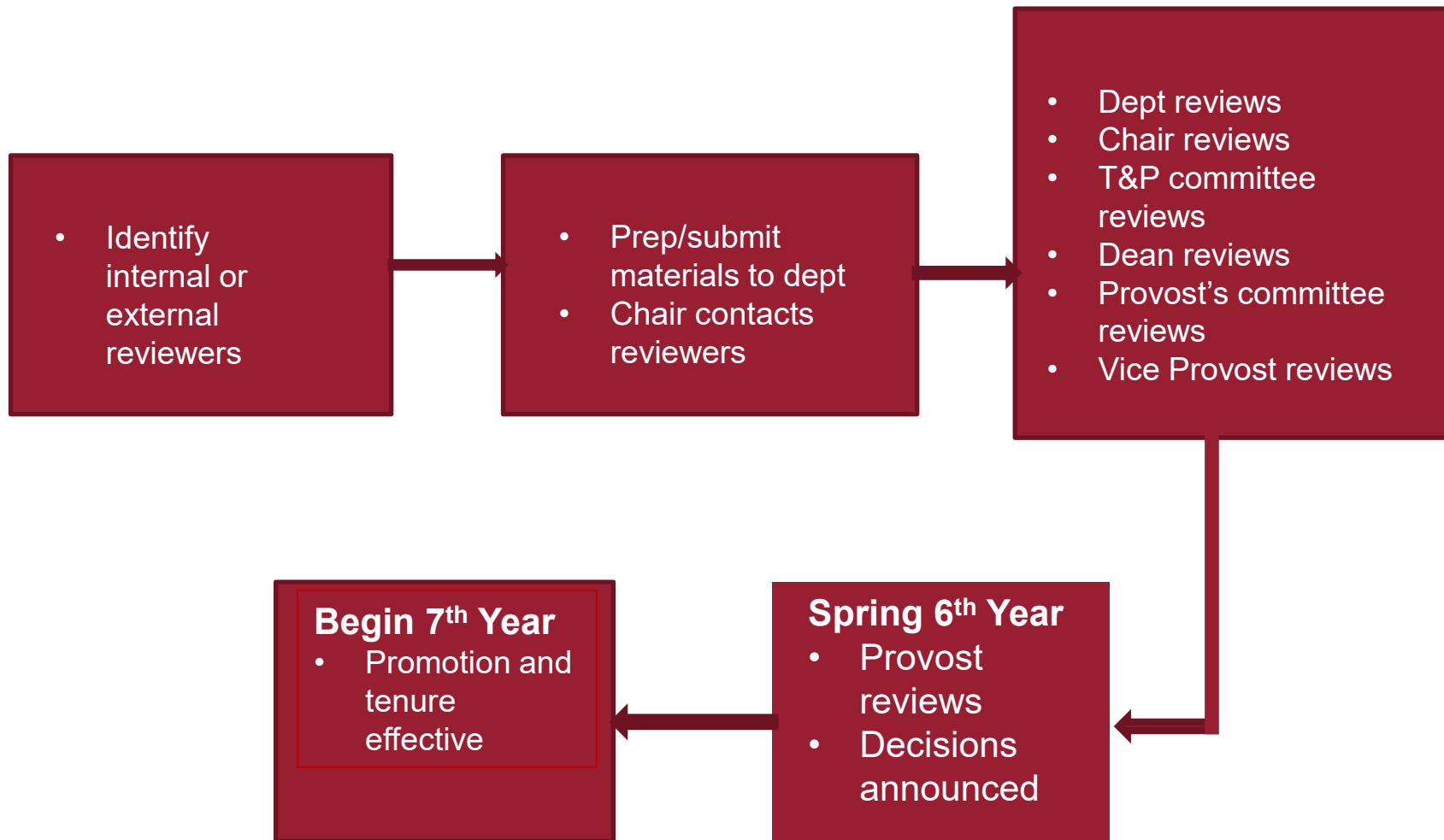




# Promotion to Professor for Career-Track Faculty

Stats, Strategies, and Tips

# Process and potential calendar



You may request an intensive career-progress review any year

## Promotion Statistics, 2018-2023

|                             | Total cases | F  | M  | Deferrals | Success Overall | Success F | Success M |
|-----------------------------|-------------|----|----|-----------|-----------------|-----------|-----------|
| Promotion to Professor (CT) | 43          | 20 | 23 | 1         | 98%             | 95%       | 100%      |

- From 2018-2023, there has been 1 promotion deferral out of 43 cases, making the success rate over the past 6 years **97.7%**
- For comparison, there were 18 cases 2013-2017, with 2 deferrals

## 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

# Helpful Strategies

- 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
  - Describe your workload distribution and expectations
  - Tell your story (try freewriting a first draft)

## Helpful Tactics (Tips and Tricks)

- CT: Look for possible internal or external reviewers
- 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
- Create a network of mentors
  - Peers, faculty in your department and elsewhere
- Consider service requests carefully, but don't say no to everything
- Keep a "Feel Good" file

# 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  
 - Where  
 - Success  
 - Inter  
 - Area  
 - Group  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 - Time  
 - Fac

**NCFDD Mentoring Map**

**Faculty Member**

**Substantive Feedback**

Department Colleagues  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

Professional Editor  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

Readers (use Intellectual Community)

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**

**Accountability**  
 for what REALLY matters

**Safe Space**

**Professional Development**

On Campus  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

Off Campus  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**Emotional Support**

Private  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

Family  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

Other  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**Role Models**

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**Intellectual Community**

Readings (20% 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. \_\_\_\_\_

**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
- Boice, R. (2000). Advice for New Faculty: Nihil Nimus. Allyn & Bacon
- 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/>