

University of Maryland School of Music
MENTORING GUIDE

The goal of mentoring is to support the growth and success of junior tenure track faculty by helping them navigate the complex nature of the academic life. These complexities include: teaching; research; the timely receipt of promotion, tenure, advancing to the full professorate; along with traversing the myriad of other expectations such as committee service, mentoring of students, getting grants, etc. The ability to achieve a balance between professional and personal interests and responsibilities is also a significant factor in the successful transition from junior to senior faculty status.

University of Maryland Policy requires that within a tenure-track faculty member's first semester, chairs should:

1. Provide each new faculty member with a copy of the unit's Criteria for Promotion / Tenure, and to review those criteria in a one-on-one meeting.
2. Provide each new faculty member with a copy of the [Guidelines for Appointment, Promotion, and Tenure](#)
3. **Assign one or more senior faculty members to mentor each new faculty member.

The School of Music's immediate, short-term goals for faculty mentoring are to:

- Provide orientation to campus and School of Music resources
- Provide Introduction to colleagues and identify networking opportunities
- Develop awareness and understanding of relevant University and School of Music Policies and procedures – especially as they relate to the Appointment, Promotion and Tenure Process (APT).
- Set clear objectives and provide feedback on performance, (teaching, research, scholarship, service)

Responsibilities of the School of Music Director/Administration

1. In the first semester of appointment, each new TTK faculty member at the assistant and associate level will receive a copy of: the *Campus APT Guidelines*; the *SOM Criteria for Promotion and Tenure*; and will be made aware of his/her assigned School of Music mentor. Additional resources will be highlighted for women and underrepresented minority faculty - namely through the ADVANCE Office in Arts and Humanities. Additional information regarding campus and School of Music resources/policies/procedures will be provided in the *New Faculty Resource Guide* that has been prepared for all new faculty members.

2. The Director will meet with each junior faculty member within the first semester of appointment and at least annually thereafter. The Director writes an annual “mentoring letter” that outlines the conversation about progress toward tenure/promotion. The document is shared with the junior faculty member and a copy is kept in the faculty member’s file.
3. Each semester, at least one member of the junior faculty member’s division observes his/her teaching and submits a narrative assessment that is to be shared with the faculty member, and then sent to the administrative offices to be kept in the junior faculty member’s file.
4. Each academic year, the assigned faculty mentor meets once a semester with the junior faculty member and annually generates a mentoring letter that is shared with the junior colleague. A copy of this document will be sent to the administrative offices to be kept in the junior faculty member’s file.
5. At the end of each academic year the following documents are on file for each junior faculty member:
 - A. *Faculty Peer Reviews of Teaching* – one per semester (signed and dated by junior faculty member)
 - B. *Mentoring letter from assigned mentor* (signed and dated by junior faculty member)
 - C. *Mentoring letter from Director of the School of Music* (signed and dated by junior faculty member)

***Note: While one official mentor will be assigned to each junior faculty member from the School of Music - additional mentors outside of the School of Music will be encouraged based on research or teaching expertise. If additional mentors are identified, the School of Music administrative offices will reach out to obtain written documentation of meetings that may have occurred throughout the academic year.*

The Responsibilities of the Mentor

1. Schedule meetings with the mentee on a regular basis (at least once per semester)
2. Provide mid-year feedback on teaching, research, service and progression toward tenure and promotion.
3. Prepare annual mentoring letter for Junior Faculty Member.

Additionally, mentors also provide advice on aspects of teaching, research and committee work and/or direct mentees to appropriate individuals for advice or assistance. Other ways to assist junior faculty include read/review manuscripts, grant proposals and grant reviews; observe classroom teaching and provide feedback; discuss annual review evaluations and student evaluations; and provide guidance on class preparation (lectures, writing exam questions and

giving grades). Information discussed at the mentor-mentee conversations is privileged between mentors and mentees. The mentee's progress and important issues that arise during mentor and mentee committee meetings throughout the year can be noted in the mentor's annual review of the mentee, which must be signed by the mentee before submission to the School's director for consideration during the department annual review of the mentee.

The Responsibilities of the Mentee

1. The Mentee (Junior Faculty member) should read the all relevant documents distributed from the School of Music, especially the campus *Guidelines for Promotion and Tenure* and the *School of Music's Criteria for promotion*.
2. The mentee should keep his/her mentors informed of problems and concerns as they arise.
3. The mentee may request changes in mentors; these requests may be made to the Director of the School of Music at the annual meeting, or at any other time during the year.

Additional Resources

Over the past several years, Faculty Affairs has conducted studies to assess mentoring practices on campus. One surveyed department chairs, and the other tenure-track faculty members. In the fall of 2011, the results were presented to the Council of Deans. Key findings below.

- [Perceptions of department chairs](#)
- [Perceptions of tenure-track faculty members](#)
- [Lessons Learned: What Helpful Mentors Do & How They Do It](#)
- [A Guide for Mentors \(and Mentees\)](#) This PDF booklet provides more information about mentoring at the University. Check bookmarks in the document to jump to a particular topic.
 - Roles & Responsibilities
 - Mentors
 - Mentees
 - Unit Heads
 - Suggested Topics for Discussion
- [University Senate Task Force Report on Mentoring](#) (2005)