

Department of Music and Dance Junior Faculty Mentoring Program

Philosophy and Purpose

Mentoring can be defined as the process of one person supporting, leading, and guiding another person especially with regard to the development of a colleague who may be new to a place of work or field. In a university setting, mentoring should be used to exchange ideas, strengthen departmental relationships, enhance productivity, help ensure faculty well-being, and integrate new faculty into the University community.

The purpose of this departmental mentoring program is to support the professional development and well-being of faculty in their careers and to promote excellence in teaching, research/creative activity/scholarship, and academic service/leadership.

Mentors may serve as guides to the institution and its culture, as research advisors, as teaching resources, and/or as role models. Through faculty mentoring, more senior faculty member share their experience, expertise, and advice regarding research, teaching, and other professional development issues with less experienced colleagues for the purposes of:

- helping new faculty members acclimate to the formal and informal norms of the department, college, and University;
- encouraging faculty to refine and expand strategies for effective creative activity, research skills, performance, teaching, and publishing;
- fostering the development of a productive balance between research, teaching, and service;
- guiding faculty in their progression toward promotion and tenure.

Faculty mentoring is a valuable investment in our future academic excellence, which depends on the ability of our faculty to do their best work throughout their academic careers.

Plans and Implementation

Process

The faculty mentoring program in the Department of Music and Dance will be tailored to the traditions and values of the Department as well as to the specific needs of individuals.

The Department Chair will appoint a Faculty Director of Mentoring and Faculty Development from within the Department for a specified term; in the process, the Chair will seek input from faculty as appropriate. The Director will serve a specified term (variable and renewable for one to three years) and will be responsible for overseeing the process and supporting both mentors and mentees.

A Mentoring Team will be set up for each junior faculty member (tenure-track or non-tenure-track, i.e., assistant professor, lecturer, instructor) by the end of the first semester of employment. Each team will consist of two department faculty: one chosen by the mentee, the other assigned by the Chair and/or Faculty Director (in consultation with the mentee), taking into consideration potential mentors' service load, experience, and area(s) of expertise. For both members, mentees may indicate preferences for colleagues in any area.

A faculty member may, with justifiable cause approved by the Department Chair, opt out of serving as a mentor for a given year.

All faculty should receive service credit for their mentoring contributions when their AFRs, merit, promotions, and PMYRs are reviewed.

The Department Chair Faculty Director of Mentoring will convene a meeting of mentors early each fall semester to provide information and "training" as necessary, appropriate, and available.

Duties

Faculty mentoring will be both a formal and an informal activity. It should extend beyond providing information to junior faculty about the requirements for achieving tenure to addressing various aspects of academic life, including teaching, grantwriting, publishing, time management, networking, navigating departmental culture, and work-life balance.

The Mentoring Team will see a junior faculty member from hiring through to the tenure review, unless there is cause to make a change in membership of the Team. Such a change can be initiated by the Chair, the Faculty Director, the mentee, or a Mentoring Team member.

Mentors and mentees will be expected to meet at least once per semester. They may request that the Chair join the conversation from time to time if deemed necessary for more formal departmental guidance.

Mentors will be responsible for peer teaching observation for their mentees. These observations should take place at least once per year (in accordance with departmental Peer Observation procedures outlined separately). The two members of the team should alternate years for these observations.

If a mentor serves on the DPC, no sensitive or privileged information shared by the mentee with the mentor should be shared with other members of the DPC.