



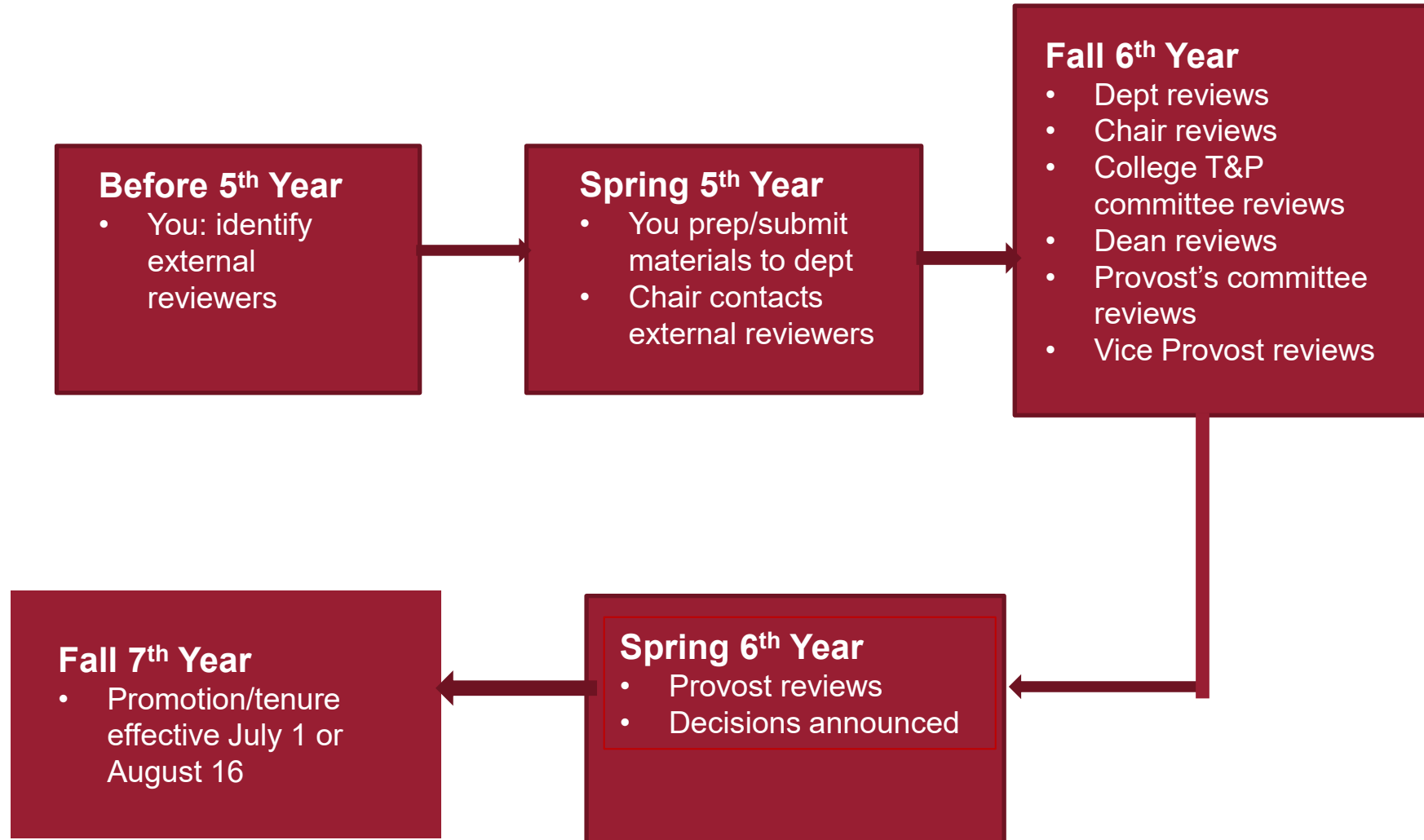
Promotion and Tenure

Stats, Myths, Strategies, and Tips

Overview

- Tenure Process
- A few statistics
- Myths and misconceptions
- University guiding principles and mission
- Professional goals
- Strategies and tips
- Resources

Process



Promotion and Tenure Statistics, 2018-2023

	Total cases	F	M	Denials	Success Overall	Success F	Success M
Tenure & Promotion to Associate	229	102	127	7	97%	97%	97%

- From 2018-2023, there have been 7 tenure denials out of 229 cases, making the success rate over the past 6 years **96.9%** . On average 1 denial annually. Four men, two women.
- Denials: Pullman = 4
Spokane = 2
Tri-Cities = 1
Spread across 5 different colleges (i.e., no one college is especially difficult)

Myths and Misconceptions

- Don't do community service, interdisciplinary, or collaborative research till after tenure
- Don't get pregnant/take parental leave
- Don't request an extension – you'll be expected to do more
- Teaching doesn't count; only research counts
- Service doesn't count – don't do service till after tenure
- DEI work doesn't count
- Invisible labor doesn't count

Myths and Misconceptions cont.

- Regardless of discipline, opportunity, or necessity, you must have grants to be promoted
 - In the biomedical sciences, only NIH grants count
- Only sole/first-authored publications count (but do interdisciplinary work!)
- Don't write context statement; it will be perceived as weak
- Don't get involved in undergraduate research
- It's harder to get tenure/promotion off the Pullman campus

Guiding Principles

- **Core principle/value:** The university values and seeks excellence in all the traditional missions of our land grant university and recognizes that true excellence is only achieved through the collective contributions of our faculty.

From the Faculty Manual: III C 4. Review of Faculty (p 63)

Core Mission

- Teaching
- Scholarship
 - Scholarship of discovery
 - Scholarship of integration
 - Scholarship of application
 - Scholarship of teaching
 - Scholarship of engagement
- Outreach and Engagement
- Service and Leadership
 - External
 - Internal

What are Your Professional Goals?

- Start with the end in mind:
 - What overall impact do you want to have with your work?
 - Why does it matter?
- Map out the path
 - How will you get there?
 - How can you measure that impact?
- Take time each year to set annual goals and revisit career goals
- Use annual goals to help create semester plans for scholarship, teaching, service, outreach
- In your packet:
 - **Document impact**
 - Tell your story (try freewriting a first draft)

Helpful Tactics (Tips and Tricks)

- Look for possible external reviewers:
 - Get involved in professional society committees
 - Organize a symposium for professional conference and invite tenured presenters
- Keep a file into which you put all relevant materials
 - Course evaluations, annual reviews, notes from students, references you write, emails about where students ended up
- Review department, college, and university guidelines annually
- Write every day
 - Form a writing group
 - Freewrite if you're stuck
- Consider service requests carefully, but don't say no to everything
- Keep a "Feel Good" file
- Create a network of mentors
 - Peers, faculty in your department and elsewhere

NCFDD Mentoring Map

WASHINGTON STATE UNIVERSITY

ADVANCE @ WSU

Day-long accountability - what to say yes to, what to say no to

- Lots of important stuff has no built-in accountability

- Be specific about the ask, clear, well-defined request.

- Need

- When

- Success

- Intervention

- Strategy

1. _____

2. _____

3. _____

- Trust

- Fac

NCFDD Mentoring Map

Faculty Member

Substantive Feedback

Department Colleagues

1. _____

2. _____

3. _____

Professional Editor

1. _____

2. _____

Readers (use Intellectual Community)

1. _____

2. _____

3. _____

4. _____

Senior Faculty in Your Department

1. _____

2. _____

3. _____

4. _____

Sponsorship

On Campus Mentors

1. _____

2. _____

3. _____

4. _____

Off Campus Mentors

1. _____

2. _____

3. _____

4. _____

Peer Mentors

1. _____

2. _____

3. _____

4. _____

Access to Opportunities

1. _____

2. _____

3. _____

4. _____

Accountability

1. _____

2. _____

3. _____

4. _____

Safe Space

1. _____

2. _____

3. _____

4. _____

Professional Development

On Campus

1. _____

2. _____

3. _____

4. _____

Off Campus

1. _____

2. _____

3. _____

4. _____

Emotional Support

Private

1. _____

2. _____

3. _____

4. _____

Public

1. _____

2. _____

3. _____

4. _____

Role Models

1. _____

2. _____

3. _____

4. _____

Intellectual Community

Readings (20-25% of workload)

0-25%

1. _____

2. _____

3. _____

4. _____

25-50%

1. _____

2. _____

3. _____

4. _____

50-75%

1. _____

2. _____

3. _____

4. _____

75-100%

1. _____

2. _____

3. _____

4. _____

WASHINGTON STATE UNIVERSITY

National Center for Faculty Development & Diversity

Resources

- National Council for Faculty Development and Diversity (NCFDD)
 - Facultydiversity.org
 - Navigate to the Core Curriculum page
- Faculty Resources for Documenting Impact
 - <https://provost.wsu.edu/guidelines-and-forms/>
- Faculty Manual Section III C.4 “Review of Faculty”
<https://provost.wsu.edu/manuals-and-forms/>