

# Department of Music

## Mentoring Plan For Formative Teaching Evaluation

The Department of Music is a growing department with 6 full time people, a majority of who are junior faculty. The mentoring process is designed to provide the junior colleagues with thoughtful feedback regarding their teaching during the probationary period. Due to the size of the department, 3<sup>rd</sup> year and Tenure/Promotion review committees must include tenured faculty members from other departments. We are hoping that in the upcoming years the balance between tenured and non-tenured members will be more even, spreading the mentoring duties among more senior faculty.

As stated in the faculty handbook, “formative evaluation is a means or process to help an individual assess the effectiveness of teaching and improve teaching. Formative evaluation methods should focus on the intellectual questions that inform course design and direct attention to assisting an instructor in determining what works well and what is not working as effectively.” The summative evaluation process is separate and is designed to judging teaching effectiveness. These judgments are used in making decisions regarding contract renewal, tenure, promotion, salary review, and for senior reviews.

Due to the diversity of instruction within our department (private applied, classroom, ensemble), it is important that the mentor visit each area taught by the junior colleague since the pedagogy varies widely across this spectrum.

There is no expectation for junior faculty to perform formative reviews of senior colleagues.

The faculty mentor is expected to make at least 8 teaching observations prior to a candidate’s 3<sup>rd</sup> year review. These observations should spread over a 2-year period and include visits to each type of instruction performed by the junior faculty member. Mentors will attend an additional five classes prior to the tenure/promotion review. Senior faculty may perform more observations only if the candidate agrees or makes a request. Also, we typically do not observe junior faculty during their first semester of teaching. However, in situations where a candidate has been given credit towards tenure or makes a request to be observed, the schedule may be accelerated.

Candidates should be contacted as early in the semester as possible to establish dates for observations. These dates should be mutually acceptable for the mentor and junior faculty. No more than two senior faculty members should observe a junior colleague in the same class.

The senior faculty member is expected to initiate a discussion with the candidate within a week of each visit, providing feedback about the course goals, presentation of material, and other relevant topics. A brief written synopsis of the observation will also be given to the candidate on the attached "Formative Teaching Evaluation Form."

In addition to classroom visits by a designated mentor, the Department Chair will initiate annual conversations with all junior faculty. These conversations will take place near the end of the spring semester and provide the candidate and the chair an opportunity to discuss the candidate's progress in teaching, scholarship, and service.

Formative Teaching Evaluation Form  
Department of Music

**Instructor:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Date of Visit:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Comments:**

**Signature:** \_\_\_\_\_

