

## **Department Probationary Faculty Mentoring Plan**

### **Department of Psychology**

Although the Psychology Department has been in the practice of assigning mentors to probationary faculty for many years now, we believe that the department could benefit from a more formal policy to address the mentoring issue. Thus, the faculty have adopted the following mentoring plan for probationary faculty:

1. All probationary faculty members will meet formally with the Chair of the Psychology Department at least twice a year to review progress and address concerns. The first formal meeting typically will occur during the first month of the start of the academic appointment in the department. Probationary faculty will be encouraged to meet with the chair (formally or informally) on an as-needed basis as well.
2. All probationary faculty will have TWO tenured faculty mentors assigned to them: a *research* mentor and a *teaching* mentor. These two mentors will be assigned within one month of the start of the new faculty appointment in the department. The selection of the mentors will be a collaborative process between the Chair of the Psychology Department and the probationary faculty member.
3. The Chair of the Psychology Department will contact the identified mentors and ask them to serve in those positions. The associated obligations (outlined below) will be reviewed at that time. The chair also will check in at least annually to see whether the probationary faculty/mentor fit seems appropriate and productive, and whether the meetings have been occurring as outlined (see # 4).
4. Mentors will be expected to meet formally with the probationary faculty member at least twice a year. It is the probationary faculty member's responsibility to make sure that these two meetings are held (with the chair's assistance, if needed). Some mentor/probationary faculty dyads may decide to meet more often.
5. The exact duties of mentors will vary somewhat in accordance with the perceived needs and interests of the probationary faculty member. However, generally both the research and the teaching mentors are expected to spend some time discussing the balancing of job responsibilities and general career planning.

6. The overall goal for the research mentor is to support/guide the development and implementation of a systematic program of research and a record of scholarly accomplishments suitable for tenure. Examples of duties of the *research mentor* include:
  - reviewing manuscripts prior to submission
  - exploring the timing and ordering of publications as well as an overall timetable for them
  - suggesting publication outlets (e.g., including consideration of impact factors)
  - discussing order of authorship on papers
  - offering guidance on grant proposals
  - discussing study designs
  - offering recommendations for graduate student mentoring
7. The overall goal for the teaching mentor is to support/guide the development of effective teaching skills and a teaching portfolio appropriate for tenure. Examples of duties of the *teaching mentor* include:
  - observing lectures
  - assisting with course selection
  - discussing course outlines and tests
  - advising how to handle problem students
8. Although it is not required, in all probability the research mentor will serve as the individual who presents the probationary faculty member's research at the faculty tenure review meeting, and the teaching mentor will present the probationary faculty member's teaching and service accomplishments.
9. Although teaching mentors will conduct some of the classroom teaching observations for the probationary faculty, various other tenured faculty also will conduct some of these observations. Typically at least one such observation will be conducted each semester. Written feedback will be provided to the probationary faculty member, and the report will be placed in his or her permanent file.

Adopted by faculty on 10/26/12