Mentoring

The Graduate Program in Music recognizes that the mentoring of graduate students by the faculty is an integral part of the graduate experience for both. Faculty mentoring is broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model. The faculty of Music has outlined the following mentoring roles to guide the relationship between the faculty and graduate students. Faculty members and graduate students should understand that, while the major professor will be the primary mentor during a student’s career at UCD, many of the mentoring functions defined below may be performed by program faculty members other than the major professor. An important corollary to this recognition is that faculty members should realize that much of their interaction with all students has an important mentoring component to it. Graduate students also have responsibilities to insure successful mentoring, and these are also indicated below.

The faculty of the Graduate Program in Music acknowledges primary responsibility for mentoring graduate students. Mentoring has been defined as:

1. Guiding students through degree requirements. This means:
   a. Providing a simple map of program requirements from the beginning, making clear the nature of the coursework requirements and Qualifying Examination(s), and defining a timeline for their completion.
   b. Providing clear guidelines for starting and finishing dissertation or thesis work, including encouraging the timely initiation of the dissertation or thesis research.

2. Guiding students through thesis or dissertation research. This means:
   a. Evaluating clearly the strengths and weaknesses of the student’s research.
   b. Encouraging an open exchange of ideas, including pursuit of the student’s ideas.
   c. Checking regularly on progress.
   d. Critiquing written work.
   e. Providing and discussing clear criteria for authorship of collaborative research.
   f. Assisting in finding sources to support dissertation research, such as dissertation-year fellowship, travel grants for fieldwork, and other internal and external programs.
   g. Being aware of student’s other research needs and providing assistance in obtaining required resources, such as workspace and necessary equipment and technology.

3. Guiding students through professional development. This means:
a. Providing guidance and serving as a role model for upholding the standards of professional ethics.
b. Treating students respectfully.
c. Encouraging and critiquing oral and written presentations.
d. Encouraging participation in professional meetings of regional groups as well as of learned societies.
e. Facilitating interactions with other scholars, on campus and in the wider professional community.
f. Assistance with applications for research funding, fellowship applications, and other applications as appropriate for the respective discipline.
g. Being the student’s advocate in academic and professional communities.
h. Providing career guidance, specifically assistance in preparation of CV and job interviews, and writing letters of recommendation in a timely manner.
i. Recognizing and giving value to the idea that a variety of career options is likely to available to each student, and accepting that the student’s choice of career options (for instance, free-lancing, teaching, church or civic work) is worthy of faculty support.

As partners in the mentoring relationship, graduate students have responsibilities. As mentees, students should:

1. Be aware of their own mentoring needs and how they change through their graduate tenure. Graduate students should discuss these changing needs with their mentors.

2. Recognize that one faculty member may not be able to satisfy all of a student’s mentoring needs. Seek assistance from multiple individuals/organizations to fulfill the mentoring roles described above.

3. Recognize that their mentoring needs must respect their mentor’s other responsibilities and time commitments.

4. Maintain and seek regular communication with their mentors, especially their major professor.

Approved by the Department of Music, 1999-2000.
Reaffirmed by the faculty of the Graduate Program in Music, 23 April 2012.