

**Psychology Department**  
**Expectations for Promotion to Associate Professor with Tenure**  
**Approved by Department on December, 2009**

### **Scholarship**

When evaluating excellence in scholarship, the Psychology Department looks for a sustained record of high-quality publications in top-level peer-reviewed outlets (e.g. journal or book). This publication record should reflect the candidate's success at establishing herself or himself as an independent scholar and provide a track record at Wesleyan University, both in pace and overall productivity, of high quality scholarly work that is suggestive of continuing productivity post-tenure. In our view, an assessment of work completed at Wesleyan is the best indicator of independence and promise of future scholarly success in the Wesleyan environment. The Department evaluates excellence in research on the basis of multiple sources of information, such as the assessment provided by outside referees with expertise in the candidate's area of research, the quality of the journals or presses where the work has been published, as well as each tenured member's own evaluation of the scholarly record of manuscripts, grants, and other scholarly works. Excellence is not defined by one single factor (e.g., the number of publications) but rather by the sum of all relevant evidence under consideration.

We recommend that the candidate be in regular communication with his or her mentor regarding the pace, quantity, and quality of publications.

Typically, external grants are not required for tenure. They are seen as one of many indicators of independent and successful scholarship, and the decision to write a grant proposal is something that candidates should make based on their own research needs. Not all research programs require external funding.

### **Teaching**

We require evidence of success in teaching a variety of courses with different formats and sizes. Our evaluation of teaching includes the standard student teaching evaluations. The teaching must reveal excellence and the promise of continued high quality.

### **Collegueship**

Collegueship should reveal constructive participation and accomplishments in meeting the collegial responsibilities shared by the faculty; positive contributions to the intellectual and cultural life of the Department, the University, and the academic profession; and the likelihood that such collegueship will continue in the future.

All candidates should consult the Faculty Handbook for policies and procedures bearing on tenure and promotion decisions.

Approved by the Advisory Committee on January 23, 2015.

**Expectations for Promotion from Associate to Full Professor**  
**Approved by Department on April, 2014**

For promotion from associate professor with tenure to full professor, the Department of Psychology expects the candidate to show continued excellence in scholarship, teaching, and collegueship. More specifically:

The pace and quality of post-tenure scholarship is expected to remain at or above the same standards of excellence needed for tenure, and the candidate's cumulative body of scholarship should show substantial progress beyond its state at the time of tenure. This progress might be reflected, for example, by new peer-reviewed articles published (or irrevocably accepted as "in press") in high quality scholarly journals, the authorship of academic books published or in press, or the development of widely used databases, measurement instruments, or digital research resources, to name just a few possibilities. Regardless of the details, the candidate's scholarly work completed since tenure will be judged in its totality and is expected to significantly advance scholarship in the candidate's field of study.

The quality of post-tenure teaching is expected to continue meeting the same standards of excellence needed for tenure.

Post-tenure collegueship is expected to show an increase in the form of greater service to the Department, University, and the candidate's field of study. Such service might include, for instance, chairing the Department, serving on University committees, holding leadership positions in professional societies, serving on editorial boards or grant review panels, or other professional activities that benefit colleagues at Wesleyan and in the candidate's field.

Note: For present purposes, "post-tenure" refers to activities and materials not submitted or reviewed as part of the tenure dossier.

All candidates should consult the Faculty Handbook for policies and procedures bearing on tenure and promotion decisions.

Approved by the Advisory Committee on January 23, 2015.

## **Department of Psychology** **Addendum on Tenure and Promotion** (revised October 26, 2020)

The Psychology Department recognizes that the COVID-19 pandemic has made it more difficult and time-consuming for faculty members to carry out scholarship, teaching, and collegueship that meets the its pre-pandemic standards for tenure and promotion. The Department also understands that some of its faculty members are facing not only physical and mental health challenges but other unusual and intersectional challenges, such as the rise of anti-science movements, an exceptional degree of social and political upheaval, and continuing injustice highlighted by Black Lives Matter, #metoo, and other social justice movements.

Consequently, the Department has decided to adjust its expectations and adopt tenure and promotion standards that (a) are more flexible than pre-pandemic norms, and (b) take into account efforts and successes at adapting to pandemic conditions.

In addition to adopting more flexible standards, the Department has decided to modify its tenure and promotion procedures as follows:

1. During the period leading up to promotion and tenure, we encourage faculty members to reach out to the Department chair, mentors, or other colleagues in or outside the Psychology Department for advice and support on surmounting any adverse impacts related to COVID-19 and other potential barriers (e.g., serious health and family problems, obstacles related to membership in underrepresented groups).
2. Candidates are invited to describe the impact that the pandemic has had on their scholarship and teaching, and to outline the solutions and adaptations they have made. If the candidates choose to include this information, it should appear in the Research Statement and/or Teaching Statement that they submit for review by the Department, Advisory Committee, and external reviewers.
3. At the time of tenure and promotion, candidates should show evidence of making effective adaptations to the COVID-19 pandemic conditions in ways that have enabled scholarship, teaching, and collegueship to proceed.

### Rationale for These Changes

Beyond well-known disruptions of work and life wrought by a global pandemic, COVID-19 has seriously impeded psychological research at Wesleyan. For example:

- In some instances, faculty members have had to discontinue earlier lines of research due to Judd Hall laboratory closures and restrictions in access.
- It has become harder to obtain on-campus research participants and collect sufficient experimental data, particularly in light of methodological trends in psychology that call for larger sample sizes than in the past.

- In many cases, faculty members have had to employ new research methods and technologies, some of which take an extended period of time to develop and implement properly.
- When faculty members submit research reports for peer review, the manuscript review process is often slower as a result of the pandemic.
- With so much uncertainty related to the pandemic and research funding, it has become hard for some faculty members to plan programmatic lines of research.

Likewise, the pandemic has introduced several complications and constraints with respect to teaching and collegueship. For instance:

- Faculty members have had to master new instructional technologies and figure out alternative ways to meet pedagogical objectives while psychology research labs are closed or have limited capacity.
- Many early-career faculty members have been forced to rethink and restructure courses that they have relatively little prior experience teaching.
- It is often more labor-intensive to teach psychology courses online and assess student performance remotely than it is to do on campus.
- Opportunities for collegueship have been reduced as a result of diminished faculty presence and interaction in Judd Hall, and because some departmental committees and service roles have been temporarily suspended.

In conclusion, the Psychology Department recognizes the unique difficulties that many faculty members face in today's world, and the Department remains committed to ensuring that its tenure and promotion procedures are supportive, fair, and inclusive.