

## Department of Psychology

### New Faculty Developmental Guidelines

The Department of Psychology encourages a collaborative, developmental mentoring process, using resources at the level of the University ([www.auburn.edu/academic/provost/undergrad\\_studies/mentoring/index.html](http://www.auburn.edu/academic/provost/undergrad_studies/mentoring/index.html)), College of Liberal Arts ([www.cla.auburn.edu/cla/faculty/faculty-resources/faculty-mentoring/](http://www.cla.auburn.edu/cla/faculty/faculty-resources/faculty-mentoring/)), and Department.

- 1) Departmental standards for Promotion and Tenure are discussed and made available during the recruitment stage (see [www.auburn.edu/academic/provost/departmentp&t/Liberal%20Arts/PSYC.pdf](http://www.auburn.edu/academic/provost/departmentp&t/Liberal%20Arts/PSYC.pdf)).
- 2) The new faculty member is required to attend the university's New Faculty Orientation session and encouraged to review information available through the Office of Vice President for Research (<https://fp.auburn.edu/vpr/default.aspx>).
- 3) The new faculty member is typically provided a research start-up package, negotiated during the recruitment stage. This start-up package's size is dependent on departmental resources and the availability of resources from other university entities (e.g., the College of Liberal Arts and the Office of the Vice President for Research).
- 4) The new faculty member is typically assigned a reduced teaching load when first hired in order to facilitate the establishment of a research program. This reduced teaching load is based on the availability of departmental resources to provide funds to teach the courses in this reduction.
- 5) Faculty members are provided up to \$3000 annual professional development funds dependent on the availability of departmental resources.
- 6) New faculty members are provided the opportunity and given priority to recruit doctoral students in line with specific graduate program policies
- 7) With ongoing facilitation from the chair and/or program director, the new faculty member is encouraged to maintain a professional mentoring relationship with one or more tenured faculty member in the department. Mentors can receive annual service credit for this important role. Mentoring activities may include, but not be limited to:

- a. Discussion of professional issues
- b. Discussions about and feedback on classroom and/or applied teaching
- c. Discussion about and feedback on research ideas, journal manuscripts, and grant proposals, etc.
- d. Collaboration on research projects
- e. Representation on the untenured faculty member's third year review committee.

It is assumed that, in addition to the primary mentor(s), other tenured faculty members will make themselves available for the professional developmental process.

- 8) The department's annual review and third year review process provides untenured faculty with feedback on their professional development and progress towards promotion and tenure.