/department (restrooms, break room, introduce to internal/external staff, identification/access card, and/or appropriate keys)	<input type="checkbox"/>
Discuss communication opportunities - staff meetings, department meetings, newsletters, etc.	<input type="checkbox"/>
Provide brief history of department	<input type="checkbox"/>
Provide departmental/university organizational charts	<input type="checkbox"/>

UNIVERSITY OF VIRGINIA

Departmental Orientation Checklist

<http://www.hr.virginia.edu/uploads/documents/forms/orientchecklist.pdf>

1st Day/1st Week	Completed(√)
Complete Section 2 of I-9 (online)	<input type="checkbox"/>
Brief discussion of employee's role in department/University (also discuss department's and University's mission)	<input type="checkbox"/>
Provide up-to-date written position description (job duties/scope, essential/non-essential employees) and performance expectations	<input type="checkbox"/>
Discuss Performance Planning and Evaluation (Lead @) process (general overview)	<input type="checkbox"/>
Discuss recording leave (Self Service Time and Leave -SSTL)	<input type="checkbox"/>
Discuss/provide reference for leave policies	<input type="checkbox"/>
Discuss holiday schedule and process for requesting leave	<input type="checkbox"/>
Discuss lunch/break periods	<input type="checkbox"/>
Discuss training/educational opportunities/recommended reading	<input type="checkbox"/>
Discuss tuition waiver/reimbursement—other educational opportunities	<input type="checkbox"/>
Discuss UTS (University Transit Service) - have bus schedule available in department	<input type="checkbox"/>
Discuss safety and security/emergency conditions and response, such as: a. Fire, disaster preparedness, emergency/ bomb threat procedures b. Accident injury procedures c. Emergency blue phones on Grounds (Dial 9+911) d. Inclement weather policy e. Universal precautions and HAZMAT (if applicable)	<input type="checkbox"/>
Discuss WorkMed's services (refer to: www.healthsystem.virginia.edu/internet/occupational-health/)	<input type="checkbox"/>
Discuss the Resource Fair	<input type="checkbox"/>

Approximately 3 Months From Hire Date	Completed(√)
Consider conducting 3- Month Performance Evaluation (recommended)	<input type="checkbox"/>
Discuss professional development opportunities	<input type="checkbox"/>
Recommend attending Resource Fair with department representative (should occur within 6 months of hire)	<input type="checkbox"/>

Department-Specific Requirements/Notes - to be customized by each department

Completion of Checklist: (Both new employee and departmental representative must sign below indicating checklist information has been completed in full).

Employee: _____
Signature
Date

Department Representative: _____
Signature
Date

Updated 10-12-10

Mentoring/Peer Socializing Programs

BOSTON UNIVERSITY LIBRARIES
Intranet

[◇ planning](#)

[◇ info commons](#)

[◇ subnets](#)

Mentoring

[Policies](#) [Mentoring Checklist](#) [New Employee Checklist](#) [Evaluation](#)

Policies and Guidelines

Approval

- Supervisor's approval is required for mentors to participate in the program.

Meetings

- Should be arranged at a mutually convenient time for both mentee and mentor and with consideration to departmental or branch library responsibilities.
- Mentees should consult with their supervisors when arranging meetings.
- All meetings are on work time, but should not be scheduled outside of the participants' usual working hours.

Relationship between supervisors, mentors and mentees

- New employees will not be mentored by someone in their supervisory line.
- Mentors will not report to the new employee's supervisor about job performance or personal matters.
- Mentors are not responsible for negotiations between employees and supervisors.

Mentor commitment

- Mentors are expected to commit to the program for approximately 10 meetings with their mentee
- Each meeting lasts approximately one hour.
- Mentors are asked to have a positive and professional attitude.
- Mentors are asked to attend training sessions.

Referrals

- Mentors and mentees are given packets of materials and brochures. This would be a good place to start should the mentee need a referral for help.
- Any questions about unions should be referred to the appropriate union representative.

[Library Catalog](#) [Library Web](#) [BU Web](#)

771 Commonwealth Avenue | Boston, MA | 02215 | 617-353-2700 | **Boston University**

BOSTON UNIVERSITY LIBRARIES
Intranet

◇ [planning](#)

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◇ [subnets](#)

Mentoring

[Policies](#) [Mentoring Checklist](#) [New Employee Checklist](#) [Evaluation](#)

Responsibilities of Peer Mentoring

Recruiting and Training of Mentors

The Peer Mentoring Committee will hold an informational meeting whenever appropriate to present the idea of peer mentoring to staff and to solicit volunteers. The meeting will emphasize expected time commitment (time frame of 10 meetings, estimate of hours to be spent) and will address issues of attitude and professionalism. The fact that the program is open to anyone with the permission of his/her supervisor will be emphasized. Interested employees will be invited to attend a training session on the requirements of the program. The training sessions will include a discussion of the **policies** of the program, the matching process, and the available support and resources. Training sessions will be held as needed.

During the six to twelve month mentoring period both mentors and new staff are encouraged to contact the Mentoring Committee with suggestions or concerns. This is a dynamic program, and evaluation will be key to its success. An **evaluation form** will be given to participants at the end of the process.

Approximate time frame:

- 1st month - Recruitment meeting/training
- 3rd -4th month - Mentor follow-up meeting
- 6th- 12th month - Evaluation

Reporting

- The Mentoring Committee reports to the Steering Committee, which oversees the effectiveness and progress of the program.
- The librarywide list shall be used to inform staff about the program and special events and to encourage participation.
- As a matter of policy, a mentor will not report to a new employee's supervisor on the progress of the employee, nor should a supervisor inquire or expect such a report.

Communication

It is important for the success of the program that supervisors of mentees are consulted about the timing of the meetings between mentors and mentees. Mentors should encourage mentees to discuss possible times with their supervisors and to be sensitive to particularly busy times of the years. Everyone involved-- the committee, the mentors and the mentees-- should be sensitive to the time constraints on staff at the beginning of the semester and at other times indicated by the supervisors and mentees. Meetings can always be spread out or postponed during especially busy times.

The Mentoring Committee should remind supervisors that the Peer Mentoring program is an official program of the Library and that the meetings between mentors and mentees are to be considered work time.

Selection

Employees who have secured supervisory permission and demonstrate a commitment to the goals of the program will be selected to serve as mentors. The Mentoring Committee expects a high level of professionalism and positive attitude on the part of volunteers.

The Mentoring Committee will use judgment in matching new employees with those with experience. While same-department matching has some advantages, such matching also poses potential difficulties, and therefore will not be the preferred mode. Cross-departmental mentoring offers more potential for growth for both mentor and employee. No individual will be matched with someone in his or her supervisory line. To facilitate the process, the Mentoring Committee is willing to arrange the first meeting among mentor, new employee and new employee's supervisor, if appropriate.

Matches will be monitored by the Mentoring Committee for any tension that might arise, and mentors and employees will be encouraged to report any discomfort with the process.

Library Catalog Library Web BU Web

771 Commonwealth Avenue | Boston, MA | 02215 | 617-353-2700 | **Boston University**

UNIVERSITY of DELAWARE Library
Powered by Google Library Web Site
UD Home A-Z Index Maps People My UD
Help Ask a Librarian Contact the Library
How Do I...
| DELCAT | Databases | E-Journals | Subject Guides | Forms | Reserves | Books I Have Checked Out |

The University of Delaware Library Assembly of Professional Staff

- [History & Purpose](#)
- [Committees](#)
- [Activities](#)
- [Officers & Committee Members](#)
- [Getting Involved](#)

Mentoring Program Guidelines and Procedures

[Orientation Mentoring Relationship](#) | [Promotional Mentoring Relationship](#) | [Professional Mentoring Relationship](#) | [Mentoring Program Coordinator Responsibilities](#)

Revision 2009

Background Information

The development of this program was recommended by the Steering Committee of the University of Delaware Library Assembly of Professional Staff (UDLAPS) in March of 1993, based on interest from the general membership of UDLAPS. The purpose of the program is to help provide professionals with peer counselors and role models to supplement the relationships within reporting lines. Furthermore, the purpose of the mentoring program is to enhance the professional atmosphere within the library, and to encourage all professionals to create and participate in career enrichment activities. The program is designed to provide mentoring opportunities to meet the diverse needs of the various professionals working in different areas of the University of Delaware Library.

These guidelines are meant to encourage participation in the program, providing activities to assist participants in meeting their goals. Participation in all types of relationships in the program is voluntary and may be ended by either party for any reason. Though professionals are encouraged to become involved as mentees and mentors, they are not required to use the program. It is hoped, however, that the benefits of mentoring will provide motivation to prospective participants, and that past successes of the program will stimulate continued involvement. Mentors serve in an advisory capacity only and the establishment of a mentoring relationship should not be seen as a guarantee of advancement or career success for either mentee or mentor.

Types of Mentoring

This program consists of three types of mentoring relationships, each addressing the needs of professionals at particular stages of their careers. There may be some overlap in the activities between each of the mentoring relationship types as best fits each individual situation. It is recognized that each mentoring relationship will be unique. In any type of mentoring relationship, the purpose of the program is to enhance the relationship between the individual and the Library, so that both may benefit. Mentors should encourage continued good working relationships between the mentee and the mentee's supervisor while pursuing their own relationship with the mentee.

Mentors and mentees should decide at the beginning if they wish to apprise their supervisors and colleagues of their relationship. They should inform the Mentoring Program Coordinator of their decision. Personal information shared by participants should be considered confidential, even if the relationship itself is not confidential.

Orientation- for new professionals or for professionals new to the Library. It includes general peer training and orientation to the Library, the University, and the local area. A checklist of recommended activities may be used for guidance. This type of relationship usually represents a short-term formal relationship with a recommended content, time limit, and specific goals.

Promotion- for established librarian professionals with an interest in career advancement and promotion. This type of relationship allows for a focused range of activities and specific requirements for the participants while still allowing a large degree of freedom as to the activities and goals chosen.

Professional- for professionals wishing to explore professional development activities, seek job enrichment, achieve the high skills needed for specialty or administrative positions, or to

change their career emphasis. This type can represent a special, highly personal and unstructured relationship that requires strong commitment, or it can be a somewhat formal relationship of more limited duration with activities chosen by the participants in consultation with the Mentoring Program Coordinator.

Orientation Relationship

Goals

- Acquaint newcomers with University of Delaware Library staff structure, future planning visions, mission, etc.
- Act as a sounding board for questions related to the organizational structure of the Library and the University.
- Facilitate interaction with colleagues beyond supervisor and immediate department; encourage cross-departmental and cross-divisional communication.
- Introduce new professionals to career-related activities.
- Discuss professional committees, organizations, and scholarly activities, as well as introduce the professional to local and regional groups such as the Delaware Library Association.
- Welcome new professionals to the geographic area.

Criteria for Mentors

- Interested professionals may volunteer to serve as mentors; it is recommended that the volunteers have two or more years of experience at the Library.
- Volunteers should be knowledgeable of the Library and University, flexible, considerate, cognizant of the needs of new professionals, and committed to meeting the steps and calendar of the checklist.
- Mentors may be within the same reporting line, but outside the supervisory relationship.

Mentors

- Communicate with the mentee about calendar and checklist.
- Follow checklist to provide orientation and answer additional questions from the mentee.
- Recommend arrangement of at least monthly contacts with mentee for a six-month period.
- Solicit feedback from the mentee and report progress to the Mentoring Coordinator.

Mentees

- Determine meeting schedule and orientation needs.
- Be open to the program, ask questions, and keep appointments with mentor.
- Participate in appropriate checklist activities.
- Provide feedback to the mentor and submit completed evaluation form to the Mentoring Coordinator.

Possible Activities

- See [checklist](#) for suggested activities.

[back to top](#)

Promotional Relationship

This relationship is geared specifically toward the librarian promotional process.

Goals

- Provide assistance in dossier preparation and use of the promotion process to early-to-mid-career librarians.
- Assist librarians in building a record of professional activity by acting as a source for networking and answering questions about aspects of the professional career that fall outside job duties.

Criteria for Mentors

- Mentors must have been promoted and/or have served on the promotion committee.
- Mentors should be at the same level of responsibility or above that of the mentee, but should not be in the same direct reporting line.

Mentors

Formulate, with input from the mentee, a program and schedule tailored to the needs of the

mentee. Activities may include any or all of the following:

- assist individual mentees in identifying professional development activities such as conferences, committees, publishing opportunities;
- introduce mentees to appropriate colleagues, committee chairs, etc., outside of the Library. Inform mentee of appropriate volunteer opportunities;
- provide assistance in preparation and critique of mentee's dossier, and answer questions about promotion process;
- assist mentee in locating resources for service or research activities related to promotion;
- encourage mentees to attend appropriate UDLAPS programs, including the Dossier Preparation Workshop and other professional development programs; and
- solicit feedback from the mentee and report progress to the Mentoring Coordinator.

Mentees

- Mentors will not be held responsible for the outcome of any personnel actions involving advancement, promotion, or continuing appointment of their mentees.
- Establish contact with the chosen mentor; formulate a program and schedule tailored to the mentee's needs. Modify the program if and when needs change.
- Be prepared to ask specific questions about professional activity, career, and promotion criteria.
- Use mentor to help focus career activities in appropriate ways. Pursue committee opportunities and networking activities suggested by the mentor and participate in any other activities that would be appropriate.
- Provide feedback to the mentor and submit completed evaluation form to the Mentoring Coordinator.

Activities chosen by participants may include the following:

- dossier preparation assistance;
- introduction to Library and professional committees;
- introduction to leaders in regional and local organizations;
- assistance with figuring out "the system" in the Library: who knows what, who has expertise, etc.;
- assistance with research, writing, and publishing; and
- assistance in selection of courses, degree-work, etc.
- dossier preparation workshop; and
- publishing and writing workshops.

[back to top](#)

Professional Relationship

Characterized as the least structured mentoring relationship with a duration determined by mentor and mentee.

Goals

- Help professionals enrich their careers and find opportunities to focus within their chosen specialty, or to break out into new areas.
- Help mid- and upper-level professionals to change direction; diversify their skills and duties; or develop management, specialty, or administrative skills.
- Provide a means for upper-level management to pass on the benefits of their experience to newly-emerging managers.

Criteria for Mentors

- Mentors can be drawn from any level.
- Mentors should be skilled in their job responsibilities, and/or active professionally, and/or be considered an expert in their field.
- Mentors can be either in the same reporting line or in a different division, but should not be the direct supervisor of the mentee.

Mentors

- Formulate goals with the mentee; help the mentee develop his/her career in desired ways.
- Mentors may plan formal activities, depending on the goals of the mentee.

Mentees

- Establish contact with the chosen mentor and formulate goals.

- Participate in activities appropriate to the growth of both mentee and mentor.
- Provide feedback to the mentor and the Mentoring Coordinator.

Activities are only limited by that which is appropriate in a work or professional relationship. They may include:

- regular meetings;
- assistance in furthering involvement in professional organizations, particularly at the national level;
- assistance with publication; and
- referral to prospective mentors outside the Library or University, who may have more appropriate expertise.

[back to top](#)

Mentoring Program Coordinator

The Mentoring Program Coordinator is responsible for the successful administration of the mentoring program and for maintaining required records and archives. The Coordinator is an elected officer of UDLAPS nominated by the UDLAPS Nominations and Elections Committee and elected by the full membership every other year in regular UDLAPS elections. The responsibility of the Mentoring Program Coordinator, according to the UDLAPS Constitution, is to "coordinate the activities of the Mentoring Program in accordance with the UDLAPS Mentoring Program Guidelines and Procedures." The Coordinator plays a large part in helping to establish mentoring relationships and in evaluating the effectiveness of the program. Specific duties of the Coordinator related to administering the mentoring program are:

- publicize and promote the program and recruit participants;
- achieve representation of mentor volunteers from a variety of Library departments and divisions by encouraging interested professionals to participate as mentors as appropriate;
- maintain list of mentors;
- attend professional candidates' interviews/breaks in order to explain the UDLAPS Mentoring Program;
- attend the Dossier Preparation Workshop to describe the benefits of a mentoring relationship;
- write e-mails of introduction to new professionals advising that contact will be made shortly after their arrival;
- match mentees with mentors;
- present program goals and guidelines to mentors for added assistance;
- in cooperation with the Assistant Director for Library Administrative Services, plans and revises the checklist for all new professional orientations;
- resolve problems for/between mentors and mentees;
- assist participants in formulating goals and developing activities;
- solicit informal feedback from participants on progress and effectiveness of each relationship and/or the program as a whole;
- and review and evaluate the program and identify problems.

Specific duties of the Coordinator related to the UDLAPS organization are:

- coordinate with UDLAPS Steering Committee and appropriate groups to plan programs related to promotion and to encourage attendance by mentors/mentees;
- attend the UDLAPS Steering Committee meetings and UDLAPS Business meetings regularly as an elected member;
- report the general successes and needs of the program to the UDLAPS Steering Committee regularly and, periodically, to the entire UDLAPS membership;
- maintain archives of program documentation;
- maintain informal list of mentoring relationships established (all personal notes or e-mail about relationships are considered confidential and must be shredded/deleted after the Coordinator's term ends);
- maintain and report basic statistics of number and type of mentor/mentee matches, their duration, and indication of general success of the program;
- recommend necessary changes to the Mentoring Program and Guidelines to the UDLAPS Steering Committee;
- and provide an overall report to the new Mentoring Program Coordinator and/or UDLAPS Steering Committee at the end of the Mentoring Coordinator's term to maintain continuity and an archive.

If the Mentoring Coordinator feels that revisions/changes need to be made in the Mentoring Program Guidelines and Procedures:

- a revision committee is appointed by the Mentoring Coordinator and is comprised of

the Mentoring Coordinator, at least one member of a previous revision committee, and other interested UDLAPS members;

- a draft of the revisions should be sent to the UDLAPS Steering Committee;
- the final proposed revision and the current version of the document should be presented to membership of UDLAPS for their consideration;
- and the UDLAPS Membership will vote on proposed changes by secret ballot.

[back to top](#)

The screenshot shows a DokuWiki page for the 'MENTORING' program. The page has a blue header with navigation links: 'Login | Recent changes | Index' on the left and 'Show pagesource | Old revisions | Backlinks' on the right. Below the header is an orange banner with the word 'MENTORING' in white, a sub-link '• start', and an RSS icon. A search box with a 'Search' button is also present. Below the banner, a breadcrumb trail reads 'Trace: » start'. The main content area features the title 'UMASS AMHERST UNIVERSITY LIBRARIES LIBRARIAN MENTORING PROGRAM' in blue. A bulleted list of links is provided: 'Goals', 'How the Program Works', 'Applications', 'Guidelines', 'Tips for Mentors', 'Tips for Mentees', 'Suggested Activities', 'Articles', 'Books', 'Why Mentoring Matters', 'Program History', and 'Contact Information'. At the bottom right of the content area, it says 'start.txt · Last modified: 2010/08/10 11:53 by bmorgan'. A second orange banner is at the bottom of the content area, with 'Show pagesource | Old revisions | Backlinks' links below it.

Guidelines and Suggestions for Socializers (Peer Librarians)

A 'socializer' is an informal peer librarian who has agreed to assist a new librarian in relocating and making the transition into the UO Libraries. The idea is that the former new librarian will now be a sort of informal mentor to the new librarian, using his/her own recent experiences as a gauge to assist the new librarian with whatever he/she needs in that first month or so. These needs may be as simple as a reassuring e-mail, meeting for coffee in the first few weeks of employment, introducing the new librarian to other employees or friends outside the library, making arrangements to attend a mutual meeting together, talking about moving company experiences, and so on.

Suggestions of what the new librarian may be interested in:

- New librarians who are relocating (particularly from cross-country) are typically most interested in finding a place to live. They are sent a new faculty packet that includes some information about apartments, rentals, real estate, and local utilities, however, you might be able to help them analyze neighborhoods and commutes to the UO, bike paths, locations for local stores, etc. Laine refers them to this site, which contains many useful resources on places to start looking: <http://libweb.uoregon.edu/admnpers/staff/Faculty/new/housing.html>.
- In reference to the above, you may be able to help the new librarian better determine which rentals may accept pets or where child care is available, which are also major concerns.
- Find out if the new librarian will be arriving in town before finding a place to rent/buy, and if so, does he/she need a place to stay for a few days? See Laine if help is needed making arrangements. Once in a while, we can find house sitting arrangements, which can work out well for everyone.
- What hobbies does the new librarian have that might correspond to you or someone you know? Can you or that person point out opportunities for involvement or where to find supplies for that hobby?
- Is the new librarian nervous about his/her first day of work? What activity that you both enjoy (such as bike riding, hiking, seeing a movie, etc.) might help take his/her mind off those first day jitters?
- Arrange to take the new librarian to Valley River or Gateway Mall or Saturday Market to see what's available, including movie theatres, restaurants in the area, and so on. If you have a favorite place to shop or eat, share that with him/her.
- Some of what the new librarian may be interested in will have to do with organizational culture. Which meetings to attend? Who's who? How do most of us correspond, and should they be worried when a person does not get back to them (i.e. some folks are better at using the phone rather than responding to e-mail quickly).
- Make sure he/she knows where the staff lounge and break area is.
- Make sure he/she knows about the Library Staff Association, another great way to meet other people from around the library.

- Make sure he/she knows how to navigate Iris and find directories and organization charts that may be of particular use the first few months.
- Invite the new librarian and another friend or coworker to lunch. Listen to what's on that person's mind to see how he/she is acclimating to the workplace. Is there something else we can do to help that situation?
- Contact Laine to organize an informal brown bag or Friday Forum on a common theme for other new librarians. This can help build a natural cohort with mutual interests and concerns.
- Organize a monthly night out with that group of new librarians to try different restaurants in Eugene and chat about your experiences.

Things to Keep in Mind:

- If for some reason you and your new librarian do not hit it off, feel free to check back with Laine to see if she can find someone else. There's no failure here. People simply have different interests and personalities, and chances are we can find another good match with someone else. No pressure! This should be fun for both of you.
- Check in semi-regularly (once a week or so) with that new person for their first few months or so. Just see how he/she is doing and if any questions come up. Be there to listen and help him/her learn about us as an organization. The goal is that no one should feel isolated.
- Sometimes the best thing you can be is a sounding board for frustrations while the new person is learning the system. If there's something you think Laine or Library Administration needs to know about, please feel free to share. We are all learning from these experiences, and want each person to start out in a positive and confident manner, feeling they have a supportive environment in which to grow and succeed.
- Some new librarians may require or prefer more assistance than others. Just go with the flow and be prepared. If they don't want your assistance, that's okay, too.
- If you try a particular activity, let Laine know, and she will add it to her list of suggestions!

Most important of all: have fun!

June 29, 2007 ls

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Library » Subject Guides » SUL Mentoring Program Admin Sign In

SUL Mentoring Program

Home | What's New! | Become a Mentor | Become a Mentee | Brown Bags | Mentoring Resources | Promotion and Portfolio Registry

Give us Feedback

As SUL's Mentoring Program evolves, so will these pages. Please provide your feedback, suggest resources, and help make the Program a success. It won't work unless we all contribute.

Was this information helpful?
 Yes No Don't know

How useful is this content?
(1 = Not so much, 5 = Extremely!!)
 1 2 3 4 5

Please provide comments to help improve this page:

Your email address, so we can get back to you:

About the Program

The Library's Mentoring Program is intended to provide librarians with guidance and assistance relative to the Library's promotion process and professional service and related activities. While librarians receive direction and support through the annual performance evaluation process and other interactions with managers and administrators, they also may wish to avail themselves of the expertise and experience of their colleagues. The Program is a voluntary, multifaceted team-based program that allows for both group and individual mentoring.

Who is the Program for?

- Librarians new to SUL.
- Librarians coming up for promotion.
- Librarians seeking professional development advice and opportunities.

How does it work?

The Mentoring Team brings together mentees and mentors based on areas of need and other factors. They will then meet to discuss the need and independently determine meeting frequency. In some cases especially if multiple requests for the same need are expressed, group meetings may be suggested.

The Mentoring Program is not designed to mediate in supervisory or other personnel related issues, nor can it answer questions related to the Librarian's Manual. It goes without saying that all requests will be treated with the utmost confidentiality.

To become a Mentor or to seek one, click on the appropriate tab above.

What will it accomplish?

- Facilitate the building of collegial relationships between librarians.
- Provide guidance in the promotion process.
- Provide guidance in professional development activities such as presentations, publications, and service to member organizations.

Contact the Team

- **Jenna Mayotte**, 3-9524
- **Marty Hanson**, 3-1947
- **Fantasia Thorne**, 3-9515
- **Nancy Turner**, 3-2237
- **Peter Verheyen** 3-9756

About the Mentoring Team:

The Mentoring Team consists of a small subgroup of volunteer mentors that manages the program under the broad oversight of the Associate Deans. The Mentoring Team connects Mentees and Mentors, sets meeting schedules and coordinates events (e.g., workshops, etc.), communicates with all librarians about Mentoring Program activities, and serves as a liaison between the mentoring team and the Associate Deans.

As with many new things, terms of appointment remain to be determined and we welcome your input into what will become a democratic peer-managed process.

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SUL Mentoring Program

[Home](#) | [What's New!](#) | [Become a Mentor](#) | [Become a Mentee](#) | [Brown Bags](#) | [Mentoring Resources](#) | [Promotion and Portfolio Registry](#)

Volunteer!

To volunteer to become a mentor, [click here to enter your information in the form.](#)

About Mentoring

What is a mentor?
 A mentor is a trusted and experienced advisor. The relationship between the mentor and mentee is unique. The mentor may assume one or several roles, while contributing to a sustaining relationship of shared interests and goals. A mentor makes a commitment to an assigned mentee to help her or him grow within organization as well as the profession.

A person can never have too many mentors. As a professional librarian, you might have several formal and informal mentors at the same time.

Who can be a mentor?
 Any librarian can serve as a mentor – remember we all have valuable experiences to share that are not always related to rank.

Benefits of participating in the program for a mentor:

- Contribution to the professional development of new colleagues
- Gain increased respect and recognition from others in the University as a professional with ability to encourage and promote other colleagues
- Extend one's own organizational and professional network
- Experience professional and personal growth and renewal
- Use or develop additional skills not required in current position
- Stay sharp and creative

Qualities of a good mentor:

- Willing to share knowledge
- Committed to the mentoring process
- Considered a role model in his/her position or area
- Encourages and motivates others
- Creates a continuous learning environment
- Possesses good interpersonal communication skills
- Commits time to be a mentor
- Maintains confidentiality

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SUL Mentoring Program

Home What's New! Become a Mentor **Become a Mentee** Brown Bags Mentoring Resources Promotion and Portfolio Registry

Request a Mentor

To request a mentor, **click here to enter your information in the form.**

Become a Mentee

Syracuse University Library has a strong interest in seeing that each librarian realizes his/her full potential. We want to support and advance all librarians, both in his/her own interest as well as in the Library community.

Although all librarians have responsibility for their own growth and success, having a mentor offers an avenue to become acclimated more quickly to the SUL environment. The effectiveness of having a mentoring relationship depends on the active participation of the mentee as well as the mentor.

Benefits for a librarian in having a mentor:

- Expand your view of the Library and University
- Increase awareness about other areas of the Library
- Understand how to build a network within the University community and the profession
- Expand growth in your sense of competence, identity, and effectiveness as a professional
- Provide an outlet to discuss concerns
- Receive honest and informal feedback
- Receive advice on how to balance your work life
- Obtain knowledge of skills for showcasing one's own work
- Provide a perspective on long-term career planning

Mentee responsibilities:

- Meet regularly with the mentor
- Maintain confidentiality
- Keep yourself informed in regard to the requirements for tenure and promotion and your progress toward meeting those requirements
- Ask for and give feedback
- Follow through on referrals from mentor to appropriate office for specific information
- Listen actively
- Ask your mentor for guidance and assistance whenever it is needed
- Present needs in an articulate way

Contact the Team

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Syracuse University Library Mentoring Program - Mentee Information

[Exit this survey](#)

Please answer all questions. Thank you!

1. Date

2. Contact Information

Name:

Department

E-mail Address:

Phone Number:

3. What is your current position at the Library?

4. How many years have you worked at SUL?

5. How many years have you been in the profession?

6. I would like to be paired with a mentor who can (check all that apply):

- provide informal introduction to SUL
- provide publishing and presentation advice
- help me network in the library
- help me network in the profession
- provide career progression or promotion advice

Other (please specify)

7. My mentee goals are:

8. Is there anything else that might help us match you successfully with a mentor?

Program Evaluation

BOSTON UNIVERSITY LIBRARIES
Intranet

◇ [planning](#)

◇ [info commons](#)

◇ [subnets](#)

Mentoring

[Policies](#) [Mentoring Checklist](#) [New Employee Checklist](#) [Evaluation](#)

Mentoring Program Evaluation

The Mentoring Committee would like feedback about the Peer Mentoring program from both mentors and mentees. The Committee is interested in your evaluation at any point during this process. Please send your completed questionnaire via email if possible, or on paper, to Phyllis Payne (pcpayne@bu.edu) after you've finished meeting as mentor and mentee. We will consider all suggestions for improvements; please limit your responses to comments about the mentoring the process.

For Mentees:

- Has the Peer Mentoring Program helped with your transition to working at the Boston University Libraries? Please elaborate.

- What activities, explanations or introductions would you add and/or delete and why?

- Do you have a good beginning sense of how the Library and the University function? How did the Peer Mentoring program contribute to this understanding?

- How did you learn about instructional opportunities at BU?

- Do you understand the opportunities that BU offers for meetings, conferences and workshops for continuing education?

- Did you find the Peer Mentoring Checklist useful? Please elaborate.

- How has your participation in this program affected your relationships with other library staff members?

- How often did you meet with your mentor in person, by phone and/or by email? Was the number of meeting times sufficient? Was the method of communication effective? If not, what would work better?

- What other comments would you like to make?

For Mentors:

- How do you think that the Peer Mentoring Program helped your mentee with his/her transition to working at BU?

- What activities, explanations or introductions would you add and/or delete and why?

- What did you learn about BU or the Library that you didn't know before?

- Did you find the Peer Mentoring Checklist useful? Please elaborate.

- How often did you meet with your mentee in person, by phone and/or by email? Was this effective? If not, what would work better? Did you find it difficult to meet with the mentee four times a month?

- How would you evaluate your mentoring training?

- What other comments do you have?

[Library Catalog](#) [Library Web](#) [BU Web](#)

771 Commonwealth Avenue | Boston, MA | 02215 | 617-353-2700 | **Boston University**

UNIVERSITY OF CALIFORNIA, IRVINE
New Employee Orientation Program Evaluation

UCI Libraries

New Employee Orientation Program Evaluation

Module 1

Thank you for participating in Module 1, *Introduction to the UCI Libraries: Developing & Sharing Knowledge*. To assist in providing a quality orientation program, please take a few minutes to complete this evaluation. All responses are confidential and anonymous.

Date of Session: _____

Please select the response that best describes your experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The session format was effective.					
2. The length of the program was adequate.					
3. The session provided me with a basic understanding of the UCI Libraries guiding documents.					
4. The session provided me with a basic understanding of the UCI Libraries Organizational Priorities.					
5. The material covered was easy to understand.					
6. The information shared is useful to me as a new employee.					
7. This program was effective at making me feel welcome to the organization.					

8. What is your overall evaluation of the orientation? Excellent Very good Good Fair Poor

9. What aspects of Module 1 were most useful?

10. What improvements or changes would you suggest?

11. What questions do you have about the information presented that did not occur to you at the time?

OR what did you like most? What did you like least?

12. Please share any additional comments or feedback about the orientation session.

Recruitment and Orientation Survey

Introduction

Please take a few moments to evaluate your hiring and orientation experience. Your input will help us to improve the effectiveness of NARA's hiring and orientation processes.

Recruitment

1. Your Name (Optional):

2. Title/Series/Grade (Optional):

3. Orientation Date:

*** 4. How did you learn about this position? Please check one:**

- | | | |
|---|---|--|
| <input type="radio"/> USAJobs website | <input type="radio"/> Federal, State, or Local employment office/Job Information Center | <input type="radio"/> Job Fair or Recruitment Visit to your organization or school |
| <input type="radio"/> Professional organization | <input type="radio"/> Newspaper or other print publication service | <input type="radio"/> Word of mouth |
| <input type="radio"/> NARA website | <input type="radio"/> Mailing to your organization or school | <input type="radio"/> School or college counselor or other official |
| <input type="radio"/> NARA Human Resources Office | <input type="radio"/> Private Employment Office/Information Service | |

Other (please specify)

*** 5. Are you on a student appointment?**

- Yes
 No

*** 6. How did you apply for your job?**

- Mail
 Hand delivery
 Online through USAJobs
 Combination

Recruitment and Orientation Survey

*** 7. Please indicate your satisfaction with the following aspects of your HIRING experience:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
NARA's Career Website (www.archives.gov/careers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with NARA through a career event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NARA's marketing materials (brochures, booklets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacancy announcements (user friendliness, clarity, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application process (timeliness, efficiency, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication and interaction with NARA human resources staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, how satisfied were you with your RECRUITMENT/HIRING experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Orientation

For this part of the survey, we are interested in your orientation experience.

8. Where was your orientation conducted?

- DC/Metro area
- Any location outside of the DC/Metro area
- Not applicable. I did not receive an orientation.

*** 9. Please indicate your satisfaction with the following aspects of the HUMAN RESOURCES SESSION (welcome, introduction, benefits, etc):**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 10. Please indicate your satisfaction with the following aspects of your SECURITY/BADGING PROCESS:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Timeliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruitment and Orientation Survey

*** 11. Please indicate your satisfaction with the following aspects of the FACILITY TOUR:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of the tour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 12. Please indicate your satisfaction with the following aspects of the PHONE AND COMPUTER TRAINING:**

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	N/A
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How satisfied were you with the following aspects of the pre-employment mailing/forms package that you received?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Timeliness of receiving the package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content of the package	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How satisfied were you with these orientation items?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Did Not Receive or N/A
Orientation Binder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intro to NARA On-line Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

*** 15. Overall, how satisfied were you with the orientation process?**

Very Satisfied
 Satisfied
 Dissatisfied
 Very Dissatisfied

16. If you were Dissatisfied or Very Dissatisfied with any part of the ORIENTATION AND/OR RECRUITMENT PROCESS, please explain:

17. Additional Comments: Please share any positive or negative experience that stood out in your mind with regards to the orientation process.

Thank you

New Faculty Orientation (Part Four)

Employee Name: _____
optional

SUPERVISOR: Part Four is optional. If completed, the employee will submit this form.

EMPLOYEE: Optional. If completed, submit this sheet separately to Fran Wilkinson (see below)

Improving the New Employee Orientation Process

Please provide any feedback for improving this process for future new employees. Although your suggestions and comments will be held as confidential, you are welcome to make an appointment with Fran Wilkinson, Deputy Dean, to discuss your experiences more directly. Just check the box below.

I would like to meet with Fran Wilkinson to discuss this process

Please make the following improvements to the UL's New Employee Orientation program:

Add _____

Remove _____

Change _____

Comments _____

SUBMIT COMPLETED FORM TO: Fran Wilkinson, Deputy Dean, Zimmerman 218

NCSU LIBRARIES

New Staff Orientation Evaluation

Please complete this form and either drop off at the Personnel Services office or email to Laura Blessing at laura_blessing@ncsu.edu.

Date: ____/____/____

Name: _____
(optional)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I have a better understanding of how my work relates to work done in other departments or units.					
I am more confident that I can find my way around the D.H. Hill building.					
I am more comfortable approaching staff in other departments with questions or to ask for help.					
I can explain the Libraries' vision statement in my own words.					
I can think of examples of projects, ideas, or activities that are consistent with the Libraries' mission and vision.					
I can think of ways that the Libraries promotes and values diversity among staff and users.					
I know who to contact to raise a concern related to diversity issues or make a suggestion for diversity programming.					
I believe that I know what computing tools and resources are available to me as a Libraries staff member.					
I know how and when to contact the IT Helpdesk.					

Did you feel that the Orientation program met its objectives?

In what ways do you feel better prepared to be more productive and work collaboratively in the Libraries?

Over ----->

What did you like most about Orientation?

What did you like least about Orientation?

Did you find the Orientation comfortable?

Do you have any suggestions for making the Orientation a better experience?

Professional/Staff Development Resources

UCLA LIBRARY

UCLA Library Administrative Document # 700-2

Curricular Framework for the Learning & Development Program

The UCLA Library seeks to foster an atmosphere of involvement, commitment, creativity, innovation, challenge and fun across the organization. The Library is committed to creating a culture of trust and mutual respect, providing equal opportunity and fair treatment, and fostering an environment of open communication that appreciates differences and emphasizes personal accountability.

The UCLA Library's Learning & Development Program is managed by Library Human Resources and is organized around a cohesive curricular framework that provides a flexible mechanism for planning.

Statement of Philosophy and Purpose

The ongoing professional development of each and every academic and staff employee is a crucial and integral part of the Library's strategic plan and priorities. Access to learning opportunities is open to all Library employees. Participation in learning and development activities:

- improves effectiveness in the employee's current job;
- enhances career opportunities within the UCLA Library, UCLA, and the University of California; and/or
- increases professional knowledge, skills, and abilities.

The UCLA Library invests in individuals and the organization by providing opportunities for learning and professional growth for all employees and the organization as a whole.

Professional development is defined as growth in an individual's knowledge, skills, and abilities that leads to enhanced effectiveness and increased efficiency. The employee and the supervisor are jointly responsible for professional development. Employees are expected to share in the responsibility for their own learning, professional development, and continuing education. Supervisors are expected to coach, counsel, and mentor employees and to suggest professional development and continuing education opportunities to individual employees.

Professional development and continuing education activities should be planned and annual learning goals should be established at the same time that unit and individual work plans are developed. Annual individual work plans should be developed with the intent to acquire and improve new knowledge and skills, to increase an individual's ability to assume greater responsibility, and to prepare for future career opportunities.

As employees prepare individual work plans and outline professional development goals, they are encouraged to:

- Evaluate their own effectiveness;
- Assess their learning needs;
- Make plans to improve their knowledge base and skill set; and
- Improve their performance.

Managers are expected to encourage and be supportive of employee development by:

- Providing honest and helpful feedback on performance;
- Encouraging employees to learn and grow throughout their careers, and to pursue appropriate career goals;
- Offering or supporting education and learning opportunities to the extent possible to enhance an individual's performance and capacity, which may go beyond their current position; and
- Publicizing job opportunities so that individual employees can pursue positions which they see as advancing their own development.

Progress in meeting these goals should be evaluated on a regular basis – through the peer review process for academic employees and through the annual performance evaluation process for staff employees.

The UCLA Library's Learning & Development Program is dedicated to serving library employees by providing opportunities to acquire a wide variety of knowledge, skills, abilities and competencies to enhance professional practice throughout the library system in all levels and types of jobs.

Rapid advances in technology, changes in user expectations of service, transformations in the ways that academic users seek information, and expanding roles for library employees at all levels require investment in the Library's talented and agile employees, helping them to be continual and strategic learners.

The Learning and Development Program seeks to provide opportunities for Library employees to share with one another what they learn about trends in research and scholarly communication, interests of UCLA faculty and students, and the results of experiments – whether successful or not – in providing new and better service to the Library's primary clientele.

Curricular Framework and Tracks

The UCLA Library's Learning & Development Program is managed by Library Human Resources and is organized around a cohesive curricular framework that provides a flexible mechanism for planning.

Learning & Development opportunities span activities such as orientation, continuous learning through formal and informal training, mentoring, and coaching. Within the curricular framework are specific tracks which cover a broad range of knowledge, skills, and abilities for all levels of staff.

For each track, the Library may provide release time, funding, and/or and support for learning opportunities at the UC system level, UCLA campus level, and the library level as well as for external opportunities and offerings. Interactive offerings such as journal clubs and book discussion groups may be a part of any track. Departmental offerings tend to be job-specific and may not be open to all Library employees. Departments and managers develop their own internal training and documentation.

Within each of the twelve tracks, there are five types of offerings:

- system level offerings;
- campus level offerings;
- library offerings;
- departmental offerings; and
- external offerings.

Note: Courses and other offerings may appear under more than one track.

Curricular Tracks

▪ **Orienting Employees (Orientation)**

This track is designed to help new employees adjust to the Library and the campus environment, and succeed in performing their duties and responsibilities. At the campus level, a general orientation is offered. The Library's New Employee Orientation Program compliments with offering. At the departmental level, orientation is tailored to the learning needs of new employees, and to their specific job duties.

▪ **Appreciating Differences (Diversity)**

Courses in this track are focused on diversity-related issues and are aimed at fostering harmony and enhancing group effectiveness by encouraging appreciation of and sensitivity toward all individuals.

▪ **Ensuring Health and Safety (Health, Safety and Wellness)**

This track is focused on workplace health and safety and individual wellness. Offerings are varied and include courses and programs on health, well-being. The workplace environment and ergonomics are topics covered in this track.

▪ **Developing Professional and Interpersonal Effectiveness**

Offerings in this track aim to increase the employee's professional effectiveness on an individual level and within teams. Courses address development in planning and organizing, self-assessment and self-understanding, and individual skill-building.

▪ **Building and Maintaining Professional Knowledge & Expertise**

This track provides offering related to librarianship and academic librarianship and offers staff at all levels an opportunity to increase and maintain their professional knowledge.

- **Providing Service (Customer Service)**

The quality of service we provide to library users, both internal and external, affects our efficiency, our working relationships and overall productivity. Courses in this track provide a foundation in public service philosophy and essential skills. The ideas and concepts apply to the relationships among individual employees and University departments.

- **Building Collections (Collection Management)**

Development and management of collections represents one of the most important priorities of the UCLA Library and involves multiple levels of staff. Offerings in this track focus on enhancing staff knowledge and awareness of collections, particularly specialized collections, and on developing skills of individuals to efficiently and effectively manage our collections.

- **Harnessing Technology (Information Technology)**

These courses provide training in the use of computer applications at basic and more advanced levels that help employees use technology effectively and increase their productivity.

- **Stewarding Fiscal Resources (Business Processes & Accountability)**

Courses in this track prepare managers to handle University resources responsibly and increase awareness of the need for accountability.

- **Seeking Support (Fundraising, Development & Grantsmanship)**

This track focuses on development of knowledge, skills, and abilities related to fundraising and development and grantsmanship (writing and managing grants).

- **Managing Human Resources (Supervisory Development)**

The purpose of this track is to help current and prospective supervisors to develop an understanding of theories and concepts of supervision and human resource management as well as practical skills in managing people.

- **Becoming a Leader (Leadership Development)**

The intent of courses in this track is to prepare employees for leadership roles at many levels within the Library and UCLA campus, and deepen their competencies as leaders and managers.

Issuing Officers

Pat Hawthorne, Director of Library Human Resources; Jenifer Abramson, Assistant Director of Library Human Resources

Responsible Department

Library Human Resources

Approval

Approved by Library Cabinet – November 2007

Review Cycle

This document will be reviewed initially in May 2008. Thereafter, its provisions and relevance will be reviewed annually.

home sitemap quicklinks							
University of Georgia Libraries							
SEARCH: <input type="text" value="Libraries' Web Site"/> <input type="button" value="GO"/>							
home >> human resources >> training and development							
<h2 style="color: #800000;">Training and Development</h2> <h3 style="color: #800000;">Libraries' Staff Training & Enrichment Program [S.T.E.P.]</h3> <p>The Libraries' Human Resources Department has responsibility for coordinating training and enrichment for the organization. In that role, the HR staff will work with various groups/committees, such as the Department Heads Group, Libraries Staff Association, Professional Development and Research Committee, and individual departments or groups with special training needs.</p> <p>S.T.E.P. Mission:</p> <p>To facilitate a program that enhances organizational effectiveness while promoting individual career objectives.</p> <p>S.T.E.P. Objectives:</p> <ul style="list-style-type: none"> • Create a continuous learning environment • Develop core knowledge and skills • Stimulate communication • Address professional issues • Improve morale and contributes to retention • Foster commitment to the organization • Prepare staff for future challenges in the workplace <h3 style="color: #800000;">Professional Development and Research Committee (PDRC)</h3> <p>The Libraries' Professional Development and Research Committee (PDRC) is charged with fostering professional growth of the Libraries' faculty through developing and promoting continuing education activities, encouraging and facilitating participation in local, state, regional, and national organizations; and promoting research interests and activities of the Libraries Faculty. To accomplish these goals, PDRC sponsors programs of interest to the Libraries' faculty and periodically schedules professional forums, discussions and workshops. PDRC also administers the Libraries' mentoring program. To learn more about PDRC current programs, please visit: http://www.libs.uga.edu/profdev/.</p> <h3 style="color: #800000;">Libraries' Faculty Independent Professional Activities Policy</h3> <p>Libraries' faculty are encouraged to engage in independent professional activities in addition to their assigned job responsibilities when the activities increase their professional competence and advance the Libraries' mission. Every faculty member may use up to five hours per week to pursue independent professional activities. Such release time is considered part of the faculty member's work week and does not require supervisors' permission. Accumulating and using release time beyond five hours per week requires supervisors' permission since it may affect the operation of the faculty member's department. The procedures for taking advantage of this faculty benefit can be viewed at: http://www.libs.uga.edu/staff/independentprof.html.</p>	<h3 style="color: #800000;">Libraries Human Resources</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Employment Opportunities</td> </tr> <tr> <td style="text-align: center;">Training and Development</td> </tr> <tr> <td style="text-align: center;"> <ul style="list-style-type: none"> - Auditing of Classes by Employees - Links to Resources - New Employee Orientation - Training, Conference & Travel Funding Guidelines - UGA Tuition Assistance Program </td> </tr> <tr> <td style="text-align: center;">Staff Resources</td> </tr> <tr> <td style="text-align: center;">Libraries Events Calendar</td> </tr> <tr> <td style="text-align: center;">Athens Information</td> </tr> </table>	Employment Opportunities	Training and Development	<ul style="list-style-type: none"> - Auditing of Classes by Employees - Links to Resources - New Employee Orientation - Training, Conference & Travel Funding Guidelines - UGA Tuition Assistance Program 	Staff Resources	Libraries Events Calendar	Athens Information
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Staff Resources							
Libraries Events Calendar							
Athens Information							

UGA Training & Development Center

The UGA Human Resources' Training & Development Center provides a variety of classroom and e-learning courses. Most courses are free, but some do have a nominal fee. Please visit their [web page](#) for more information.

Element K

The University of Georgia has been offering online learning via Element K, a leading provider of online learning solutions, since September 2003. Element K's online training modules offer you the flexibility to learn about various elementary to advanced topics at your own pace. Element K's modules are free to all UGA faculty, staff and students. To learn more about Element K, please visit: <http://eits.uga.edu/elementk/>.

Attendance at Library-Sponsored and University Sponsored Academic Events

Library-Sponsored Events (excluding training):

Employees are encouraged to attend library-sponsored events. Support of these events promotes job satisfaction, increases the sense of community among employees and encourages potential donors and others to look at the libraries in a positive light.

Employees may attend library-sponsored events during their normal work hours without taking annual leave or making up hours. Attendance must be mutually acceptable to employees and their immediate supervisor.

If all members of a unit wish to attend the same event, then priority will be at the supervisor's discretion.

University-Sponsored Academic Events (excluding training):

Employees may attend up to 5 university-sponsored events per semester (Fall, Spring and Summer), taking place during their normal work hours, without taking annual leave or making up hours. Attendance must be mutually acceptable to employees and their immediate supervisor.

If all members of a unit wish to attend the same event, then priority will be at the supervisor's discretion.

For further information about training and development resources or to suggest a training event, contact Jan Hudson at libjobs@uga.edu.




Last Updated: NaN/NaN/NaN

Send us your comments about this site

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<http://www.libs.uga.edu/humres/training/index.html>

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Ask A Librarian Contact Us My Library Account

Library Administration
Office of Services
Staff Resources

Staff Development

Development Resources

Time You Have

Who You Are

Subject You Want

Format You Want

Other Opportunities

Development Guidelines

SD&T Committee

Library » Staff Development & Training » Resources for Staff Development & Training » Who

Who You Are

New Employee

- New Employee Checklist

Graduate Assistant

- New Employee Checklist--Graduate Assistant Supplement
- Continuing Education Opportunities
- Fall 2010 Orientation Schedule
- Training Manual

Librarian

- New Employee Checklist--Faculty Supplement
- Supervisor or Unit Head
- Tenured
- Untenured

Staff

- New Employee Checklist-- Civil Service Employee Supplement
- Policy regarding time for taking courses in the University

Student

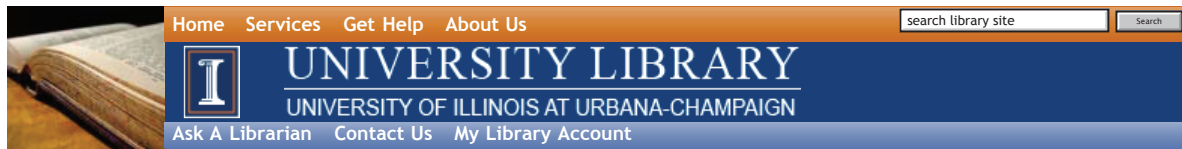
- New Employee Checklist-- Student Assistant Supplement
- Illinois Compass Online Training (coming Fall 2010!)



University Library
University of Illinois at Urbana-Champaign
1408 W. Gregory Dr. | Urbana, IL 61801
217-333-2290

For comments on this page contact: Staff Development & Training

Last modified by: Carrie Pirmann on 8/12/10



Library Committee Handbook

- Index of Committees
- Planning Calendar

SD&T Committee

Charge and Membership

Meeting Minutes

SD&T Website

Library » Committees » Staff Development and Training Advisory Committee » Charge and Membership

Staff Development and Training Advisory Committee

Charge

The University of Illinois Library has a responsibility to inform and train staff so they are prepared to serve the library community knowledgeably and effectively in a period of rapid technological change and organizational transition. The Library provides training, development, and enrichment opportunities; consulting services; and access to relevant training information in a variety of formats and levels.

The Staff Development and Training Advisory Committee advises the Library administration and the Staff Development and Training Coordinator on the planning, coordination, and evaluation of the Staff Development and Training Program. The committee makes recommendations for the establishment of competencies and standards, identifies training needs of library staff, prioritizes those needs, and makes recommendations about how to go about meeting those needs. The committee participates in planning policy and decision-making efforts regarding the offering of these programs. The committee reviews and makes recommendations regarding the creation, implementation and ongoing provision of a New Employee Orientation program. The committee helps to identify, recruit, train, develop, evaluate, and maintain a pool of staff trainers, resource personnel, and facilitators. The committee shares in accountability for performance of the training program and evaluates the performance of the training program.

Composition

The Committee is chaired by the Staff Development and Training Coordinator. Committee members are appointed by the University Librarian, with the advice of the Executive Committee. The Committee normally will be composed of nine members serving two-year staggered terms, and may be reappointed for repeated terms.

Membership

Beth Woodard, chair

*Susan Braxton (08/15/12)

Paula Carns (08/15/11)

*Camilla Fulton (08/15/12)

Gail Hueting (08/15/11)

*Kate Swan (08/15/12)

Barb Trumpinski-Roberts (08/15/12)

*Sandy Wolf (08/15/11)

Lisa Hinchliffe, *ex officio*

Cindy Kelly, *ex officio*

Helen Zhou, *ex officio*

*second term