



COLLEGE OF ARTS & SCIENCES  
**LAMAR UNIVERSITY**  
Department of Psychology

**College of Arts and Sciences  
Lamar University  
Department of Psychology  
Guidelines for Tenure and Promotion (Revised 7/18/2024)**

The purpose of this policy is to indicate the criteria, and decision-making process, the Psychology Department uses to award tenure and promotion. The specific guidelines outlined below are supplementary to the more general university requirements and expectations for tenure and promotion found in the Lamar University MAPP 02.02.27 (Tenure and Promotion of Tenure-track and Tenured Non-library Faculty). In short, tenure and promotion are awarded based upon sustained, high quality performance in teaching, research, and service, consistent with the mission of Lamar University.

All numbered criteria listed below within each domain of evaluation (e.g., teaching, research, service) should be considered ordinal in nature. That is, the criterion listed first is considered more important and should be given more emphasis than the criterion listed second, and so on. Although the criteria listed below are meant to be as exhaustive as possible, a faculty member with unusual talents and/or interests may make significant contributions worthy of credit toward tenure and promotion through accomplishments and activities that are not on this list.

**Requirements for Promotion to Associate Professor**

**I. Degree Earned**

- Doctoral degree in psychology from an accredited institution.

**Guidelines for Tenure and Promotion to Associate Professor**

**II. Teaching Proficiency and Mentorship**

The candidate for promotion to Associate Professor must demonstrate effective pedagogy and be able to communicate his/her expert knowledge to students.

1. Student course evaluations, and yearly peer-review teaching evaluations, provide evidence of the following:
  - Conducting class in an orderly and informative manner
  - Conducting instructional activities in an ethical and professional manner
  - Use of peer-review evaluations to adjust teaching practices for the benefit of the course and to improve student learning

- Use of credible student feedback to adjust teaching practices for the benefit of the course and to improve student learning
  - Producing organized syllabi that meet university standards
2. Mentoring undergraduate research (e.g., Faculty mentor for a McNair Scholar, Faculty mentor for student project as part of Office of Undergraduate Research (OUR), Faculty mentor for student project as part of Summer Undergraduate Research Foundation (SURF))
  3. Mentoring graduate research (e.g., Thesis chair for graduate student, directing an internship)
  4. Participation in pedagogy development efforts (e.g., CTLE workshops, conference workshops, etc.)
  5. Curriculum development activities (e.g., teaching methods, special topic courses, innovative course assignments, etc.)
  6. Teaching and mentoring in support of the Honors Program (e.g., teaching an Honors course, supervising honors contract students)

### **III. Scholarly and Creative activities (in descending order of relative importance)**

The candidate for promotion to Associate Professor must be recognized as a reliable expert in his/her field by his/her colleagues within the discipline and the community.

1. Publication of original research in peer-reviewed journals. The following weighting factors are listed in order of relative importance:
  - Authorship contribution
  - Collaboration with student author
  - Relative impact factor of journal within sub-field of psychology
2. Receipt of funding. External sources are weighted higher than internal sources. The following types are in order of relative importance:
  - Research funding
  - Equipment funding
  - Workshop or travel funding
  - Other funding types
3. Other types of publications/research. The following types are in order of relative importance:
  - Book chapter
  - Research currently under second (or later) round of review by a journal
  - Research currently under first round of review by a journal
  - Draft of research manuscript in preparation for initial submission
  - Draft of grant proposal in preparation for initial submission

4. Professional presentations
  - A. Research talks at professional conferences. The following weighting factors are listed in order of relative importance:
    - Scale of conference (campus, state, regional, national, international)
    - Invited speaker
    - Authorship contribution
    - Collaboration with student author
  - B. Other invited talks. The following types are in order of relative importance:
    - Invited talk at another academic institution
    - Invited talk on Lamar campus
    - Invited talk for community groups/organizations

#### **IV. Participation in Departmental, College, University, Community, and Professional Service**

The candidate for promotion to Associate Professor must have engaged in productive participation in service across a variety of levels (i.e., university, college, department, professional, and community).

1. Participation in service to the department, the College of Arts & Sciences, Lamar University, and/or the profession of psychology. The following types of service are in order of relative importance:
  - Elected positions on university committees and councils
  - Appointed positions on university related committees and advisory boards
  - Membership on college committees
  - Serving as director of a program
  - Membership on departmental committees and/or work on specific department projects
  - Serving as university liaison to other institutions, area schools, or community or governmental organizations
  - Meaningful participation (i.e., more than mere presence) in optional department, college, or university activities (e.g., volunteering as marshal for graduation, working department table at NSO or Cardinal View events, etc.)
2. Other activities contributing to achieving a reputation of respect in one's field of expertise. The following types of service are in order of relative importance:
  - Board member or officer of a professional organization of international, national, or regional importance
  - Chairman (or discussant) on a panel of professional organizations
  - Reviewer for books or journals
  - Expertise-based community service
  - Off-campus speaking or consultation

3. Advising and student support. The following types of service are in order of relative importance:
- Providing academic advising to undergraduate majors
  - Meaningful participation (i.e., more than mere presence) in student success events and activities
  - Serving as faculty sponsor for an academic or professional organization/society
  - Serving as faculty sponsor for student organizations

## **Requirements for Promotion to Professor**

### **I. Years of experience & service**

- Twelve years of creditable experience.
- Six years of service as a full-time Associate Professor and at least three years as a full-time Associate Professor at Lamar University.

## **Guidelines for Promotion to Professor**

In general, the successful candidate will have demonstrated sustained, high-quality performance in all three mission areas, teaching, research, and service. Activities leading to promotion to Professor are listed below in order of relative importance:

### **II. Teaching Proficiency and Mentorship**

The candidate for promotion to Professor must not only demonstrate continued effective pedagogy while an Associate Professor, but also provide evidence of attempts to further improve teaching effectiveness.

1. Demonstration of sustained effective teaching as an Associate Professor.
2. Demonstration of successive teaching improvement as an Associate Professor.
  - Use of credible student feedback to adjust teaching practices for the benefit of the course and to improve student learning
  - Adoption of new instructional content (i.e., altering course content to keep current with changing nature of one's field)
  - Participation in pedagogy development efforts (e.g., CTLE workshops, conference workshops, etc.)
  - Curriculum development activities (e.g., special topic courses, innovative course assignments, etc.)
3. Demonstrated leadership in the improvement of teaching effectiveness including:
  - Development and/or delivery of focused efforts to improve pedagogy at LU (e.g., creating or teaching a CTLE workshop, leading relevant faculty panels)
  - Mentorship of new faculty and/or students in teaching
  - Participation in the assessment of teaching effectiveness (e.g., providing peer-review feedback of others' teaching)

### **III. Scholarly and Creative activities (in descending order of relative importance)**

The candidate for promotion to Professor must publish research at a rate that represents an improvement over that needed for promotion to Associate Professor.

1. Scholarly production as an Associate Professor that constitutes a contribution to the relevant discipline. Demonstration of continued high-quality creative activity might include:
  - Continued publication in peer-reviewed journals
  - Participation in published collaborative research with new faculty
  - Participation in published collaborate cross-departmental research
  - Participation in published collaborative research with students
  - Providing research mentorship of new faculty
  - Coordination of collaborative grant writing efforts (lead PI or co-lead PI), workshops, and research projects.

### **IV. Participation in Departmental, College, University, Community, and Professional Service**

The candidate for promotion to Professor must have engaged in productive participation in service across a variety of levels (i.e., university, college, department, professional, and community). It is expected that the candidate's service will be at a higher level of involvement (see criteria shown below) than prior to promotion to Associate Professor.

1. Participation in service-related activities. Types of service are listed in relative order of importance. Weighting criteria are listed in relative order of importance.
  - Service as a department chair
  - Increased participation & leadership on College and University committees
    - Chair of committee
    - Chair of subcommittee
    - Evidence of independent work done on behalf of committee (e.g., written report, data collected, policy drafted, etc.)
  - Increased leadership roles in university and professional organizations
  - Organization/coordination of discipline, university-related, and/or community events
  - Leadership & initiative within discipline (e.g. society officer, journal editor, associate editor, member of editorial board)