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University *of*
Massachusetts
Amherst

The Department of Music and Dance regards mentoring as important to the professional and personal development of all faculty and critical to the early career success and retention of junior faculty. A solid mentoring plan can enhance the abilities of our faculty to achieve their highest aspirations in creative activities, research, and teaching.

Key Goals of the Mentoring Program
Elements that lead to a successful career in the Department of Music and Dance vary by discipline, and include such things as publications, performances, recordings, music composition and arranging, conference presentations, grant funding, teaching, mentoring, service, and leadership as appropriate to discipline and career stage. We have developed separate but similar sets of mentoring goals tailored to junior faculty (including assistant professors, lecturers) and senior faculty (associate and full professors, senior lecturers).

Key goals for mentoring full-time junior faculty (assistant professors and lecturers) are as follows:
1. Monitor progress toward tenure and/or promotion; discuss expectations and the timeline for achieving them, including the Annual Faculty Review (AFR), the Mid-Tenure Review, reappointment reviews, and the tenure and/or promotion process.
2. Provide guidance on developing a trajectory for scholarship and creative activities, including identification of funding opportunities. *Note:* Because scholarship and creative activities are highly individual, the process for guiding these will be determined by each mentoring team and/or area of study.
3. Provide teaching support via regular classroom observations and discussion of topics such as (a) teaching, supporting, and mentoring undergraduate and graduate students, (b) teaching diverse students effectively, (c) managing large classes, and (d) self-reflection and self-assessment of teaching.
4. Discuss overall career development and trajectory within the context of personal circumstances (e.g., family issues, level of experience with U.S. higher education systems, sexuality, gender identity, race/ethnicity, religion, first-generation status, etc.).
5. Provide guidance regarding time management and achieving/maintaining work-life balance.

Key goals for mentoring full-time senior faculty (associate and full professors, senior lecturers) are as follows:
1. Discuss strategies and a timeline for a smooth transition to full professor or senior lecturer II.
2. Discuss strategies for progressing into leadership opportunities.
3. Share ideas for scholarship and/or creative activities (including collaborative activities) and identify funding opportunities to support these.

4. Share both new and time-tested strategies for effective teaching and discuss teaching-related topics such as (a) mentoring undergraduate and graduate students, (b) teaching diverse students effectively, (c) managing large classes, (e) self-reflection and self-assessment of teaching. Conduct teaching observations upon request.
5. Share ideas regarding time management and achieving/maintaining work-life balance.

Mentoring Program Structure and Roles

Director of Mentoring. The Department's mentoring program is facilitated by a Director of Mentoring, an appointment that is counted as a major service commitment to the Department. The responsibilities associated with this position include:
1. Coordinating and overseeing the department's mentoring program, including assigning mentors, ensuring mentoring occurs, ensuring an annual teaching observation takes place in accordance with the departmental protocol, and organizing an annual workshop or meeting for mentors and mentees;
2. Serving as the primary contact for questions related to mentoring responsibilities;
3. Consulting with faculty and the Chair on revising documents, developing new opportunities and protocols, etc.;
4. Coordinating with the Chair, Marketing Director, and Webmaster to ensure that relevant policies and procedures are posted on the new "For Faculty" Department web page in a timely manner;
5. Consulting with the Chair as necessary.
6. Representing the Department regularly at TEval team meetings for the duration of the National Science Foundation grant.

Chair. The Department Chair/Head is responsible for the following:
1. Research/Creative Activity: Offer guidance on the relative value of scholarly activities for tenure and promotion, discuss nominations for awards and grant opportunities, and connect with campus resources.
2. Teaching: Communicate how the department will support and assess teaching effectiveness, offer guidance on connecting with departmental and campus resources.
3. Service: Ensure that mentees engage in useful, high-value service that will help them build professional relationships and give them voice in departmental governance, while protecting sufficient time for research.
4. Governance: Provide mentees with guidance on policies and procedures for reviews; make clear that mentees' voices are welcome and heard in departmental discussions.

Approach to Mentoring
Junior Faculty Mentoring
Each assistant professor and full-time lecturer in the Department of Music and Dance will be assigned a senior faculty mentor. Mentorship of junior faculty members is counted as service to the Department. Mentors and mentees should meet a minimum of once per semester but are encouraged to meet more frequently. The senior faculty mentor will conduct an observation of the teaching of the junior faculty member a minimum of once per academic year. The protocol for this observation is as follows

1. The mentee, in consultation with their mentor, will identify a course or courses within which the teaching observation(s) will take place.
2. The mentee will then send the syllabus and any relevant materials for the course to be observed to the mentor well in advance of the teaching observation.
3. The mentor and mentee will meet prior to the observation to discuss procedures and expectations. At this time, the mentee may request specific elements to be observed in the class/lesson.
4. The mentor will conduct the observation, using the UMass Amherst Department of Music & Dance Teaching Observation Rubric as a tool (attached) as a guide.
5. In the week following the observation, the mentor and mentee will meet to discuss the observation.
6. Following the post-observation meeting, the mentee will write a report of the observation. The report should include (a) a brief overview of the class or lesson observed, (b) a discussion of the mentor's comments, and (c) plans for moving forward utilizing knowledge gained from the observation. Both the mentor and mentee will then sign the report to verify its accuracy.
7. The mentee has the option to include or not include the report in their Annual Faculty Report (AFR), Mid-Tenure Review, or Tenure Review materials.

Senior Faculty Mentoring
Each senior faculty member (associate or full professor, senior lecturer) will have the opportunity to choose to participate or not participate in a mutual mentoring group of two or more senior faculty members. Senior faculty may create their own mutual mentoring groups or may request assistance from the Director of Mentoring. The Director of Mentoring will keep a record of senior faculty mentoring groups and their membership. Senior faculty mutual mentoring groups should meet a minimum of once per semester but can meet as frequently as members desire. Group discussions should revolve around the key goals for senior faculty listed above as well as other job-related topics group members deem to be important. Teaching observation among group members is encouraged, but not required. Mutual mentoring group members who observe each other's teaching are encouraged to utilize steps 1-5 of the observation protocol listed above for junior faculty members. The faculty member whose teaching is observed may choose to include a report of the observation (signed by both the observer and person observed) in their AFR. Reports included in AFRs should be formatted according to step 6 above.

Best Practices
Best practices for mentoring within the Department of Music and Dance include the following:
1. All incoming full-time faculty are assigned a mentor based on their needs and preferences, switching mentors as needed.
2. The Chair meets with junior faculty members once per semester.
3. The Director of Mentoring maintains close contact with mentees and mentors to ensure that mentoring teams are meeting expectations and providing the support that junior faculty members need.
4. All faculty receive yearly reviews from the Department Personnel Committee and Chair, with advice given for successful career progression.
5. Mentoring dyads or teams are encouraged to meet regularly and plan in advance for the number of meetings to be held each semester.
6. Senior faculty mentors will observe junior faculty mentees' teaching regularly, according to

the protocol listed above.
7. Mentors are encouraged to support mentees in their preparation for major personnel actions, including providing advice on external letter writers and reviewing personal statements and other materials.

Key Support for Promoting Faculty Success

The Department's responsibilities toward supporting faculty and promoting their success include (a) regular meetings with the Chair and with mentors, (b) regular feedback on job performance from the Chair and Department Personnel Committee, (c) suggestions for collaborations in creative activities or research, and (d) taking advantage of opportunities to nominate faculty for awards.

Campus Mentoring Resources

We encourage all faculty to take advantage of the following campus mentoring resources:
1. UMass ADVANCE provides support, including mutual mentoring grants, workshops on faculty mentoring for both mentors and mentees, and for leadership through the LEAD+ program. Contact: Joya Misra
2. The Office of Faculty Development has many resources and support for career advancement, including mutual mentoring team and micro grants, leadership development for all faculty as well as Heads & Chairs, scholarly writing retreats, coaches, and editors. Contact: OFD@umass.edu
3. The Office of Diversity, Equity, and Inclusion has a range of programming targeting support for faculty members from underrepresented groups in the academy, including social events, scholarly writing retreats, etc. Contact: Amel Ahmed
4. The Center for Teaching and Learning provides support through consultations, workshops, fellowships and community of practice groups for teaching development and diversity and inclusion within the instructional context. Contact: CTL@umass.edu
5. In addition, the College of Social and Behavioral Sciences provides an excellent array of mentoring materials, including tips for mentors, mentees, and suggested topics for conversations (ADVANCE Faculty Mentoring Best Practices, 2020).

UMass Amherst Department of Music & Dance Teaching Observation Rubric

Dimensions of Teaching	Guiding Questions	Look for evidence of...	Comments
1. Goals, content, and alignment	*Are course goals aligned with Department of Music and Dance Student Learning Outcomes (SLOs)?*	● Presence, clarity, appropriateness and relevance to SLOs of course goals ● Syllabus, class observation, LMS (Moodle), handouts/materials, conversation with instructor	
	Are the content and learning experiences appropriate for students to achieve	● Content and/or learning experiences are innovative and closely aligned with	

	the course goals?	current issues and developments in the field, strongly supporting achievement of course goals.	
	Are course assessments appropriate to and aligned with the course goals?	● Assessments are consistently appropriate, clearly measure student achievement aligned with course goals, and well-documented.	
2. Teaching practices	*What assignments, assessments, and learning activities are implemented to help students learn?*	● Well-structured lessons with challenging, measurable objectives ● Appropriate student engagement strategies ● Good pacing and sequencing activities ● Appropriate use of materials, resources and technology ● Thoughtful grouping strategies ● Appropriate differentiated interventions ● Implementation of those interventions (such as tiered instruction and scaffolds based on student needs)	
3. Achievement of learning outcomes	*What evidence shows the level of student understanding?*	● Assessment results inform adjustments to practice (individual & group; informal & formal; short-term and long-term assessments)	

4. Classroom culture	*What is the atmosphere of the learning environment?*	• Classroom culture is respectful, cooperative, and encourages student motivation, participation and ownership of learning • Rituals and routines that create and maintain a safe and inclusive physical and intellectual environment • Meets the needs of diverse groups of students • Students taking academic risks	
5. Reflection and iterative growth	*How has the faculty member's teaching changed over time? How has this been informed by evidence of student learning?*	• Willingness and ability to reflect on the impact of lessons and interactions with students; and • Ability to improve practice and impact on student learning based on reflections	

1. What were the instructor's major strengths as demonstrated in this class or lesson?

2. What suggestions do you have for improving this instructor's teaching?

Music Department Student Learning Outcomes
Prepared by the Undergraduate Curriculum Committee
January 2018

Performance
Goal: Perform skillfully and expressively
Objectives: Students will develop performing technique and stylistic interpretation in solo, chamber, and ensemble performance, encompassing a variety of repertoire. Jazz students will also develop melodic and rhythmic improvisation skills.

Academics
Goal: Think critically and analytically about music
Objectives: Students will identify and understand compositional features, such as meter, harmony, voice leading, and form. They will think critically about music's history and role in various cultural contexts and understand a broad range of historical styles and repertoire. They will demonstrate effective research skills through identifying, evaluating, and interpreting sources critically. They will write and speak articulately about music.

Music Literacy

Goal: Demonstrate proficiency in musicianship
Objectives: Students will listen with comprehension, transcribe, and take dictation. They will demonstrate music reading skills through sight singing, performance, and conducting. They will develop facility with notation, error detection, and musical memory.

Teaching

Goal: Deliver effective instruction
Objectives: Music education majors will plan and deliver effective K-12 curricula and instruction in accordance with state and national standards. All music students will acquire knowledge and skills that they can teach to others through private lessons and group instruction.

Communication

Goal: Communicate persuasively about music
Objectives: Students will use language effectively and master technical terminology. They will be able to advocate articulately for music in society and engage in community outreach.

Creativity

Goal: Develop creativity
Objectives: Students will create through performing, improvising, composing, arranging, researching, writing, or teaching.

Career preparation

Goal: Prepare for various career paths
Objectives: Students will receive training in performance and academics that will prepare them to pursue career paths in such fields as teaching (K-12, college, studio), performance, arts management, and further academic study. Students will also receive one-on-one guidance in applying for internships, employment, and graduate school.

Citizenship & Social Responsibility

Goal: Develop citizenship and social responsibility
Objectives: Students will develop citizenship and social responsibility in lessons, ensembles, and classes through collaboration, cooperation, teamwork, leadership, and personal responsibility.

Lifelong Learning

Goal: Establish a foundation for lifelong learning
Objectives: Students will develop skills and attitudes that prepare them to be lifelong learners, such as efficient practice, self-directed learning, problem solving, time management, entrepreneurship, sustained attention, self-awareness, curiosity, motivation, confidence, and flexibility.