

**FAR Pathways to Professor
Five-Year Interactive Game Plan**

Howard Forman and Christine Scher
FAR Faculty Fellows
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Background: This interactive game plan has been developed to assist faculty in developing a realistic strategy to achieve promotion to Professor. Faculty are encouraged to develop their own game plan within the first four months following **submission** of their retention-tenure-promotion (RTP) file seeking tenure and promotion to Associate Professor. Ideally, the plan should be reviewed annually (e.g., during the first month of each fall semester) and revised as needed. A support person within your academic community (e.g., department Chair, senior colleague) may be helpful in this review.

Facts to consider:

- Typically, Associate Professors will submit an RTP file seeking promotion to Professor five years after submission of a file seeking tenure and promotion to Associate Professor.
- By the time a faculty member is notified of tenure and promotion, nearly one of the five years will have passed.
- Associate Professors are not required to seek promotion within a five-year window, nor are they required to seek promotion at all.
- For those who seek promotion, the typical five-year timeline may be compressed or expanded, depending on an individual's professional and/or personal circumstances and goals.
- This game plan was developed from faculty personal experiences and ideas from the literature, e.g., motivational interviewing literature (see, e.g., Miller & Rollnick, 2013; Rosengren, 2018).

Task #1: Take time to reflect

Achieving tenure and promotion is a significant professional milestone. It represents the culmination of many years' work and indicates you are a valued member of the university community. Before considering your next professional steps, take time to reflect and appreciate what you have accomplished thus far. What parts of your journey to tenure and promotion are you most proud of? What did you learn in this process? What learning will

you carry forward in your professional career? Decreasing your workload for a few weeks or taking a vacation can facilitate this period of reflection.

Task #2: Motivation

Why are you motivated to seek promotion to Professor? Consider your personal and professional values and goals.

Identify at least three benefits to seeking promotion.

Identify at least three costs to seeking promotion.

Do the benefits outweigh the costs?

Task #3: Your guiding personnel standards

Carefully review your Department Personnel Standards (DPS) or University Policy Statement (UPS) 210.002 in the absence of such standards.

DPS can be found here: <https://www.fullerton.edu/far/evaluations/dps.html>.

UPS 210.002 can be found here:

https://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20200/UPS%20210.002.pdf

Task #4: Pathways

Many DPS identify multiple pathways to promotion. These may, e.g., allow you to identify one area (teaching, creative/ scholarly activity, or service) to focus on while permitting less focus on other areas.

Do your DPS allow multiple pathways to promotion?

If so, what pathway will you choose?

If you are having difficulty choosing a path that best matches your goals and values, consider reading about career crafting (see, e.g., Burnett and Evans' *Designing Your New Work Life* (2021)).

Task #5: Developing your path

Briefly summarize (e.g., in a single paragraph) the activities you will need to demonstrate required performance in teaching (e.g., teach a variety of classes, syllabi demonstrating equitable pedagogy techniques, etc.). There are often many potential ways you could demonstrate satisfactory performance- focus specifically on identifying the activities you

will demonstrate. If the pathway you chose in Task #4 requires that you exceed satisfactory performance, be sure to summarize the activities you will need to demonstrate that level of performance.

Briefly summarize (e.g., in a single paragraph) the activities you will need to demonstrate for satisfactory performance in creative/ scholarly activity (e.g., number of peer reviewed publications, number of performances, etc.; be sure to include information such as impact factor or venue if they are relevant to standards). There are often many potential ways you could demonstrate satisfactory performance- focus specifically on identifying the activities you will demonstrate. If the pathway you chose in Task #4 requires that you exceed satisfactory performance, be sure to summarize the activities you will need to demonstrate that level of performance.

Briefly summarize (e.g., in a single paragraph) the activities you will need to demonstrate for satisfactory performance in service (e.g., number of department, college, and university level committees required). There are often many potential ways you could demonstrate satisfactory performance- focus specifically on identifying the activities you will demonstrate. If the pathway you chose in Task #4 requires that you exceed satisfactory performance, be sure to summarize the activities you will need to demonstrate that level of performance.

COUNSELOR FACULTY: The three areas of performance for counselor faculty are Professional Counseling Performance; Service to the Department, University and Community; and Professional and Scholarly Activities. Briefly summarize (e.g., in a single paragraph) the activities you will need to demonstrate performance satisfactory for promotion. If there are multiple ways you could demonstrate satisfactory performance, then focus specifically on identifying the activities you will demonstrate. If the pathway you chose in Task #4 requires that you exceed satisfactory performance, be sure to summarize the activities you will need to demonstrate that level of performance.

LIBRARY FACULTY: The three areas of performance for library faculty are Performance as Librarian; Scholarly/Creative Activities; and Library, University, Professional and Community Service. Briefly summarize (e.g., in a single paragraph) the activities you will need to demonstrate performance satisfactory for promotion. If there are multiple ways you could demonstrate satisfactory performance, then focus specifically on identifying the activities you will demonstrate. If the pathway you chose in Task #4 requires that you exceed satisfactory performance, be sure to summarize the activities you will need to demonstrate that level of performance.

If you are unsure of the activities needed in any of these areas, or need guidance in choosing activities, name two people you would feel comfortable consulting. Possibilities include your department Chair and individuals who have recently been promoted in your department.

Person #1

Person #2

Identify a date by which you will contact each of these people for input.

Date:

#6: Following your path

Teaching

What are the potential barriers to meeting your teaching goals? Consider both professional and personal barriers. Professional barriers include limited time to engage in teaching-related professional development activities and disproportionate levels of mentoring and service activities. Personal barriers include family care activities and limited motivation. Identify at least two barriers.

Barrier #1

Barrier #2

How will you overcome these barriers? Describe at least two ways for each barrier.

Solution #1:

Solution #2:

Who can you contact for help? Name at least two sources. Possibilities include your department Chair, colleagues both inside and outside your department, and the Faculty Development Center (FDC). <https://fdc.fullerton.edu>

Source #1:

Source #2

Creative/ Scholarly Activity

For each activity you propose, what resources do you need to achieve it (e.g., assigned time, money, access)? How will you obtain each resource?

Develop a timeline for each activity.

Identify the potential barriers (both personal and professional) to completing each activity. Some professional barriers include writing block, inadequate monetary resources, and inadequate time. Name at least two.

How will you overcome each barrier?

Name two people/ resources that can assist you in overcoming these barriers.

Service

What committees are you interested in serving on? College and university committees may be more competitive to obtain a seat. How can you help ensure your participation? For example, if your College votes on committee members, how could you let voters know that you're interested in this kind of work?

What are the pathways to participating in additional service activities (e.g., those related to serving the community or your profession)?

Develop a timeline for engaging in each of your service activities.

Identify the potential barriers (both personal and professional) to participating in each activity. Professional barriers may include limited openings on committees you're interested in and lack of time to take on leadership roles within professional organizations. Name at least two barriers.

How will you overcome each barrier?

Name two people/ resources that can assist you in overcoming these barriers.

Task #7: Year-by-Year Plan

Now that you've identified the number and kinds of activities you will engage in to achieve promotion and developed timelines for creative/scholarly and service activities, put this work together to develop a year-by-year plan.

Keep in mind that there are typically many ways to meet needed standards in teaching, creative/ scholarly activity, and service. When developing your year-to-year plan, please focus on the minimum you will need to complete each year to achieve promotion according to your personal timeline and your DPS or UPS 210.002 in the absence of such standards. Again, while the typical timeline for promotion to Professor is five years, your personal timeline may differ- the exemplar timeline below is substantially accelerated.

Year 1:

- Complete Interactive Game Plan as soon as possible (ideally, during Fall semester, immediately after submission of portfolio).
- Submit research for at least two conferences. Goal is to present at two conferences within next 12 months.
- Submit manuscripts #1 and #2 for publication.
- Nominate oneself for two College-level committees.
- Complete university service interest form in spring for possible Year 2 fall appointment. Think openly when identifying desired committees. Also be sure to check committees' current composition to ensure that someone will be needed from your College in the upcoming year.
- Act as a peer reviewer for at least two manuscripts and/or a professional conference (two reviewing activities in total).
- Participate in at least one equitable pedagogy professional activity.
- Mentor three thesis students.
- Mentor two undergraduate students.

Year #2:

- Submit research for at least two conferences. Goal is to present at two conferences within next 12 months.
- Submit manuscripts #3 and #4 for publication (Revise manuscripts #1 and #2?).
- Nominate oneself for College-level committees (and continue on any Year 1 committee appointment).
- Begin university service appointment (or again complete university service interest form in spring for possible Year 3 fall appointment).
- If not on university-level committee, consider being part of a professional organization's committee.
- Act as a peer reviewer for at least two manuscripts and/or act as a conference reviewer.
- Participate in at least one teaching-related professional development activity.
- Continue mentoring three thesis students.
- Continue mentoring two undergraduate students.
- Take on an additional two mentees.

Year #3:

- Submit research for a conference.
- Submit manuscript #5 for publication (Revise previous submissions if needed).
- Nominate oneself for another College- or university-level committee
- Participate on a College- or university-level committee or on a professional organization's committee (Any interest in Academic Senate?)

- Act as a peer reviewer for at least two manuscripts and/or act as a conference reviewer.
- Participate in at least one teaching-related professional development activity.
- Take on new thesis and undergraduate students based on availability (Seven mentees in total?).

Task #8: Plan to cope with setbacks

Setbacks are a normal part of this process. Manuscripts may need to be submitted to several different journals before they are accepted for publication. Service opportunities may be challenging to obtain. Equity gaps in student achievement may be difficult to address. A coping plan can help- the following is a general guide to developing a coping plan for any setback.

Describe a setback.

What are you saying to yourself? Stated another way, when you think about this setback, what are you saying to yourself about it (e.g., “It’s my fault”; “I can’t do anything about this”; “This is a big problem”).

When things don’t work out the way one would prefer, people sometimes say things to themselves that are both inaccurate and that negatively impact their ability to cope successfully. Is what you are saying to yourself actually true? State it out loud so it is audible to yourself. If not, what is more realistic?

What are some concrete steps you can take to address the setback? Describe two.

Option #1:

Option #2:

Who can you talk to address this setback? Name at least one personal and one professional support person.

Personal support:

Professional support:

References

Burnett, B., & Evans, D. (2021). *Designing your new work life: How to thrive and change and find happiness- and a new freedom- at work*. Vintage Books.

Miller, W.R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). Guilford Press.

Rosengren, D.B. (2018). *Building motivational interviewing skills: A practitioner workbook* (2nd ed.). Guilford Press.