

**Compilation of WPI Faculty Motions Related to  
Teaching Path to Tenure, Security, Academic Freedom, and Inclusion of NTT Faculty**  
January 28, 2021, May 7, 2021, and May 27, 2021

Faculty Contact: Prof. Mark Richman, WPI Secretary of the Faculty, [mrichman@wpi.edu](mailto:mrichman@wpi.edu), 508-831-5135

**Motion #1** (pages 1-10):

(Approved by the Faculty, January 28, 2021)

Motion to adopt tenure criteria for Assistant, Associate, and Full Professors of Teaching, and that the tenure criteria be added to Section Two, Part 1.A of the Faculty Handbook.

**Motion #2** (pages 11-14):

(Approved by the Faculty, January 28, 2021)

Motion to revise the text and title of Part One, Appendix D (The Roles Played by Tenured, Tenure-Track, and Nontenure-Track Faculty in Carrying Out WPI's Mission) in the Faculty Handbook.

**Motion #3** (pages 15-18):

(Approved by the Faculty, January 28, 2021)

Motion to add Guidance for Documenting and Assessing Activities Toward Tenure for Professors of Teaching to Section Two, Part 1.A of the Faculty Handbook (following the Tenure Criteria for Professors of Teaching.)

**Motion #4** (pages 19-37):

(Approved by the Faculty, May 6, 2021)

Motion to update Part Two - Section 7 of the Faculty Handbook to: include Assistant, Associate, and (full) Professors of Teaching; revise categories of nontenure-track faculty; document revised terms of appointments, reappointments, and performance reviews for both secured and short-term nontenure-track teaching faculty members; and include a sample appointment letter for all Teaching Professors and Instructors holding secured nontenure-track teaching appointments.

**Motion #5** (pages 38-39):

(Approved by the Faculty, May 6, 2021)

Motion to expand the charge of the Faculty Review Committee (in Part One, Bylaw One, Section IX and in Part One, Appendix B of the Faculty Handbook) to include cases related to termination and non-reappointment of secured nontenure-track faculty members.

**Motion #6** (pages 40-43):

(Approved by the Faculty, May 6, 2021)

Motion to expand the formal definition of the WPI faculty (in Part One, Section One of the Faculty Handbook), extend the responsibility for the governance of the faculty (in Part One, Section One of the Faculty Handbook), explicitly extend the full range of academic freedom to all members of the WPI faculty (in Part One, Section Two, Subsection V.D of the Faculty Handbook), and require that the Secretary of the Faculty be a tenured member of the faculty (in Part One, Bylaw Five of the Faculty Handbook).

**Motion #7** (pages 44-49):

(Approved by the Faculty, May 27, 2021)

Motion to include a sample appointment letter for Professors of Practice (as Appendix B, Part Two) of the Faculty Handbook.

**Date:** January 28, 2021

**To:** WPI Faculty

**From:** Committee on Governance (Prof. Boudreau, Chair; Prof. Richman, Secretary)

**Re:** Motion to adopt tenure criteria for Professors of Teaching

**Motion #1:** The Committee on Governance recommends and I move that tenure criteria be adopted for Assistant, Associate, and Full Professors of Teaching, and that the tenure criteria be added to Section Two, Part 1.A of the Faculty Handbook, as described below.

**Description of the Motion:**

The motion establishes tenure criteria for Assistant, Associate, and Full Professors of Teaching to be added to Section Two, Part 1.A of the Faculty Handbook. The proposed tenure criteria are as follows:

**Tenure Criteria for Professors of Teaching**

**Preamble:**

The mission and distinctiveness of WPI depends on the essential contributions of teaching-intensive faculty who continuously innovate and improve upon our student-centered educational programs and practices. In part, WPI recognizes the long-term value of these faculty members through a category of tenured and tenure-track teaching-intensive Professors of Teaching, thus providing these faculty members with the highest level of academic freedom and institutional commitment. These positions are part of WPI's broader commitment to inclusive excellence and development and retention of faculty talent aligned with WPI's institutional mission.

**Criteria:**

Assistant, Associate, and Full Professors of Teaching are expected primarily to contribute to the *teaching mission*<sup>1</sup> of WPI. Therefore the tenure criteria for these faculty members are focused on the quality of their teaching, their broader contributions to WPI's overall teaching mission, and their demonstrated and potential contributions to a broader community of educators, practitioners, and/or scholars within or beyond WPI, especially when it clearly enhances the effectiveness of the candidate's teaching and/or furthers a general understanding of effective teaching practices. Consideration is also given to each candidate's level of active engagement with and service to WPI and/or the broader professional communities. The candidate's activities should demonstrate the capacity for continued excellent performance.

Professors of Teaching are expected to contribute in three categories: teaching practice; continuing professional growth and currency; and service. These categories are defined below.

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<sup>1</sup> *The WPI teaching mission is distinguished by inquiry-based learning, open-ended problem solving, and integrative and interdisciplinary thinking. A WPI education balances personal responsibility with cooperation, collaboration, and mutual respect, and encourages critical reflection, sound decision making, and personal growth. WPI prepares its graduate broadly to lead fulfilling lives as responsible professionals, informed community members, and ethical citizens.*

*Teaching Practice:* Excellent undergraduate and/or graduate teaching - whether it is delivered in the classroom, through project advising, or via online or blended courses - is a necessary but not sufficient requirement for obtaining tenure as a Professor of Teaching at WPI. Teaching practice is excellent when it is of *high quality* and has *significant impact* on WPI students and curriculum.

In any teaching setting, faculty members must communicate in compelling ways that demonstrably enhance the educational growth of their students. Effective teachers develop students as creative thinkers, life-long learners, and effective communicators able to use evidence with logic, clarity, and persuasion. Effective teachers draw on many skills to support student learning that may include but are not limited to the following (as needed):

- Expertise in and enthusiasm for the subjects taught and projects advised;
- Clear and effective communication of concepts and material taught;
- Awareness of the strengths, weaknesses, and educational needs of their students;
- Development of general strategies for the successful educational advancement of all students;
- Ability to make suitable adjustments to content, organization, and pacing of course and project work to support student learning and engagement;
- Development of inclusive strategies that ensure the success of a more diverse student population;
- Devotion to personalized professional mentorship of students and/or advisees, including as Insight and academic advisors.

*Continuing Professional Growth and Currency:* Continuing professional growth and currency is a necessary but not sufficient requirement for obtaining tenure as a Teaching Professor at WPI. Professional growth refers to developing knowledge, acquiring skills, and/or accumulating experiences that enhance WPI's educational mission and visibility. Currency refers to making intellectual contributions to and remaining active in professional communities both within and beyond WPI.<sup>2</sup>

Professors of Teaching are *committed* to meaningful professional growth and currency that has *significant impact* on teaching and learning networks and support systems, on approaches to and understanding of teaching and learning, and/or on one's own scholarly discipline and/or scholarly communities.

Professors of Teaching seek opportunities for ongoing professional growth and currency, especially in ways that inform their own teaching experiments and innovations and disseminate this knowledge to others within and outside of WPI. Professional growth and currency for these purposes takes on many forms that may include but are not limited to the following (as appropriate):

- Assessing and improving courses, projects, curricula, and pedagogy, and sharing their own pedagogical and scholarly discoveries as these emerge;
- Questioning existing teaching boundaries and experimenting with ideas that overcome the constraints of current teaching practice;

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<sup>2</sup> Currency is not defined by any product or artifact, including peer reviewed journal articles or extramural funding.

- Remaining active as scholars through the scholarship of discovery, teaching and learning, integration, application and practice, or engagement;
- Continuing to learn about developments in the field of education to enhance their practice of teaching and educating others of their innovations within and/or outside of WPI;
- Remaining current in their disciplines and incorporating recent developments in the field into their course teaching and project advising;
- Understanding student learning and developing creative new approaches to teaching when needed to improve student learning;

Service: Service is a necessary but not sufficient requirement for obtaining tenure as a Professor of Teaching at WPI. The institution flourishes when faculty are fully engaged not only in their classrooms and project advising but also in the lives of the institution, the local community, and professional organizations. Effective faculty members exploit opportunities to contribute to these various communities.

## **Rationale:**

The teaching path to tenure we describe here acknowledges the central role that teaching faculty currently play in our academic mission, and - through the proposed tenure criteria - offer definitions of teaching and professional excellence. These definitions reflect best practices at WPI and elsewhere, they identify clearer and more explicit standards for teaching excellence than are available in WPI's current tenure criteria, and they specify the broad range of activities appropriate to the professional growth of our teaching faculty.

### **1. Rationale for expanding the type of tenured and tenure track ranks to include Assistant, Associate, and Full Professors of Teaching:**

There are four primary rationales:

*WPI's Institutional Values:* Since its founding and now as much as ever, WPI prides itself on its primary mission of educating students. These values drove the bold educational innovations that WPI introduced in 1970. Today, a tenure track to teaching is not only consistent with these stated values, it will also strengthen us as WPI continues to improve, expand, and develop new programs by relying heavily on the efforts of our innovative teaching faculty. Given their vast and important contributions, without which we could deliver neither our core nor our signature academic programs, our teaching faculty deserve equitable treatment relative to their traditional tenured and tenure-track faculty colleagues.

*Institutional Commitment:* WPI has invested increasingly in promoting excellence in teaching and learning and supporting instructional effectiveness, student learning, and innovation in the curriculum and teaching practice. Faculty hired to teaching-intensive positions have also invested heavily in the institution, developing themselves professionally, joining experimental teaching and advising teams, and contributing greatly to excellence in teaching and advising at all levels, including major courses and MQPs, general education courses including GPS, HUA, and IQP, and academic advising. Most have devoted as much time and professional care to their development as teachers as they would if they were on a tenure track. Given the central role played by our teaching faculty in delivering on our educational mission, WPI should match the individual commitments made by our long-term teaching faculty with a reciprocal institutional commitment to them.

*Academic Freedom:* Academic freedom at a university is the bedrock of the pursuit of truth and knowledge, of the freedom to be creative, experiment, and take risks, and of the latitude to participate critically in open debate. And tenure is the bedrock of academic freedom. Academic freedom applies not only to research, but also to teaching and to all other activities expected of university professors, and therefore it should be extended to our teaching faculty. Tenure for teaching is particularly critical now, when more than half of our academic credits are delivered by our teaching faculty and as WPI seeks to advance its reputation as a leader in the art, science, and practice of college teaching - encouraging continual growth in teaching effectiveness and enhancement of student learning, developing learning innovations, and fostering our culture of student learning assessment to guide improvements in teaching practice and curricular change. These goals can only be achieved by a faculty free to take risks in their classrooms, in their project advising, and as they experiment with new forms of educational deliveries.

Tenure also protects faculty members who take part in the shared governance of WPI, enabling them to freely and fully participate on committees and in institutional discussions, deliberations, and debates over policies, programs, and strategic plans in their departments and campus wide. For these reasons, paths to tenure for teaching faculty should be provided to and are just as important for those teaching faculty who, in the judgment of their peers, accept all these responsibilities.

*Inclusion and Equity:* Broader inclusion and equitable treatment of the teaching faculty will ensure that the experiences, identities, beliefs, and diverse backgrounds and roles of these faculty members enhance the perspectives that contribute to positive change on campus. Such equality will demonstrate the value these faculty members bring and the supported they can expect as vital contributors to WPI's future success. Tenure and the enhanced professional identity it carries will support WPI's strategic commitments to diversity and inclusion and to faculty development.<sup>3</sup> Tenure tracks for teaching will strengthen WPI's efforts to attract and retain excellent faculty who will contribute in diverse ways to WPI's unusual teaching mission.

There are four clear benefits:

*Institutional visibility and reputation:* By adopting a teaching path to tenure, WPI will burnish its reputation as a leader and innovator in higher education —this time, by addressing an obdurate problem in higher education that other institutions have not yet solved. By solving the problem in our own context, we will publicly demonstrate the value WPI places on teaching and learning as we proudly invest in the innovative and outstanding instruction that has made WPI successful. By meeting rigorous standards for effective teaching practice, innovative teaching contributions, and active professional growth, our teaching faculty will engage in activities that will bring external recognition to the institution.

*Professionalization of the teaching faculty:* A path to tenure will grant teaching faculty the professional identity and professional esteem they currently lack. This identity comes not only from job security, but also from the recognition of tenured colleagues within and beyond WPI. It develops when an individual is held to shared and respected standards of practice (including ambitious and transparent criteria for hiring, tenure, and promotion), undergoes reputable peer evaluations, has access to institutional support for professional growth, and assumes greater intellectual independence than is possible in relative isolation off the tenure track.

*Retention and recruitment of excellent teaching faculty:* A tenure path for our excellent teaching faculty will dramatically improve their work conditions, enhance their professional status, and increase their investment in the University. These factors, in turn, will increase our chances of retaining the very best of them and will increase their productivity and job satisfaction while they are here. By conducting national searches for new tenure-track teaching faculty in a landscape in which most other institutions can offer only non-tenure track positions, we will be able to recruit the best from among the growing national pool of qualified individuals whose strengths align with the mission of educating our students.

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P<sup>3</sup> Elevate Impact, 14-15.

*Unity of the faculty:* A curriculum and campus culture like WPI's, requiring collaboration in teaching, project advising, research, and governance, functions at greater strength with a unified faculty. By expanding the tenure ranks to our many outstanding teaching faculty, we strengthen all the functions of the faculty, unify our practices, policies, and procedures regarding hiring, evaluation, tenure, and promotion, and reaffirm our commitment to education with the acknowledgement that faculty members are equal partners, regardless of their different roles.

## **2. Rationale for the proposed Tenure Criteria for Professors of Teaching:**

Just as the expectations we have of our teaching professors are distinct from expectations for traditional tenure-track faculty, so too should tenure criteria reflect these differences. Accordingly, the proposed tenure criteria for Professors of Teaching refer to teaching and emphasize professional growth as it is related to teaching. These criteria are meant to be *realistic*—that is, based on current teaching-related expectations for teaching faculty with heavier teaching loads, rather than on unfair new expectations. The criteria are also *rigorous*, reflecting clearer and more exacting standards for teaching excellence in practice and in professional growth. (Guidance for documentation of the tenure candidate's activities toward tenure is included in a separate motion and includes a variety of ways to demonstrate and judge the extent to which those standards are met.) Finally, these standards are *aspirational*, driving teaching faculty to reach higher than they might have done without the expectation and support of an ongoing peer-review process and a community of peers.

Rather than creating a new and very different job description, the teaching path to tenure we describe here acknowledges the central role that teaching faculty currently play in our academic mission. The proposed criteria take scholarly activities into account in a substantive way, but include a broader array of activities that are appropriate for the professional growth of our teaching faculty. This position is consistent with WPI's values as an institution that excels at creating and instilling knowledge and that holds high standards for excellence and innovation in both research and teaching.

## **Institutional Goals Concerning the Balance of Faculty Composition:**

### *General Principles:*

Goals concerning the make-up, composition, and balance of the WPI faculty should be set collaboratively between the President, the Provost, the Deans, the Department Heads, and the faculty through its Faculty Governance representatives and its TRT Council representatives. The goals should be based on WPI's teaching and research mission, the University's priorities and aspirations, and its institutional resources and strategy. These goals should be revisited periodically through campus-wide discussions that either affirm the soundness of the prevailing goals or develop an understanding and a consensus concerning the reasons and the ways they need to shift.

Specifically, the balance applies to two proportions:

- The first proportion approximates the desired and intended balance between traditional (teaching-research) tenured tenure-track faculty, on the one hand, and the entire teaching faculty (consisting of tenured and tenure-track Professors of Teaching, Professors, TRT Teaching Professors, Professors of Practice, Instructors and Lecturers).

- The second proportion approximates the desired and intended balance between the tenured and tenure-track Professors of Teaching and the remaining non-tenure track teaching faculty (consisting of TRT Teaching Professors, Professors of Practice, Instructors and Lecturers).

*Proposed Institutional Balances*

In fall 2019, for example, there were 264 TTT faculty members at WPI and 128 full time teaching faculty members. WPI's current goal is to increase the number of traditional TTT faculty to approximately 300 within the next four years. The current faculty make-up embodies today's healthy balance required to carry out WPI's combined teaching and research mission, while the proposed expansion of the traditional TTT faculty is consistent with our goal to further enhance the impact of our research.

With respect to the first proportion, a sound working institutional goal consistent with our current state and direction is to maintain a full-time faculty that is made up of approximately **70 percent** (300/428) traditional tenured and tenure-track (dual mission teaching-research) faculty and **30 percent** (128/428) teaching-mission faculty (consisting of tenured-and tenure track Professors of Teaching, TRT Teaching Professors, Professors of Practice, Instructors and Lecturers).

With respect to the second proportion, we have had several discussions between the faculty and the administration about the number of teaching intensive tenure lines that could and should be opened over a three-year period. The three-year period consists of AY 2021-22, AY 2022-23, and AY 2023-24. These discussions balance considerations of institutional values, institutional commitment, academic freedom, equity and inclusion, institutional flexibility, and the degree of security required for full participation of the teaching faculty in faculty governance. In addition, based on their knowledge of and a thorough survey conducted among the teaching faculty, the TRT Council has provided a well-founded estimate of the number of those faculty members who would be both interested in and see themselves as qualified for placement on a teaching intensive tenure-track as described by the proposed criteria.

Based on this information, a reasonable working three-year goal consistent with administration, TTT faculty, and TRT faculty input is to maintain a full-time teaching faculty that is made up of approximately **40 percent** tenured and tenure track Professors of Teaching and **60 percent** non-tenure track teaching faculty consisting of TRT Teaching Professors, TRT Professors of Practice, and TRT Instructors and Lecturers. It is understood that throughout this three-year period, tenured and tenure-track faculty members would be appointed in fall 2021, fall 2022, and fall 2023. Consequently, the intention is to reach this three-year goal by fall 2023.

The stated commitments and goals should be revisited periodically through campus-wide discussions, and - while the goals are described quantitatively - there is flexibility in the understanding that they are not exact and can be reconsidered when necessary.

**Implementation:**

Any implementation plan should be consistent with our five-year institutional goals (proposed above) and should ensure that the institution is served well, that our tenure process remains rigorous, and that our teaching faculty are treated fairly.



### General Implementation Principles:

- Decisions about *the number* of tenure-track lines to be opened each year for Professors of Teaching will be made by the Provost with substantial input from the Deans, Department Heads, Department Tenure Committees based on a thorough assessment of their current teaching faculty, and from the TRT Council based on their knowledge of their own constituency, and monitored by the Provost's office and faculty governance for overall consistency with institutional goals.
- Decisions about *who will be placed on available tenure lines* will be made collaboratively by Department Heads, DTCs, Academic Deans, Provost, and the individual TRT faculty members themselves. These considerations will include:
  - Past accomplishments of each faculty member;
  - Readiness and/or potential of each faculty member to meet the tenure criteria with an appropriate probationary period;
  - Appropriate balance between senior and junior teaching faculty.
- Decisions about *the length of individual probationary periods* will be recommended to the Provost by the Dean based on a collaboration between the individual faculty member, the Department Head, and the DTC, and the Dean.
- Teaching faculty who are not placed on a tenure-track will receive new secure longer-term contracts (as yet to be determined).
- Resources must be made available to help CTAF to expand its charge and its workload without detriment to the faculty and Faculty Governance staff and without risk to the effective functioning of WPI's tenure review process. Time must be given to CTAF beginning in spring 2021 to revise its processes for tenure reviews to accommodate its expanded charge, including the possible revision of the DTC composition and process.

### Overview of Related Governance Processes:

#### Primary Actions

To be considered for a vote at the January 28 faculty meeting:

- Current Motion: Adopt tenure criteria for those Assistant, Associate, and Full Professors of Teaching.
- Two Related Motions:
  - Adopt guidelines for documenting and assessing activities toward tenure for Professors of Teaching;
  - Revise Part One, Appendix D (THE ROLES PLAYED BY TENURED, TENURE-TRACK, AND NON-TENURE TRACK FACULTY IN CARRYING OUT WPI'S MISSION) of the Faculty Handbook.

Next Actions (to follow in order):

- Feb. 2021 to March 2021: Work with Administration and TRT Council to establish secure contracts for teaching faculty members not placed on tenure-track;
- Feb. 2021 to May 2021: Modify faculty governance processes to provide full governance participation to faculty members who are secure through tenure, the tenure-track, or secure contracts.

**Date:** January 28, 2021

**To:** WPI Faculty

**From:** Committee on Governance (Prof. Boudreau, Chair; Prof. Richman, Secretary)

**Re:** Motion to revise Part One, Appendix D (The Roles Played by Tenured, Tenure-Track, and Non-Tenure Track Faculty in Carrying Out WPI's Mission) in the Faculty Handbook

**Motion #2:** The Committee on Governance recommends and I move that the text and title of Part One, Appendix D (The Roles Played by Tenured, Tenure-Track, and Non-Tenure Track Faculty in Carrying Out WPI's Mission) be updated in the Faculty Handbook as described below.

**Description of the Motion:**

The motion updates the existing Part One, Appendix D of the Faculty Handbook, whose current function is threefold: 1) to describe the respective roles played by the tenured and tenure-track (TTT) faculty and by the (non-tenure-track, NTT) teaching and research track (TRT) faculty; 2) to define an institutional commitment (expressed in terms of credits to be delivered by the TTT faculty) in order to maintain an appropriate balance between the TTT and (NTT) TRT faculty; and 3) to provide for an annual report to the faculty detailing the numbers in and the academic credit delivered by each category of faculty.

In its place, this motion inserts a unified account of WPI's mission across the domains of teaching and research; it sets an institutional goal for the balance between traditional TTT dual mission teaching-research faculty and teaching mission faculty (i.e. TTT Professors of Teaching, NTT Teaching Professors, NTT Professors of Practice, and NTT Instructors/Lecturers); it sets an institutional goal for the balance between TTT teaching-mission faculty (i.e. Professors of Teaching) and NTT teaching intensive faculty (i.e. Teaching Professors, Professors of Practice, and Instructors/Lecturers); and it maintains the annual report to the faculty to be given in terms of the numbers of faculty members in each category rather than in terms of credits delivered by each.

**Original Text:** *(to be replaced)*

**APPENDIX D: THE ROLES PLAYED BY TENURED, TENURE-TRACK, AND NON-TENURE TRACK FACULTY IN CARRYING OUT WPI'S MISSION**

The tenured and tenure track Faculty at WPI play the primary role in fulfilling the University's academic mission, and are committed to shaping WPI's educational programs and to delivering a significant majority of the academic credit offered to WPI students. Consistent with this principle, the University is committed to maintaining a tenured and tenure-track Faculty of sufficient size to allow each tenured and tenure-track faculty member the time to carry out his or her responsibilities to both teach and engage in scholarship at the highest level. WPI meets this commitment by ensuring that the numbers of tenured and tenure-track Faculty at WPI increase at a rate that is commensurate with the University's growth and strategic needs.

WPI also recognizes the importance of the roles played by non-tenure track faculty both as engaging teachers and active scholars. Through their teaching, non-tenure track faculty members enhance new and existing educational programs. Through their research, the non-tenure track

faculty complement and expand the range of scholarly expertise otherwise available on campus. Overall, the non-tenure track faculty provide the flexibility to respond to opportunities that help WPI sustain and build upon its reputation for academic excellence.

Early each fall, the Provost will provide a report to the Committee on Governance detailing the numbers (and full-time equivalents) in each category of faculty, and the percentages of academic credit delivered by each category of faculty across the institution, and within each department, division, and school (including Corporate and Professional Education). In collaboration with the Provost, the Committee on Governance will disseminate a final report to the Faculty and present the results for open discussion at a Faculty meeting during the same year.

***Proposed New Text:*** (to be added)

#### **APPENDIX D: THE ROLES AND BALANCE OF THE FACULTY IN CARRYING OUT WPI'S MISSION**

(Approved by the WPI faculty, January 28, 2021)

WPI's mission to create, discover, and convey knowledge at the frontiers of technological academic inquiry requires a faculty that conducts both research and teaching at the highest levels.

Consistent with this mission, the University is committed to maintaining an appropriate balance of faculty members who combine both research and teaching, and faculty members who primarily serve the educational mission as teachers and experts in pedagogy, course design, and course delivery. WPI meets this commitment by aiming to balance its faculty as follows: 70 percent tenured and tenure-track (TTT) dual mission teaching-research faculty<sup>4</sup> and 30 percent teaching mission faculty<sup>5</sup>.

WPI's initial three-year goal is to balance its teaching mission faculty (by fall 2023) as follows: 40 percent tenured or tenure-track and 60 percent non-tenure-track, with an openness to further increasing the fraction of tenured or tenure-track teaching mission faculty in the years that immediately follow.

These appropriate balances are and will be based on WPI's teaching and research mission, its priorities and aspirations, and its institutional resources and strategy.

The University is committed to maintaining a faculty of sufficient size and balance to allow faculty members the time required to develop professionally and to carry out their responsibilities at the highest level. WPI meets this commitment by ensuring that the number of faculty members at WPI increase in their proper balance at a rate that is commensurate with the University's growth and strategic needs.

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<sup>4</sup> The TTT dual-mission teaching-research faculty consists of Assistant, Associate, and Full Professors.

<sup>5</sup> The teaching-mission faculty consist of the following: tenured and tenure-track (TTT) Assistant, Associate, and Full Professors of Teaching; and non-tenure track (NTT) Assistant Teaching Professors, Associate Teaching Professors, Full Teaching Professors, Professors of Practice, Instructors/Lecturers, and Senior Instructors/Lecturers.

The University should periodically revisit these commitments and goals through campus-wide discussions that either affirm their soundness or develop an understanding and a consensus concerning changes in mission, priorities, resources, or strategy that would require them to change. While the goals are described quantitatively to provide clarity, there is flexibility in the understanding that they are not exact and can be reconsidered when necessary.

Early each fall, the Provost will provide a report to the Committee on Governance detailing the numbers of faculty in each category across the institution and within each department, division, and school. In collaboration with the Provost, the Committee on Governance will disseminate a final report to the Faculty and present the results for open discussion at a Faculty meeting during the same year.

**Rationale:**

Appendix D was added in 2011 to clarify faculty roles and define an institutional commitment regarding the balance between the TTT and NTT faculty. This commitment was necessary once the faculty voted to abolish the “3- and 5-year rule” that limited time in service for non-tenure-track faculty members. It was intended to help WPI maintain a strong presence of traditional TTT dual-mission faculty even as the institution relaxed its restrictions on and welcomed longer-term commitments to the NTT faculty.

Today, as we implement a new teaching-intensive path to tenure, WPI’s commitment to both research and teaching at the highest levels depends on maintaining the right balance between dual-mission TTT teaching-research faculty and teaching-mission faculty, and by including a significant number of teaching faculty members within our TTT ranks. The appropriate balance should be based on WPI’s teaching and research mission, the University’s priorities and aspirations, and its institutional resources and strategy.

Specifically, the balance applies to two proportions:

- The first proportion approximates the desired and intended balance between traditional (teaching-research) tenured and tenure-track faculty, on the one hand, and the entire teaching faculty (consisting of tenured and tenure-track Professors of Teaching, TRT Teaching Professors, Professors of Practice, Instructors and Lecturers).
- The second proportion approximates the desired and intended balance between the tenured and tenure-track Professors of Teaching and the remaining non-tenure track teaching faculty (consisting of TRT Teaching Professors, Professors of Practice, Instructors and Lecturers).

In fall 2019, for example, there were 264 TTT faculty members at WPI and 128 full time teaching faculty members. WPI’s current goal is to increase the number of traditional TTT faculty to approximately 300 within the next four years. The current faculty make-up embodies today’s healthy balance required to carry out WPI’s combined teaching and research mission, while the proposed expansion of the traditional TTT faculty is consistent with our goal to further enhance the impact of our research.

With respect to the first proportion, a sound working institutional goal consistent with our current state and direction is to maintain a full-time faculty that is made up of approximately **70 percent** (300/428) traditional tenured and tenure-track (dual mission teaching-research) faculty and **30**

**percent** (128/428) teaching-mission faculty (consisting of tenured-and tenure track Professors of Teaching, and TRT Teaching Professors, Professors of Practice, Instructors and Lecturers).

With respect to the second proportion, we have had several discussions between the faculty and the administration about the number of teaching intensive tenure lines that could and should be opened over a three-year period. The three-year period consists of AY 2021-22, AY 2022-23, and AY 2023-24. These discussions balance considerations of institutional values, institutional commitment, academic freedom, equity and inclusion, institutional flexibility, and the degree of security required for full participation of the teaching faculty in faculty governance. In addition, based on their knowledge of and a thorough survey conducted among the teaching faculty, the TRT Council has provided a well founded estimate of the number of those faculty members who would be both interested in and see themselves as qualified for placement on a teaching intensive tenure-track as described by the proposed criteria.

Based on this information, a reasonable working three-year goal consistent with administration, TTT faculty, and TRT faculty input is to maintain a full-time teaching faculty that is made up of approximately **40 percent** tenured and tenure track Professors of Teaching and **60 percent** non-tenure track teaching faculty consisting of TRT Teaching Professors, TRT Professors of Practice, and TRT Instructors and Lecturers. It is understood that throughout this three-year period, tenured and tenure-track teaching-mission faculty members would be appointed in fall 2021, fall 2022, and fall 2023. Consequently, the intention is to reach this three-year goal by fall 2023. The proposed version of Appendix D also includes an openness expressed by the administration to further increase the fraction of tenured or tenure-track teaching mission faculty over a longer period of time.

The proposed version of Appendix D also makes clear that the stated commitments and goals should be revisited periodically through campus-wide discussions and that while the goals are described quantitatively, there is flexibility in the understanding that they are not exact and can be reconsidered when necessary.

**Date:** January 28, 2021

**To:** WPI Faculty

**From:** Committee on Governance (Prof. Boudreau, Chair; Prof. Richman, Secretary)

**Re:** Motion to add Guidance for Documenting and Assessing Activities Toward Tenure for Professors of Teaching to the Faculty Handbook

**Motion #3:** The Committee on Governance recommends and I move that *Guidance for Documenting and Assessing Activities Toward Tenure for Professors of Teaching* be added to Section Two, Part 1.A of the Faculty Handbook (following the Tenure Criteria for Professors of Teaching), as described below.

**Description of the Motion:**

The following guidance would be placed in the Faculty Handbook (Section Two, Part 1.A) to follow the separate Tenure Criteria for Professors of Teaching:

**Guidance for Documenting and Assessing Activities Toward Tenure for Professors of Teaching:**

*For Documentation and Assessment of Teaching Practice:* When reviewed for tenure, each candidate is expected to submit a teaching portfolio that best demonstrates excellent teaching as measured by the *quality* and *impact* of their teaching skills and activities. The teaching portfolio typically includes a thoughtful statement about the candidate's teaching practices, accomplishments, and approach, as well as sample materials that demonstrates teaching quality and impact.

Teaching activities may include but are not limited to the following:

- Courses delivered, designed, and/or redesigned in any format for undergraduate, graduate, or continuing education students;
- Major Qualifying Projects, Interactive Qualifying Projects, and HUA Inquiry Seminars and Practicums advised or co-advised;
- Dissertations, theses, and research projects advised and co-advised;
- Independent studies supervised;
- Project centers developed, directed, or co-directed;
- Students and research trainees advised or mentored.

The *quality* of each candidate's teaching activities will be assessed for supporting evidence such as - but not limited to - the following:

- Course and project goals that are clear and appropriately challenging, and content that is appropriate to the goals;
- Course activities that are well planned and reflect an effective approach to helping students learn;
- Experiments with new pedagogical techniques;
- Modifications to existing courses based on well-grounded rationale;
- Efforts to support the success of diverse students and students with a range of learning styles;
- Statements and self-reflections demonstrating how one's learning design is grounded in current educational research;

- Use of feedback from students and faculty peers;
- Leadership demonstrated at project centers.

The *impact* of each candidate's teaching activities on students, on curriculum, and on teaching practice (through one's own teaching practices and/or those of their WPI colleagues or their department) will be assessed for supporting evidence such as – but not limited to - the following:

- Student learning outcomes assessment, student engagement, program outcomes, student well-being, and other measures of student success;
- Changes in program curriculum;
- Assessments demonstrating that course, project or program improvements have led to gains in student learning in the short term and/or over time;
- Influence on faculty peers (evidenced in the form of letters and/or rubrics, including from project co-advisors);
- Student reflections on their experiences in MQPs, IQPs, and HUA Inquiry Seminars and Practicums;
- Student reflections on their experiences in dissertation, thesis, or research projects;
- Feedback from project sponsors;
- Relevant awards, honors, or positive media coverage;
- Evaluations by students (through student course evaluations and surveys of former students).

*For Documentation and Assessment of Continuing Professional Growth and Currency:* When reviewed for tenure, each candidate is expected to submit materials that best demonstrate their *commitment* to and the *impact* of their continuing professional growth and currency, including how it enhances the effectiveness of the candidate's teaching and/or furthers a general understanding of effective teaching practices.

*Commitment* to continuing professional growth and currency can be documented in a combination of many ways that may include but are not limited to engaging in the following activities:

- Leadership by example, through continued innovation in approach and enhancement of one's own teaching methods;
- Teaching collaborations with other faculty, particularly in new approaches, areas, or pedagogies;
- Development of methods of assessment that better measure educational outcomes;
- Record of active scholarship (of Discovery, Teaching and Learning, Integration, Application and Practice, or Engagement);
- Research collaborations with other faculty, including those regarding teaching practices, theories, or outcomes;
- Involvement in professional and academic creative output, inclusive of performance, visual, and written art forms;
- Organizing and/or participating in teaching institutes, professional workshops, or professional conferences;
- Proposals submitted and grants awarded for funding related to teaching improvements or experiments, scholarship, or fellowships;
- Participation as a mentor in programs within or outside of WPI;



- Participation in competitive external professional development programs;
- Service as a reviewer on national, regional, or local grants panels;
- Completion of professional short courses;
- Earned professional certifications.

The *impact* of professional growth and currency may be on approaches to and understanding of teaching and learning, on teaching and learning networks and support systems (through delivery of workshops, seminars, mentorship, training; involvement in communities of practice, etc.); or on one's own scholarly discipline and/or scholarly communities. Such impact can be documented in a combination of many ways that may include but are not limited to the following:

- New courses, curricula and/or academic programs based on emerging new fields, topics of contemporary relevance and/or interdisciplinary connections between emerging and/or existing areas (including data on enrollments and students positively affected);
- Significant revisions to existing curricula and/or academic programs based on the changing content of a disciplinary field, the emergence of a new field, and/or interdisciplinary connections between emerging and/or existing areas that had not previously been available to WPI students (including data on enrollments and students positively affected);
- Demonstrably effective new or improved techniques or strategies to engage students in the classroom, via online delivery, or project advising;
- Dissemination of new or improved teaching approaches, techniques and strategies to colleagues at WPI and beyond;
- Adaptation of approaches, techniques, and strategies by other faculty, programs, and institutions;
- Feedback on teaching innovations from faculty peers.
- Feedback on scholarship from peers in the scholarly community and/or beneficiaries of the scholarly work.
- Invited keynotes and other invitations to speak or share teaching materials or scholarly work personally or in a public venue, conference, or workshop;
- Relevant awards, honors, or positive media coverage.

*For Documentation and Assessment of Service:* Commitment to service can be documented in many ways, including but not limited to engagement in some of the following activities:

- Service to WPI (faculty governance and ad-hoc committees, assistance to administrative offices);
- Service to the candidate's department (curriculum committees, MQP area coordinators, faculty recruitment, seminar series participation and coordination);
- Service to the local community (board and committee membership in social service and cultural institutions, local government participation);
- Service to the profession (participation in national and international committees and panels, in local chapters of professional societies, in conference organization).

**Rationale:**

Although the guidance for documentation and assessment outlined here is separate from the proposed tenure criteria for Professors of Teaching, it is organized in parallel to those criteria. As a result, the guidance is separated into the main categories of Teaching Practice (sub-divided into *quality* and *impact*), Continuing Professional Growth and Currency (sub-divided into *commitment* and *impact*), and Service.

The itemized lists provided in this proposal are to suggest to tenure candidates and tenure committees the range of specific activities, efforts, and outcomes that are consistent with the tenure criteria for Professors of Teaching. For the purposes of assembling, organizing, and evaluating a tenure dossier, the guidance is arranged according to the following sensibility:

In the category of teaching practice, the candidate's teaching activities (and whatever artifacts may be produced as a result of those activities) are separated and distinguished from the *quality* and *impact* of those pedagogical efforts. The *quality* of teaching practice is then described not by a list of artifacts, but by examples of positive features of one's teaching approach. In documenting quality, the candidate is expected to submit evidence that best demonstrates these or any other positive features of their teaching practices. The *impact* of teaching practice is then measured separately by demonstrable and documentable effects that the one's efforts have had on others who have been exposed to or are knowledgeable about those efforts.

In the category of continuing professional growth and currency, the candidate's *commitment* to continuing professional growth and currency may be documented by specific tangible activities, efforts, and artifacts produced in professional activities beyond teaching practice. The *impact* of this work is measured by demonstrable and documentable effects that one's efforts in this broad professional category have had on curricula, programs, fields of study, and relevant professional communities.

In the category of service, the candidate's commitment may be documented by specific tangible activities, and – if the candidate so chose – could include artifacts that demonstrate the quality of such efforts.

At the same time, there is also an understanding that the boundaries between these categories are not rigid, and as a result items listed in one place may also serve to demonstrate achievement in another.

**Date:** May 6, 2021

**To:** WPI Faculty

**From:** Committee on Governance (Prof. Boudreau, Chair; Prof. Richman, Secretary)

**Re:** Motion to update Part Two - Section 7 of the Faculty Handbook to: include Assistant, Associate, and (full) Professors of Teaching; revise categories of nontenure-track faculty, and document terms of appointments, reappointments, and performance reviews for both secured and short-term nontenure-track teaching faculty members.

**Motion #4:** The Committee on Governance recommends and I move that Part Two - Section 7 of the Faculty Handbook be revised to:

- include Assistant, Associate, and (full) Professors of Teaching;
- revise categories of nontenure-track faculty;
- document revised terms of appointments, reappointments, and performance reviews for both secured and short-term nontenure-track teaching faculty members; and
- include a sample appointment letter for all Teaching Professors and Instructors holding secured nontenure-track teaching appointments;

as described below.

**Description of the Motion:**

The main purposes of the motion are to make changes to the Faculty Handbook required to incorporate Assistant, Associate, and (full) Professors of Teaching as tenured and tenure-track faculty members; to identify a large category of *secured* nontenure-track teaching faculty members and a smaller category of *short-term* nontenure-track faculty members; and to clearly document what constitutes both secured and short-term appointment, reappointment, and review processes.

*Secured* non-tenure track teaching faculty members are full-time employees of the University who are hired with the expectation that they will have significant and continuing academic responsibilities at WPI focused on their teaching, and with provisions for a long-term institutional commitment from WPI. By contrast, *short-term* non-tenure track teaching faculty members are full-time employees hired to fill temporary institutional teaching needs. Although the titles for secured and short-term nontenure-track faculty members overlap, their contract status is very different.

The motion revises and reorganizes Part Two, Section 7 (Categories of Faculty Members at WPI) by breaking it into the following four separate sections:

- Section 7: Categories of Faculty Members at WPI
- Section 8: Appointment, Reappointment, and Review of Nontenure-track Faculty Members
- Section 9: Procedures and Criteria for Reappointment of Professors of Practice
- Section 10: Promotion Procedures and Criteria for Nontenure-track Faculty Members
- Appendix A: Sample Appointment Letters for Faculty Members all Teaching Professors and Instructors Holding Secured and Short-Term Nontenure-Track Teaching Appointments

Section 7 incorporates our new tenured and tenure-track Assistant, Associate, and (full) Professors of Teaching, and it contains new language describing the roles of the tenured and tenure-track faculty. It distinguishes between *secured* and *short-term* nontenure-track teaching faculty, and describes the roles and (overlapping) titles for each.

Section 8 describes terms of appointment, reappointment, and review for secured and short-term nontenure-track teaching faculty, and for nontenure-track research faculty.

Section 9 extracts (from the original version of Section 7) the procedures and criteria for promotion for Professors of Practice. The only change it includes is in increasing from three years to five years the length of subsequent appointments after the initial five year term.

Section 10 extracts (from the original version of Section 7) the promotion procedures and criteria for nontenure-track faculty. This section contains no substantive changes in language.

Appendix A currently includes a sample appointment letter for Teaching Professors and Instructors holding secured nontenure-track teaching appointments. The intention is to add sample appointment letters for Professors of Practice as well as for both Teaching Professors and Instructors holding short-term nontenure-track teaching appointments when those letters are produced by University Counsel, reviewed by COG, and approved by the faculty.

Note: In the revised sections that follow:

- yellow shaded text is new or significantly revised;
- unshaded text is entirely unchanged;
- ~~strikethrough~~ text is deleted

## 7. CATEGORIES OF FACULTY MEMBERS AT WPI \*

(Approved by the Faculty, March 22, 2012)

Consistent with WPI's purpose to create, discover, and convey knowledge at the frontiers of academic inquiry, the University is committed to maintaining an appropriate balance of faculty members in the following broad categories: those who balance both research and teaching; those who primarily serve the educational mission as teachers; and those devoted entirely to research. WPI meets this commitment by maintaining a faculty with an appropriate range of roles, responsibilities, tenure status, and titles.

### A. The Roles and Titles of the Tenured and Tenure-Track Faculty:

All tenured and tenure-track faculty members at WPI work toward and are awarded tenure consistent with criteria appropriate to either their dual mission or teaching mission. As a body, the tenured and tenure-track dual mission faculty plays a primary role in fulfilling the University's educational mission, and plays the primary role in fulfilling the University's research and scholarly mission. The tenured and tenure-track teaching mission faculty plays a primary role in fulfilling the University's educational mission and contributes to the University's scholarly mission. Regardless of their dual or teaching missions, all tenured and tenure-track faculty members contribute in significant ways to shaping and delivering WPI's academic programs.

#### Titles:

Assistant, Associate and (full) Professor: These titles are for dual-mission tenured and tenure-track faculty members.

Assistant, Associate and (full) Professor of Teaching: These titles are for teaching-mission tenured and tenure-track faculty members.

### B. Categories, Titles, and Roles of Non-Tenure Track Faculty:

- ***Secured Non-Tenure Track Teaching Faculty:*** *Secured* non-tenure track teaching faculty members are full-time employees of the University who are hired with the expectation that they will have continuing academic responsibilities at WPI focused on their teaching, and with provisions for a long-term institutional commitment from WPI. They may also make a range of additional contributions through their scholarship and through their service to the University. They are an integral part of the fabric of the campus, and contribute in significant ways to shaping and delivering WPI's academic programs.

#### Titles:

Instructor/Lecturer; Senior Instructor/Lecturer; or Assistant, Associate, and (full) Teaching Professor: The titles of Assistant, Associate, and (full) Teaching Professor will be awarded only to those individuals with both a Ph.D. degree (or the recognized highest degree for the discipline) and with teaching credentials appropriate to the corresponding tenured or tenure-track rank. ~~Instructor and Lecturer are equivalent positions.~~

Professor of Practice: These are full-time non-tenure track faculty members who, by virtue of their non-academic industry-related experiences, are hired to bring a unique, current area of expertise to teaching. This experience and expertise must be distinct from that which would be brought by a conventional tenured or tenure-track faculty member and should be aligned with a specific institutional need or required area of expertise.

- ***Short-term Non-Tenure Track Teaching Faculty:*** Short-term non-tenure track teaching faculty members are full-time employees of the University who are hired with the expectation that their employment at WPI will be temporary and with academic responsibilities focused on filling a short-term institutional teaching need (e.g.: to cover a sabbatical or leave of absence, to fill a

temporary gap created by an unanticipated retirement or by a sudden unexpected increase in enrollment).

**Titles:**

Instructor/Lecturer; Senior Instructor/Lecturer; or Assistant, Associate, and (full) Teaching Professor: The titles of Assistant, Associate, and (full) Teaching Professor will be awarded only to those individuals with both a Ph.D. degree (or the recognized highest degree for the discipline) and with teaching credentials appropriate to the corresponding tenured or tenure-track rank. ~~Instructor and Lecturer are equivalent positions.~~

- **Non-Tenure Track Research Faculty:** Non-tenure track research faculty members are full-time employees of the University who are hired, usually on research grants, with the expectation that their academic responsibilities at WPI are focused on their research. The length of full-time relationship between WPI and the faculty member will depend on the nature and duration of the research funding arrangement.

**Titles:**

Assistant, Associate, and (full) Research Professor: These titles Assistant, Associate, and (full) Research Professor will be awarded only to those individuals with both a Ph.D. degree (or the recognized highest degree for the discipline) and with research credentials appropriate to the corresponding tenured or tenure-track rank.

- **Adjunct Non-Tenure Track Faculty:** Adjunct non-tenure track faculty are part-time employees of the University who play specific roles. Some adjunct faculty members develop long-term relationships with WPI and take on significant responsibilities. Other adjunct faculty members may be hired for a specific limited period of time with no expectations that they will take on significant ongoing responsibilities.

**C. Others with Teaching and Research Responsibilities at WPI:**

- **Visiting Faculty:** Visiting faculty members are Assistant, Associate, or (full) Professors who are visiting *from* some other institution, for periods up to one full year. Appointment as a Visiting faculty member would not be made for other full-time non-tenure track appointments.
- **Post-Doctoral Scholars:** Postdoctoral scholars are individuals who have received a doctoral degree (or equivalent) and are engaged in a temporary and defined period of mentored advanced training to enhance the professional skills and research independence needed to pursue his or her chosen career path.

## 8. APPOINTMENT, REAPPOINTMENT, AND REVIEW OF NONTENURE-TRACK FACULTY MEMBERS

### A. *Secured Non-Tenure Track Teaching Faculty* - Instructors/Lecturer; Senior Instructors/Lecturer; or Assistant, Associate, and (full) Teaching Professors:

Secured non-tenure track teaching faculty members are full-time employees of the University who are hired with the expectation that they will have continuing academic responsibilities at WPI focused on their teaching, and with provisions for a long-term institutional commitment from WPI. In all such appointments, the faculty member's general responsibilities and workload will be documented in the appointment letter, with changes during an appointment mutually agreed to in writing by the faculty member and the Department Head and/or Program Director.

*Probationary Appointment(s):* Initial probationary appointments of secure nontenure-track faculty members (with the titles indicated above) will be for a one-year probationary term with the expectation on the part of the University that a three-year appointment will follow, unless in the judgment of the Department Head and/or Program Director (and with the approval of the Dean) the qualifications of the candidate and the circumstances warrant skipping the probationary appointment and advancing to an initial three-year appointment. The probationary nature of the appointment including the expectation of a three-year appointment to follow will be explicitly stated in the appointment letter. In cases where a first-year performance review of the faculty member indicates that a subsequent three-year appointment is not warranted without significant improvement, the initial probationary appointment may be followed by a second probationary appointment for only one additional one-year probationary term.

The evaluation for the initial probationary appointment will be made by a search committee consisting of a Department Head and/or Program Director and at least two tenured faculty members. This group could be the same as the Department's standing tenure committee. The initial appointment of Assistant Teaching Professors will require approval of the appropriate Dean and the Provost. The initial appointment of Associate or (full) Teaching Professors will require both review by COAP and approval of the appropriate Dean and the Provost. The candidate for an Assistant, Associate, or (full) Teaching Professor position should have both a Ph.D. degree (or the recognized highest degree for the discipline) and teaching credentials and accomplishments appropriate to the corresponding tenured or tenure-track rank.

*Lengths of Subsequent Appointments:* Following the probationary appointment(s), the lengths of subsequent appointments will be made sequentially as follows: a first three-year term, a second three-year term, and subsequent terms of no fewer than five years each.

*Three-year Appointments:* If the faculty member is reappointed following the probationary term(s), the reappointment shall be for a three-year term with the expectation on the part of the University that a second three-year appointment will follow. If the faculty member is reappointed following the first three-year appointment, the reappointment shall be for a second three-year term with the expectation on the part of the University that an appointment of no fewer than five years will follow. Performance reviews must be considered in reappointment decisions.

*Five-year Appointments:* If the faculty member is reappointed following the second three-year term or following any term of five (or more) years, the reappointment shall be for a term of no fewer than five years with the expectation on the part of the University that an appointment of no fewer than five years will follow. Appointments longer than five years may be made in the discretion of the Department Head and/or Program Director and the Dean, with approval of the Provost. Performance reviews must be considered in reappointment decisions.

**Performance Reviews:** After the initial appointment, the faculty member will have established a record of teaching at WPI. Each spring, a review of teaching performance, based on course evaluations, project evaluations, and other relevant feedback information, will be made by the Department Head and/or Program Director. Annual performance reviews will also take into consideration any other responsibilities and contributions of the faculty member. These annual reviews will be summarized in writing and will include a rating on a scale of exceeds expectations, meets expectations, or falls below expectations. Copies of the reviews will be shared with the faculty member and kept on file.

**Reappointment Decisions:** All reappointment decisions are made with reasonable discretion by the Department Head and/or Program Director, the Dean, and the Provost based solely on the following considerations: performance reviews; elimination or downsizing of a department, program, or number of courses or sections offered as part of a long-term restructuring measure; significant decrease in the need or demand for program offerings when no reassignment is feasible; and financial emergencies that warrant reduction in teaching staff. Performance reviews must be considered in reappointment decisions. When the Department Head and/or Program Director has concerns about the faculty member's performance that might affect the reappointment decision, they will consult with an appropriately composed ad hoc committee of at least two other faculty members. Faculty members may use the Faculty Review Committee process to grieve a non-reappointment decision on all grounds applicable to the FRC process.

**Notifications:** If a faculty member on a probationary appointment is not to be reappointed, notification must be given by no later than the end of C-term before the end of the appointment. If a faculty member on a non-probationary appointment is not to be reappointed, notification will be given by no later than one year before the end of the appointment, unless the faculty member falls below expectations in the next-to-last year of the appointment. In that case, notice of non-reappointment can be delayed to the end of C-term of the final year of the appointment to provide the faculty member with additional time to improve their performance.

**Just Cause for Disciplinary Action or Termination During the Term of Any Appointment:** No faculty member will be disciplined, suspended, or terminated during the term of an appointment without just cause, where just cause is defined as (i) misconduct as defined in the Policy on Faculty Conduct, the Policy on Research Conduct, the Sexual Misconduct Policy, or the Title IX Policy (whichever is applicable); or (ii) financial emergency. Any discipline, including suspension or termination, during an appointment may only be imposed pursuant to the process set forth in the relevant policy identified in this paragraph.

**B. Secured Non-Tenure Track Teaching Faculty - Professors of Practice:**

Professors of Practice are full-time non-tenure track faculty members who, by virtue of their non-academic industry-related experiences, are hired to bring a unique, current area of expertise to teaching. This experience and expertise must be distinct from that which would be brought by a conventional tenured or tenure-track faculty member and should be aligned with a specific institutional need or required area of expertise. In all such appointments, the faculty member's responsibilities and workload will be agreed to, in writing, between the faculty member and department head.

**Term(s) of Appointment:** Initial appointments of Professors of Practice will be for a maximum of five years. All appointments, regardless of their duration will be reviewed on an annual basis. Multi year appointments may be shortened due to changes in WPI's strategic needs. In all such appointments, the faculty member's general responsibilities and workload will be documented in



the appointment letter, with changes during an appointment mutually agreed to in writing by the faculty member and the Department Head and/or Program Director.

After five years at WPI, if the Professor of Practice has maintained significant relevant currency within the field, has demonstrated high quality performance at WPI, and there remains a strong continued institutional need that still cannot be filled by hiring a tenured or tenure-track faculty member, then a Professor of Practice may receive an additional appointment (reviewed annually) for a maximum of three of five years. ~~Multi-year appointments may be shortened due to changes in WPI's strategic needs.~~ Subsequent (maximum) three five-year appointments can be made under the same circumstances as the first three five-year reappointment. ~~Such appointments may be shortened due to changes in WPI's strategic needs.~~

*Initial Appointment:* The evaluation for the initial appointment of a Professor of Practice will be made by a search committee consisting of a Department Head and/or Program Director and at least two tenured faculty members. This group could be the same as the Department's standing tenure committee. The initial appointments of Professors of Practice will require both review by COAP and approval of the appropriate Dean and the Provost. The candidate for Professor of Practice should, by virtue of his or her non-academic industry-related experiences, bring a unique current area of expertise to teaching. This experience and expertise must be distinct from that which would be brought by a conventional tenured or tenure-track faculty member and should be aligned with a specific institutional need or required area of expertise. The review by COAP should be based on the extent to which these criteria are met, and on the quality of the candidate's experience to date.

*Subsequent Reappointments:* After five years, the Department Head and/or Program Director (with input from members of the department and/or program and the appropriate Dean) may recommend that a Professor of Practice receive subsequent (maximum) three five-year appointments, to be reviewed annually subjected to the annual evaluations described above below. These three five-year appointments are to be reviewed by COAP and passed on to the Provost for action. These reappointments are contingent on a continued institutional need for the Professor's of Practice specific area of expertise. ~~Any multi-year appointments may be shortened due to changes in WPI's strategic needs.~~ (See Part Two, Section 9 for details.)

*Performance Reviews:* After the first year at WPI, the Professor of Practice will have established a record of teaching at WPI. Annual evaluations will include assessment of high quality teaching (based on course evaluations, project evaluations, and other relevant feedback information) and documented evidence that the Professor of Practice has maintained significant relevant currency in the field. These evaluations reviews will be made by the Department Head and/or Program Director, the appropriate Dean, and the Provost, and will also take into consideration any other ~~activities described in the official letter of appointment from the Provost~~ responsibilities and contributions of the faculty member. These annual evaluations reviews will include a written evaluation summaries with copies shared with the faculty member and to be kept on file.

***Just Cause for Disciplinary Action or Termination During the Term of Any Appointment:***

No faculty member will be disciplined, suspended, or terminated during the term of an appointment without just cause, where just cause is defined as (i) misconduct as defined in the Policy on Faculty Conduct, the Policy on Research Conduct, the Sexual Misconduct Policy, or the Title IX Policy (whichever is applicable); or (ii) financial emergency. Any discipline, including suspension or termination, during an appointment may only be imposed pursuant to the process set forth in the relevant policy identified in this paragraph.

**C. Short-term Non-Tenure Track Teaching Faculty - Instructors/Lecturer; Senior Instructors/Lecturer; or Assistant, Associate, and (full) Teaching Professors:**

Short-term non-tenure track teaching appointments are made to fill temporary institutional teaching needs. Although the titles for these positions are the same as for secure nontenure-track faculty members, the status of their appointments is different, as described below.

*Term(s) of Appointment:* Appointments of short-term nontenure-track faculty members will be for one-year terms. The short-term nature of the appointment will be explicitly stated in the contract. If the institutional need persists and the faculty member's performance is satisfactory, a subsequent one-year appointment can be made. However, no more than two consecutive short-term one-year contracts may be offered before the faculty member is offered a three-year contract (described in Section 8.A, above) for secured nontenure-track teaching faculty members.

*Initial Appointment:* The evaluation for the initial one-year appointment of a short-term nontenure-track faculty member will be made by the Department Head and/or Program Director, Dean, and Provost. The candidates for these positions must have an advanced degree or its equivalent appropriate for the course(s) to be taught. In addition, the candidate must have some level of documented teaching experience appropriate for the expected teaching responsibilities.

*Performance Reviews:* After the initial appointment, the faculty member will have established a record of teaching at WPI. Performance evaluations, based on available course evaluations, project evaluations, and other relevant feedback information, will be made by the Department Head and/or Program Director (with input from departmental and/or program faculty members), the appropriate Dean, and the Provost.

#### **D. Nontenure-Track Research Professors – Assistant, Associate, and (full) Research Professors**

*Term(s) of Appointment:* Terms of appointments of Assistant, Associate, or (full) Research Professors are negotiated on a case-by-case basis with one- or two-year appointments the most common. The titles of Assistant, Associate, and (full) Research Professor will be awarded only to those individuals with both a Ph.D. degree (and the recognized highest degree for the discipline) and with research credentials appropriate to the corresponding tenured or tenure-track rank.

*Initial Appointment:* The evaluation for the initial appointment of an Assistant, Associate, or (Full) Research Professor will be made by the Department Head and/or Program Director, and members of the WPI Faculty whose research is most relevant to the work to be done by the candidate. The initial appointment of an Assistant Research Professor will require approval of the appropriate Dean and the Provost. The initial appointment of Associate or (full) Research Professors will require both review by COAP and approval of the appropriate Dean and the Provost. The candidate for an Assistant, Associate, or (full) Research Professor position should have both a Ph.D. degree (or the recognized highest degree for the discipline) and research credentials and accomplishments appropriate to the corresponding tenured or tenure-track rank.

*Performance Reviews:* After the initial appointment, the Assistant, Associate, or (full) Research Professors will have established a record of research at WPI. Continuing performance evaluations, based primarily on research accomplishments at WPI, will be made by the Department Head and/or Program Director, members of the WPI Faculty whose research is most relevant to the work done by the candidate, the appropriate Dean, and the Provost on a year-by-year basis. Annual performance evaluations will also take into consideration any other activities described in the official letter of appointment from the Provost. These annual evaluations will include a written evaluation to be kept on file.

## 9. PROCEDURES AND CRITERIA FOR REAPPOINTMENT OF PROFESSORS OF PRACTICE

*Procedures (for Appointments beyond five years):* After five years, the Department Head and/or Program Director (with input from members of the department and/or program and the appropriate Dean) may recommend that a Professor of Practice receive subsequent ~~(maximum) three~~ **five**-year appointments, to be reviewed annually subjected to the annual evaluations described above. The Professor of Practice to be reappointed, should by virtue of his or her non-academic industry-related experiences, continue to bring a unique current area of expertise to teaching. This experience and expertise must be distinct from that which would be brought by a conventional tenured or tenure-track faculty member and should be aligned with a specific institutional need or required area of expertise. These ~~three~~ **five**-year appointments are to be reviewed by COAP and passed on to the Provost for action. The review by COAP should be based on the extent to which these reappointment criteria are met, on the quality of teaching performance (and of any other activities described in previous appointment letters) at WPI, and on documented evidence that the Professor of Practice has maintained significant relevant currency in the field (see ~~Section 7F~~ *Criteria* below). These appointments are contingent on a continued institutional need for the Professor's of Practice specific area of expertise. ~~Any multi-year appointments may be shortened due to changes in WPI's strategic needs.~~

*Criteria:* The candidate for re-appointment as Professor of Practice must demonstrate that he/she continues to bring a unique current area of expertise, by virtue of non-academic industry-related experiences, in an area of institutional need, to teaching, and that his/her teaching performance is of high quality. The professional expertise and continued currency in the field must be supported by documented evidence, such as by reviews from knowledgeable persons external to WPI. Appropriate activities could include such industry-related experiences as summer or part-time positions, production of commercial designs or other artifacts, consulting activities that are material in terms of time and substance, leadership positions in recognized professional societies, relevant, active service on boards of directors, documented continuing professional education experiences, scholarly or professional publications or presentations, and significant participation in professional conferences.

## 10. PROMOTION PROCEDURES AND CRITERIA FOR NONTENURE-TRACK FACULTY

### A. *Promotion to Senior Instructor/Lecturer from Instructor/Lecturer or to Assistant Teaching Professor from Instructor/Lecturer (of either level):*

Procedures: Recommendations for promotion from Instructor/Lecturer to Senior Instructor/Lecturer or from Instructor/Lecturer (of either level) to Assistant Teaching Professor will be made by the Department Head and/or Program Director (with input from departmental and/or program faculty members) and the appropriate Dean, and presented to the Provost for action. These recommendations will be made based on the evaluations accounting for course evaluations, project evaluations, and other relevant feedback. Promotion to Assistant Teaching Professor will be made only to those individuals with both a Ph.D. degree (or the recognized highest degree for the discipline) and with teaching credentials appropriate to the corresponding tenured or tenure-track rank.

Criteria: The candidate for promotion to assistant teaching professor must possess a Ph.D. degree (or the recognized highest degree for the discipline) and have demonstrated effective teaching ability.

### B. *Promotion to Associate Teaching Professor:*

Procedures: Recommendations for promotion to the Associate Teaching Professor level will be made by the Department Head and/or Program Director (with input from departmental and/or program faculty members) and the appropriate Dean, reviewed by COAP, and then passed to the Provost for action. ~~The standards used to grant these promotions should be identical (with respect to teaching performance and credentials) as those used in the corresponding promotions of the tenured faculty.~~

Criteria for Promotion to Associate Teaching Professor: The candidate for promotion to associate teaching professor must have completed at least three years as an assistant teaching professor, and will normally have completed at least five years. The candidate must have exhibited high quality teaching (undergraduate and/or graduate). High quality teaching can be evidenced in many ways, including (but not limited to): course evaluations; faculty peer evaluations; evaluations by alumni; the quality of the Major Qualifying Projects, Interactive Qualifying Projects, the Humanities Inquiry Seminar or Practicum, and graduate student work; freshman advising, academic advising; teaching innovations; new course introductions; and redesign of existing courses. Service is valued and considered in the promotion review. Service can be evidenced in many ways, including (but not limited to): service to WPI (committee work, assistance to administrative offices); service to the candidate's department (curriculum committees, MQP area coordinators, faculty recruitment, seminar series participation and coordination); and service to the profession (participation in national and international committees and panels, in local chapters of professional societies, in conference organization).

### C. *Promotion to (full) Teaching Professor:*

Procedures: Recommendations for promotion to the (full) Teaching Professors level will be made by the Department Head and/or Program Director (with input from departmental and/or program faculty members) and the appropriate Dean, reviewed by COAP, and then passed to the Provost for action. ~~The standards used to grant these promotions should be identical (with respect to teaching performance and credentials) as those used in the corresponding promotions of the tenured faculty.~~

Criteria for Promotion to (full) Teaching Professor: To be considered for promotion to teaching professor, an associate teaching professor must have demonstrated considerable professional growth and development of qualities of leadership. This usually requires at least five years as an

associate teaching professor. The candidate must have recent accomplishments of high quality in teaching as well as demonstrated leadership in some aspect of teaching. This leadership must be recognized by peers within WPI, and acknowledgement by external peers would be viewed favorably. High quality teaching can be evidenced in many ways, including (but not limited to): course evaluations; faculty peer evaluations; evaluations by alumni; the quality of the Major Qualifying Projects, Interactive Qualifying Projects, the Humanities Inquiry Seminar or Practicum, and graduate student work; freshman advising, and academic advising; teaching innovations; new course introductions; and redesign of existing courses. In evaluating teaching qualifications, the Committee on Appointments and Promotions will consider innovations in teaching and adaptability to the needs of WPI, effectiveness as measured by students, alumni, and colleagues, and the candidate's overall impact and importance in WPI academic programs. Leadership accomplishments in teaching may be demonstrated by some or all of the following: exceptionally high quality teaching that serves as a model for others, development of new courses or other academic activities such as project experiences, leadership in curricular revisions or other academic initiatives within WPI, leadership of teaching- and learning-related grant proposals and funded projects, publications and presentations related to teaching, and leadership roles in appropriate professional organizations. Service is valued and considered in the promotion review. Service can be evidenced in many ways, including (but not limited to): service to WPI (committee work, assistance to administrative offices); service to the candidate's department (curriculum committees, MQP area coordinators, faculty recruitment, seminar series participation and coordination); and service to the profession (participation in national and international committees and panels, in local chapters of professional societies, in conference organization).

#### **D. Promotion to Associate Research Professor:**

*Procedures:* Recommendations for promotion to Associate Research Professor will be made by the Department Head and/or Program Director (with input from members of the WPI Faculty whose research is most relevant to the work done by the candidate and from other departmental faculty members as is appropriate) and the appropriate Dean, reviewed by COAP, and then passed on to the Provost for action. ~~The standards used to grant these promotions should be identical (with respect to research performance and credentials) as those used in the corresponding promotions of the tenured and tenure track faculty members (see Section 7F).~~

*Criteria:* The candidate for promotion to associate research professor must have completed at least three years as an assistant research professor, and will normally have completed at least five years. The candidate must have exhibited high quality scholarship. High quality scholarship can be evidenced in many ways, including (but not limited to): peer-reviewed publications such as journal articles, conference papers, and/or book chapters; books; exhibitions, and performances; professional awards; citations in the professional literature; presentations at professional meetings; grant proposals and grants awarded; offices held in professional societies; journal editorships; reviews of papers and proposals; and patents. Service is valued and considered in the promotion review. Service can be evidenced in many ways, including (but not limited to): service to WPI (committee work, assistance to administrative offices); service to the candidate's department (such as faculty recruitment, seminar series participation and coordination); and service to the profession (participation in national and international committees and panels, in local chapters of professional societies, in conference organization).

#### **E. Promotion to (full) Research Professor:**

*Procedures:* Recommendations for promotion to (full) Research Professor will be made by the Department Head and/or Program Director (with input from members of the WPI Faculty whose research is most relevant to the work done by the candidate and from other departmental faculty members as is appropriate) and the appropriate Dean, reviewed by COAP, and then passed on to

the Provost for action. ~~The standards used to grant these promotions should be identical (with respect to research performance and credentials) as those used in the corresponding promotions of the tenured and tenure-track faculty members (see Section 7F).~~

*Criteria:* To be considered for promotion to research professor, an associate research professor must have demonstrated considerable professional growth and development of qualities of leadership. This usually requires at least five years as an associate research professor. The candidate must have recent accomplishments of high quality and demonstrated leadership in scholarship/creativity. This leadership must be recognized by peers within WPI, and by knowledgeable people outside WPI. Scholarship and/or creativity can take many forms. It may be demonstrated, for example, by publications in respected research or scholarly journals, by non-routine presentations at meetings of professional or scholarly societies or at seminars at other colleges, or by authorship of well-regarded textbooks or monographs. Creativity may be shown, for example, by applying knowledge as a consultant or inventor, and through artistic publications, exhibitions, or productions. In evaluating this activity, the Committee will consider how it is regarded by knowledgeable peers. Service is valued and considered in the promotion review. Service can be evidenced in many ways, including (but not limited to): service to WPI (committee work, assistance to administrative offices); service to the candidate's department (curriculum committees, MQP area coordinators, faculty recruitment, seminar series participation and coordination); and service to the profession (participation in national and international committees and panels, in local chapters of professional societies, in conference organization).

**APPENDIX A: Sample Appointment Letter for all Teaching Professors and Instructors Holding Secured Nontenure-track Teaching Appointments\***

[Date]

[Insert Name]

[Address]

[Address]

[City, State ZIP]

RE: Offer of Appointment

Dear [Name]:

On behalf of Worcester Polytechnic Institute (“WPI”), and upon the recommendation of [Dean] and [Department Head and/or Program Director], I am pleased to offer you a non-tenured appointment with the following details:

Term of Appointment: [1 / 3 / 3 / 5 / 5+] years

Title: [insert]

Department: [insert]

Salary: [insert]

Start Date: [insert]

Our [Year/Year] academic year begins on [Date] and ends with Commencement on [Date]. Faculty salaries are paid in twelve (12) equal monthly installments on the last business day of each month.

If, as I hope, you find this offer to be satisfactory, please indicate your acceptance by signing, dating, and returning the original letter to [Contact/Address] by no later than [Date]. If you require any additional time to consider this offer, please contact [Name].

Please note that items 1, 2, and 3 only apply to new appointees and only need to be completed once.

By accepting this offer, you agree to the following terms, as applicable, to your specific appointment:

**1. Eligibility for Employment.** Your offer of employment is contingent upon: (i) complying with the Immigration Reform and Control Act of 1986, as amended by providing proof of eligibility to work in the United States through completion of the I-9 form in the online onboarding within (3) three business days of your start date; (ii) obtaining and maintaining the necessary visa paperwork for travel to, and work in, the United States, as appropriate; and (iii) a successful background check as detailed in WPI’s [Background Check Policy](#). If the result of the background check is not satisfactory, this appointment is voidable by WPI, consistent with the [Background Check Policy](#). You will receive a separate email from WPI’s external vendor, HireRight on how to authorize this process.

**2. Temporary Change to I-9 Requirement.** Due to precautions being implemented by employers and employees related to physical proximity associated with COVID-19, the Department of Homeland Security (DHS) announced that it will exercise discretion to defer the physical presence requirements associated with Employment Eligibility Verification (Form I-9) under Section 274A of the Immigration

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\* If there are any inconsistencies or disagreements between language elsewhere in the faculty handbook and in this appointment letter, the terms of this appointment letter will apply.

and Nationality Act (INA). Employers with employees taking physical proximity precautions due to COVID-19 will not be required to review the employee's identity and employment authorization documents in the employee's physical presence. However, employers must inspect the Section 2 documents remotely (e.g., over video link, fax or email, etc.) and obtain, inspect, and retain copies of the documents, within three (3) business days for purposes of completing Section 2. Once normal operations resume, all employees who were on-boarded using remote verification, must report to their employer within three (3) business days for in-person verification of identity and employment eligibility documentation for Form I-9, Employment Eligibility Verification.

- 3. COVID-19 Training.** If you will be working on campus, before you arrive, you will be required to complete COVID-19 training through our online WPI Learning Academy by logging in with your new WPI email address. Detailed instructions for this training will be provided by the Division of Talent & Inclusion. You must also follow COVID testing protocols and use WPI's Symptom Tracker daily to be on campus. For additional information on testing and symptom tracking, please go to <https://www.wpi.edu/we-are-wpi/employees-and-workplace>.
- 4. Benefits.** In addition to your compensation, WPI offers a comprehensive benefits package which includes medical, dental, life and disability insurance, holidays, and additional benefits that will be discussed during orientation. Summary plans and additional information are available [here](#). Faculty are required, as a condition of employment, to begin participation in the WPI Retirement Plan upon the attainment of one (1) year of service at WPI. Please note that you must make your elections for benefits online within thirty (30) days from your date of hire in order to receive benefits for the remainder of the calendar year. WPI reserves the right to change its benefits package at its sole discretion.
- 5. Protections.** WPI guarantees it shall not retaliate against you based on your exercise of the full range of academic freedom, as defined in the [WPI Faculty Handbook](#), including your participation in faculty governance and your guaranteed right to express your views boldly and without reprisal or impact on reappointment or termination decisions. Additionally, WPI guarantees your access to the grievance procedures as set forth in the [WPI Faculty Handbook](#).
- 6. Initial Appointment for New Hires.** New hires shall be appointed by the Department Head and/or Program Director, with approval of the Dean, for an initial probationary one (1) year appointment, with an expectation of a three (3) year appointment to follow. The Department Head and/or Program Director, with approval of the Dean, may offer an initial three (3) year appointment to a new hire based on their qualifications.
- 7. Reappointment Terms.** In cases where the Department Head and/or Program Director decides that the faculty member's performance does not yet warrant a three (3) year appointment, the initial probationary appointment may be followed by only one additional probationary one (1) year appointment. If the Department Head and/or Program Director, with approval of the Dean, decides to reappoint you following the initial one (1) year appointment (or second one (1) year probationary appointment, as applicable), the reappointment shall be for a term of three (3) years with an expectation of a three (3) year appointment to follow. Following the faculty member's first three (3) year appointment, if the Department Head and/or Program Director, with approval of the Dean, reappoints the faculty member, it will be to a second three (3) year appointment with an expectation of an appointment of no fewer than five (5) years to follow. Following the faculty member's second three (3) year appointment, if the Department Head and/or Program Director, with approval of the Dean, reappoints the faculty member, it will be to an appointment of no fewer than five (5) years with an



expectation of an appointment of no fewer than five (5) years to follow. Only the Provost (following consultations with the Dean and Department Head and/or Program Director) may make appointments longer than five (5) years.

**8. Responsibilities and Workload.** Following discussions between you and the Department Head and/or Program Director, your responsibilities and workload are to be determined by the Department Head and/or Program Director and reflected in writing and attached hereto as Exhibit A. No changes in responsibilities and workload may be made during an appointment unless mutually agreed upon between you and the Department Head and/or Program Director in writing.

**9. Performance Reviews.** Each year, during “C” or “D” term, you will be reviewed by the Department Head and/or Program Director based on your overall performance, with primary focus on the quality of your teaching and your responsibilities as reflected in Exhibit A consistent with any changes made as described in item 8 above. Reviews shall be summarized in writing and shall include a rating on a scale of: Falls Below Expectations; Meets Expectations; or Exceeds Expectations. Student evaluations shall not be the only source of information for evaluations. Performance reviews will be considered in reappointment decisions.

**10. Grounds for Reappointment / Non-Reappointment.** Decisions whether to reappoint you are made in the reasonable discretion of the Department Head and/or Program Director and Dean based on: performance; or elimination or downsizing of a department, program, or number of courses or sections offered as part of a long-term restructuring measure; or significant decrease in the need/demand for program offerings when no reassignment is feasible; or financial emergencies that warrant reduction in teaching staff. You may grieve non-reappointment through the Faculty Review Committee grievance process.

**11. Notice of Non-Reappointment.** WPI will notify you of its decision not to reappoint you based on the following schedule:

<u>Appointment Term</u>	<u>Notice of Non-Reappointment</u>
1-year appointees	<ul style="list-style-type: none"> <li>No later than the end of “C” term</li> </ul>
3-year appointees	<ul style="list-style-type: none"> <li>If rated “meets expectations” or “exceeds expectations” in year 2, then 1-year notice; and</li> <li>If most recently rated “falls below expectations” in year 2, then no later than end of “C” term in final year of appointment.*</li> </ul>
5-year appointees	<ul style="list-style-type: none"> <li>If rated “meets expectations” or “exceeds expectations” in year 4, then 1-year notice; and</li> <li>If most recently rated “falls below expectations” in year 4, then no later than end of “C” term in final year of appointment*</li> </ul>

\*The intention is to provide faculty members with a rating of “falls below expectations” additional time to improve their performance.

**12. Discipline and Termination During Appointment.** You will not be disciplined, suspended, or discharged without “just cause,” which is defined as: (i) misconduct as defined in the Policy on Faculty Conduct, the Policy on Research Conduct, the Sexual Misconduct Policy, or the Title IX Policy (whichever is applicable); or (ii) financial emergency. Any discipline, including suspension or

termination, during an appointment may only be imposed pursuant to the process set forth in the relevant policy identified in this paragraph.

Your signature constitutes your formal acceptance of this appointment and confirms that no promises, representations, or agreements that are inconsistent with any of the terms of this offer have been made to you, or with you, by anyone at WPI. You also hereby represent and warrant that you are not now subject to any agreement which is or would be inconsistent or in conflict with the obligations you will have as an employee of WPI.

If you have any questions concerning this offer, please feel free to contact [Name and Contact Info].

With best regards,

\_\_\_\_\_

[Name of Provost]

Senior Vice President and Provost

I hereby accept the position as described in the above letter.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Rationale:**

The motion modifies, reorganizes, and divides a single section of the Faculty Handbook (Part Two, Section 7) that currently combines roles, categories, titles, appointments, evaluations, and promotions into a four separate sections (7 through 10), as follows:

### Section 7: Categories of Faculty Members at WPI

With the faculty's January 28 vote to establish a teaching path to tenure for a category of teaching faculty who will have new titles, it is necessary to update Part 2, Section 7 of the Faculty Handbook ("Categories of Faculty Members at WPI) to include tenured and tenure-track Assistant, Associate, and (full) Professors of Teaching. In addition, to ensure the continuing strength of WPI's faculty governance as the faculty moves to include all secured non-tenure-track faculty in its system of governance, clear definitions of *secured* and *short-term* full-time nontenure-track faculty are necessary.

### Section 8: Appointment, Reappointment, and Review of Nontenure-track Faculty Members

Clear guidelines are required to establish procedures for initial appointments, reappointments, and performance evaluations of full-time, non-tenure-track faculty. Security is established by the expectation of reappointment between contracts, guarantees within the terms of each contract, and fair procedures for performance reviews throughout. Taken together, these provisions ensure this security by offering protection from retaliation, in general, and because of participation in faculty governance, in particular.

Because of the tenuous nature of appointments currently given to our nontenure-track faculty, the proposed changes described in this section include *significant* modifications to the initial appointments, reappointments, and performance reviews of full-time, non-tenure-track faculty, adding explicit language about more secure contracts and processes that protect non-tenure-track faculty from retaliation, especially through non-reappointment and arbitrary dismissal.

### Section 9: Procedures and Criteria for Reappointment of Professors of Practice

The motion combines the information (in the current version of Section 7) about reappointment procedures with information about reappointment criteria for Professors of Practice, and combines this information into a distinct section. The motion extends the contract length for Professors of Practice - after the first five-year appointment - from three years to five years, providing them with an extra degree of security, reducing the uncertainty and burden of overly frequent reappointments, and making their contract lengths compatible with the proposed contract lengths for other secured non-tenure-track faculty.

### Section 10: Promotion Procedures and Criteria for Nontenure-track Faculty Members

The motion combines the information (in the current version of Section 7) about promotion procedures and promotion criteria for all nontenure track faculty members, and combines this information into a distinct section. There are no changes substantive changes proposed.

### Appendix A: Sample Appointment Letter for all Teaching Professors and Instructors Holding Secured Nontenure-track Teaching Appointments

For completeness and transparency, the motion includes the exact language of the appointment letter for Teaching Professors and Instructors holding nontenure-track secured appointments. The language is consistent with the corresponding language of the Faculty Handbook (specifically in Part Two, Sections 7B and 8A, and in Part One, Section Two, Subsection V.D.)

**Proposed Implementation:**

The roles, responsibilities, conditions of employment, and lengths of appointments described in Sections 7 through 10 would take effect as of July 1, 2021.

*Appointment term-lengths as of July 1, 2021 for current nontenure-track teaching faculty:*

There are currently roughly 125 full-time nontenure-track faculty members consisting of Assistant Teaching Professors, Associate Teaching Professors, (full) Teaching Professors, Professors of Practice, Instructors, and Senior Instructors.

At least 15 will be placed on the tenure track as Professors of Teaching (at the appropriate ranks) by fall 2021.

Based on annual performance reviews conducted to date, Department Heads and/or Program Directors will identify all Assistant Teaching Professors, Associate Teaching Professors, (full) Teaching Professors, Instructors, and Senior Instructors (in their departments or programs) with long-term continuing academic responsibilities at WPI and who are currently meeting or exceeding their job expectations. The overwhelming majority of current TRTs will fall into this category.

In order to stagger the years in which appointments will be renewed in the future, those faculty members identified as described above (*who are not placed on the tenure track by July 1, 2021*) will receive appointments effective July 1, 2021 of term-lengths determined by their time served at WPI as of June 30, 2021 as though the 1-3-3-5 term-of-appointment sequence had been in place when they were hired. These appointments are summarized in the table below:

Years Served as of June 30, 2021	Length (in Years) of First Appointment beginning July 1, 2021	Length (in Years) of Second Appointment	Length (in Years) of All Future Appointments
1	3*	3	5 (or more)
2	2	3	5 (or more)
3	1	3	5 (or more)
4	3	5 (or more)	5 (or more)
5	2	5 (or more)	5 (or more)
6	1	5 (or more)	5 (or more)
7, 12, 17, etc.	5	5 (or more)	5 (or more)
8, 13, 18, etc.	4	5 (or more)	5 (or more)
9, 14, 19, etc.	3	5 (or more)	5 (or more)
10, 15, 20, etc.	2	5 (or more)	5 (or more)
11, 16, 21, etc.	1	5 (or more)	5 (or more)

\* In cases where a first-year performance review of the faculty member indicates that a subsequent three-year appointment is not warranted without significant improvement, the initial probationary appointment may be followed by a second probationary appointment for only one additional one-year term.

Faculty members who are identified by Department Heads and/or Program Directors as having been hired to fill short-term teaching needs, may each be given one additional one-year appointment if the teaching need still exists, as described in Section 8.C *Terms of Appointment(s)*.

For Professors of Practice, the length of any current five-year appointment will remain the same. At the discretion of the Department Head and/or Program Director, the length of any current three-year appointment will either remain the same or be extended by two years to a five-year appointment. In all cases, the protections described in Section 8.B go into effect on July 1, 2021.

*Appointment term lengths for new hires as of July 1, 2021:*

New Instructors, Senior Instructors, Assistant Teaching Professors, Associate Teaching Professors, and (full) Teaching Professors hired as of July 1, 2021 will either be hired as secured nontenure-track teaching faculty members given 1-year probationary appointments (or three-year appointments, under the conditions described in Section 8.A *Probationary Appointments*), or as short-term nontenure-track teaching faculty members given 1-year short-term appointments.

**Date:** May 6, 2021  
**To:** WPI Faculty  
**From:** Committee on Governance (Prof. Boudreau, Chair; Prof. Richman, Secretary)  
Faculty Review Committee (Prof. Bullock and Prof. Tao, co-Chairs)  
**Re:** Motion to add a fourth type of faculty grievance within the purview of the Faculty Review Committee.

**Motion #5:** The Committee on Governance and the Faculty Review Committee recommend and I move that the charge of the Faculty Review Committee (in Part One, Bylaw One, Section IX and in Part One, Appendix B of the Faculty Handbook) be expanded to include cases related to termination and non-reappointment of secured nontenure-track faculty members, as described below.

**Description of the Motion:**

The motion is to revise the language in the Faculty Handbook as follows:

**Proposed Language:** (with yellow shaded text added, and ~~strike through~~ text deleted):

**PART ONE**

**BYLAW ONE: MEMBERSHIP, DUTIES, AND RESPONSIBILITIES OF STANDING COMMITTEES OF THE FACULTY**

IX. The Faculty Review Committee  
(Amended by the Faculty, May 9, 2017)

.....

The FRC reviews three types of cases: 1) faculty grievances; 2) allegations of faculty misconduct; and 3) grade appeals.

- 1) For faculty grievances, a subcommittee of FRC consisting of three elected and two appointed members of FRC has the power to review and to require reconsideration of:
  - A. The Provost's decision not to renew a probationary, tenure-track appointment;
  - B. Decisions not to renew or to terminate appointments of secured non-tenure-track faculty members on 3-year or 5 (or more)-year contracts;
  - ~~B~~ C. Negative decisions on tenure; and
  - ~~C~~ D. Negative decisions on promotions of tenured, tenure track, and continuing non-tenure track faculty members;

where the action, decision, or recommendation is alleged by an aggrieved faculty member to result from:

- i. a violation of academic freedom; or
- ii. improper procedure; or
- iii. discrimination based on race, sex, age, color, national origin, religion, genetic identity, disability, gender identity or expression, marital or parental status, sexual orientation, transgender status, veteran status, or any other protected status.

.....

**PART ONE**

**APPENDIX B: OPERATIONAL GUIDELINES FOR THE FACULTY REVIEW COMMITTEE**

(Amended by the Faculty, May 9, 2017)

FACULTY GRIEVANCES:

For faculty grievances, a subcommittee of FRC consisting of three elected and two appointed members of FRC has the power to review and to require reconsideration of:

- A. The Provost’s decision not to renew a probationary, tenure-track appointment;
- B. Decisions not to renew or to terminate appointments of secured non-tenure-track faculty members on 3-year or 5 (or more)-year contracts;
- C. Negative decisions on tenure; and
- D. Negative decisions on promotions of tenured, tenure track, and non-tenure track faculty members.

where the action, decision, or recommendation is alleged by an aggrieved faculty member to result from:

- i. a violation of academic freedom; or
- ii. improper procedure; or
- iii. discrimination based on race, sex, age, color, national origin, religion, genetic identity, disability, gender identity or expression, marital or parental status, sexual orientation, transgender status, veteran status, or any other protected status.

.....

**Rationale:**

The change proposed in this motion is required for consistency with (the revised) Part Two, Sections 8.A and 8.B of the Faculty Handbook describing the provisions required for nontenure-track teaching faculty on secure three-year and five (or more)-year appointments, including Professors of Practice. Specifically, those provisions include the following grievance mechanisms:

- Under *Reappointment Decisions*: Faculty members may use the Faculty Review Committee process to grieve a non-reappointment decision on all grounds applicable to the FRC process.
- Under *Just Cause for Disciplinary Action or Termination During the Term of Any Appointment*: Faculty members may use the Faculty Review Committee process to grieve a termination decision on all grounds applicable to the FRC process.

In part, the security of these nontenure-track appointments depends on the fairness, openness, and transparency of the reappointment process between contracts and the certainty of employment within contracts. Consequently, it is essential that any faculty member who has sound reason to believe that their appointment has either not been renewed or has been terminated as a result of a violation of academic freedom, improper procedure, or discrimination should have a fair opportunity to appeal such a decision, provide evidence, and request a formal reconsideration with the support of the Faculty Review Committee.

**Date:** May 6, 2021

**To:** WPI Faculty

**From:** Committee on Governance (Prof. Boudreau, Chair; Prof. Richman, Secretary)

**Re:** Motion to expand the formal definition of the WPI faculty, extend the responsibility for the governance of the faculty, explicitly extend the full range of academic freedom to all members of the WPI faculty, and require that the Secretary of the Faculty be a tenured member of the faculty.

**Motion #6:** The Committee on Governance recommends and I move that:

- a) the formal definition of the WPI Faculty be expanded to add the following individuals: tenured and tenure-track Professors of Teaching, Associate Professors of Teaching, and Assistant Professors of Teaching; and all full time non-tenure track Teaching Professors, Associate Teaching Professors, Assistant Teaching Professors, Senior Instructors, ~~Senior Lecturers~~, Instructors, ~~Lecturers~~, Professors of Practice, Research Professors, Associate Research Professors, and Assistant Research Professors;
- b) the responsibility for the *governance* of the Faculty be extended to include tenured and tenure-track Professors of Teaching, Associate Professors of Teaching, and Assistant Professors of Teaching; and those *secured* full time nontenure track faculty members holding appointments made by WPI that provide long-term institutional commitment guaranteed by the provisions and protections of those appointments described in the Faculty Handbook (Part Two, Section 8, Subsections A and B), and approved by those faculty members responsible for the governance of the Faculty;
- c) the right to the full range of academic freedom be explicitly extended to all faculty members included in the expanded definition of the WPI Faculty, regardless of whether they are tenured, on the tenure-track, or have nontenure-track appointments; and
- d) the Secretary of the Faculty be a tenured member of the faculty;

as described below. These changes will go into effect beginning July 1, 2021, on the condition of approval by the Board of Trustees of the three motions approved by the faculty on January 28, 2021 that established and institutionalized the teaching path to tenure for Professors of Teaching.

**Description of the Motion:**

The proposal is to expand the formal definition of the WPI Faculty, to expand the responsibilities for the governance of the Faculty, to explicitly describe all faculty members entitled to academic freedom and access to grievance procedures, and to require that the Secretary of the Faculty be a tenured member of the faculty, by changing the language of the Faculty Handbook as follows:

***Current wording:***

*Faculty Handbook*

**PART ONE; SECTION ONE:**

**DEFINITION OF THE FACULTY**

The Faculty of Worcester Polytechnic Institute consists of the President, the Provost, and those individuals holding full-time appointments with the following exact titles: Professor, Associate



Professor, or Assistant Professor. The Faculty, as a collective body, governs itself under the provisions of this Constitution and under the Bylaws adopted pursuant thereto.

***Current Wording:***

*Faculty Handbook*

**PART ONE;**

**SECTION TWO: DUTIES, RESPONSIBILITIES, AUTHORITY, AND ACADEMIC FREEDOM OF THE FACULTY**

**Section V. Academic Freedom**

**Subsection D.**

D. During their probationary period, untenured Members of the Faculty have the same academic freedom enjoyed by tenured faculty members.

***Current Wording:***

*Faculty Handbook*

**PART ONE;**

**BYLAW FIVE: SECRETARY OF THE FACULTY**

The Secretary of the Faculty is the senior elected member of the Faculty. He or she, working with the Faculty Governance Executive Assistant, maintains the office that:

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***Proposed wording*** (with text to be added underlined and text deleted ~~struckthrough~~):

*Faculty Handbook*

**PART ONE; SECTION ONE:**

**DEFINITION OF THE FACULTY**

The Faculty of Worcester Polytechnic Institute consists of all those individuals who hold tenured, tenure-track, or full time nontenure-track faculty appointments. Tenured and tenure-track faculty members are the President, the Provost, and those individuals holding full-time appointments with the following exact titles: Professor, Associate Professor, ~~or~~ Assistant Professor, Professor of Teaching, Associate Professor of Teaching, and Assistant Professor of Teaching. Full-time nontenure-track faculty members are those individuals holding full-time appointments with the following exact titles: Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor, Senior Instructor, ~~Senior Lecturer~~, Instructor, ~~Lecturer~~, Professor of Practice, Research Professor, Associate Research Professor, and Assistant Research Professor.

**GOVERNANCE OF THE FACULTY\***

~~The Faculty, as a collective body, governs itself~~ The governance of the Faculty is carried out under the provisions of this Constitution, and under the Bylaws adopted pursuant thereto, and consistent with the procedures and policies contained throughout this Faculty Handbook.

Governance of the Faculty, including voting at Faculty meetings and membership on committees as described in this Faculty Handbook, is the responsibility given specifically to all full-time faculty members who are tenured, are on the tenure-track, or hold non-temporary secured

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\*Throughout this Handbook, whenever “faculty,” “the faculty,” “faculty member,” or “member of the faculty” is used in the context of voting, service on committees, and the responsibilities of governing the faculty, these terms indicate tenured, tenure-track, or secured faculty members –those responsible for the governance of the faculty.

nontenure-track teaching appointments that are made with provisions for a long-term institutional commitment from WPI.\*\*

Secured nontenure-track teaching appointments are those that establish conditions of employment (including for contract renewals) that guarantee that faculty members can act without reprisals in all that they do for the university and its governance. Such appointments are guaranteed by the provisions and protections described in Part Two, Section 8, Subsections A and B of the Faculty Handbook, and approved by those faculty members responsible for the governance of the Faculty.

***Proposed wording*** (with text to be added underlined and text deleted ~~struckthrough~~):

*Faculty Handbook*

**PART ONE;**

**SECTION TWO: DUTIES, RESPONSIBILITIES, AUTHORITY, AND ACADEMIC FREEDOM OF THE FACULTY**

**Section V. Academic Freedom**

**Subsection D.**

D. All members of the WPI Faculty, whether they are tenured, on the tenure track d~~During their probationary period, untenured Members of the Faculty or hold secured or short-term nontenure-track appointments, have the same academic freedom enjoyed by tenured faculty members~~ as defined in this Constitution. As members of the WPI Faculty, they are guaranteed non-retaliation with respect to appointment decisions and other conditions of employment for exercising the full range of academic freedom in all their contributions to the University including participation in its governance. Their right to express their views without reprisal is secured by access to all procedures described in this Faculty Handbook.

***Proposed Wording*** (with text to be added underlined):

*Faculty Handbook*

**PART ONE;**

**BYLAW FIVE: SECRETARY OF THE FACULTY**

The Secretary of the Faculty is the senior tenured elected member of the Faculty. He or she, working with the Faculty Governance Executive Assistant, maintains the office that:

**Rationale:**

The proposal first expands the formal definition of the WPI Faculty to include tenured and tenure-track Professors of Teaching, Associate Professors of Teaching, and Assistant Professors of Teaching; and it removes existing ambiguities by explicitly including in the definition all full-time non-tenure track Teaching Professors, Associate Teaching Professors, Assistant Teaching Professors, Senior Instructors, Instructors, Professors of Practice, Research Professors, Associate Research Professors, and Assistant Research Professors.

Second, the proposal defines in general terms the definition of secured nontenure-track faculty members as those hired by WPI with expectation that they will have significant and continuing academic responsibilities at WPI focused on their teaching, and with provisions for a long-term

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\*\*Former tenured members of the Faculty who are in phased retirement (with fifty percent appointments or greater) retain their privileges to vote on all Faculty governance matters and to serve on all governance committees.

institutional commitment from WPI guaranteed by the provisions and protections of those appointments described in the Section 8.A of the Faculty Handbook. This security and commitment is essential for full participation in faculty governance.

Third, the proposal extends the responsibilities for the governance of the Faculty beyond the current tenured and tenure-track faculty to tenured and tenure-track Professors of Teaching, Associate Professors of Teaching, and Assistant Professors of Teaching, and all secured nontenure-track faculty members.

Fourth, the proposal requires that the Secretary of the Faculty be a tenured member of the Faculty.

For clarity, the proposal explicitly identifies all faculty members entitled to academic freedom and to access to all procedures, including those for grievances, contained in the Faculty Handbook.

In sum, the changes to the Faculty Handbook described in this motion explicitly extend to all tenured, tenure-track, and secured full-time faculty the rights and responsibilities for the governance of the faculty, which have long been held exclusively by the tenured and tenure-track faculty for reasons having to do with the contrast between the secure nature of their appointments and the tenuous nature of all other faculty appointments.

These changes include formal, definitional inclusion among the faculty as well as shared responsibility, for the first time, for governance, including voting and service on elected committees. They also include explicit rights that have been implicitly but ambiguously and irregularly applied, such as the right to academic freedom (implicitly given but currently without any necessary formal protections).

At the same time that these proposals extend governance of the faculty to all secured faculty, they also acknowledge the limitations of this security by requiring that the Secretary of the Faculty be a tenured faculty member. This change recognizes the importance of this position as the senior elected member of the Faculty, the risky nature of the responsibilities borne by the Secretary of the Faculty, and the need for the Secretary of the Faculty to oftentimes take controversial positions on behalf of the Faculty.

**Implementation:**

These changes will go into effect on July 1, 2021, after secure appointments have been issued to and are in effect for those nontenure-track faculty members holding those appointments.

**Date:** May 27, 2021

**To:** WPI Faculty

**From:** Committee on Governance (Prof. Boudreau, Chair; Prof. Richman, Secretary)

**Re:** Motion to update Part Two of the Faculty Handbook to include a sample appointment letter for Professors of Practice

**Motion #7:** The Committee on Governance recommends and I move that Appendix B be added to Part Two of the Faculty Handbook to include a sample appointment letter for Professors of Practice, as described below.

**Description of the Motion:**

See sample appointment letter for Professors of Practice (on the next page...).

## **APPENDIX B: Sample Appointment Letter for all Professors of Practice**\*

[Date]

[Insert Name]

[Address]

[Address]

[City, State ZIP]

RE: Offer of Appointment

Dear [Name]:

On behalf of Worcester Polytechnic Institute (“WPI”), and upon the recommendation of [Dean] and [Department Head and/or Program Director], I am pleased to offer you a non-tenured appointment with the following details:

Term of Appointment: 5 years

Title: [Professor of Practice]

Department: [insert]

Salary: [insert]

Start Date: [insert]

Our [Year/Year] academic year begins on [Date] and ends with Commencement on [Date]. Faculty salaries are paid in twelve (12) equal monthly installments on the last business day of each month.

If, as I hope, you find this offer to be satisfactory, please indicate your acceptance by signing, dating, and returning the original letter to [Contact/Address] by no later than [Date]. If you require any additional time to consider this offer, please contact [Department Head/Program Director].

Please note that items 1, 2, and 3 only apply to new appointees and only need to be completed once. By accepting this offer, you agree to the following terms, as applicable, to your specific appointment:

**13. Eligibility for Employment.** Your offer of employment is contingent upon: (i) complying with the Immigration Reform and Control Act of 1986, as amended by providing proof of eligibility to work in the United States through completion of the I-9 form in the online onboarding within (3) three business days of your start date; (ii) obtaining and maintaining the necessary visa paperwork for travel to, and work in, the United States, as appropriate; and (iii) a successful background check as detailed in WPI’s [Background Check Policy](#). If the result of the background check is not satisfactory, this appointment is voidable by WPI, consistent with the [Background Check Policy](#). You will receive a separate email from WPI’s external vendor, HireRight on how to authorize this process.

**14. Temporary Change to I-9 Requirement.** Due to precautions being implemented by employers and employees related to physical proximity associated with COVID-19, the Department of Homeland Security (DHS) announced that it will exercise discretion to defer the physical presence requirements associated with Employment Eligibility Verification (Form I-9) under Section 274A of the Immigration and Nationality Act (INA). Employers with employees taking physical proximity precautions due to COVID-19 will not be required to review the employee’s identity and employment authorization

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\* If there are any inconsistencies or disagreements between language elsewhere in the faculty handbook and in this appointment letter, the terms of this appointment letter will apply.

documents in the employee's physical presence. However, employers must inspect the Section 2 documents remotely (e.g., over video link, fax or email, etc.) and obtain, inspect, and retain copies of the documents, within three (3) business days for purposes of completing Section 2. Once normal operations resume, all employees who were on-boarded using remote verification, must report to their employer within three (3) business days for in-person verification of identity and employment eligibility documentation for Form I-9, Employment Eligibility Verification.

15. **COVID-19 Training.** If you will be working on campus, before you arrive, you will be required to complete COVID-19 training through our online WPI Learning Academy by logging in with your new WPI email address. Detailed instructions for this training will be provided by the Division of Talent & Inclusion. You must also follow COVID testing protocols and use WPI's Symptom Tracker daily to be on campus. For additional information on testing and symptom tracking, please go to <https://www.wpi.edu/we-are-wpi/employees-and-workplace>.
16. **Benefits.** In addition to your compensation, WPI offers a comprehensive benefits package which includes medical, dental, life and disability insurance, holidays, and additional benefits that will be discussed during orientation. Summary plans and additional information are available [here](#). Faculty are required, as a condition of employment, to begin participation in the WPI Retirement Plan upon the attainment of one (1) year of service at WPI. Please note that you must make your elections for benefits online within thirty (30) days from your date of hire in order to receive benefits for the remainder of the calendar year. WPI reserves the right to change its benefits package at its sole discretion.
17. **Protections.** WPI guarantees it shall not retaliate against you based on your exercise of the full range of academic freedom, as defined in the [WPI Faculty Handbook](#), including your participation in faculty governance and your guaranteed right to express your views boldly and without reprisal or impact on reappointment or termination decisions. Additionally, WPI guarantees your access to the grievance procedures as set forth in the [WPI Faculty Handbook](#).
18. **Initial Appointment for New Hires.** Initial appointments of Professors of Practice will be for five (5) years. The initial appointments are made on the recommendation of the Department Head and/or Program Director and require both review by the Committee on Appointments and Promotions (COAP) and approval of the appropriate Dean and the Provost.
19. **Reappointment Terms.** The Department Head and/or Program Director (with input from members of the department and/or program and the appropriate Dean) may recommend to COAP that a Professor of Practice receive a subsequent five (5) year appointment. These five (5) year reappointments are to be reviewed by COAP and passed on to the Provost for action. If a Professor of Practice is reappointed, the reappointment shall be for a term of five (5) years.
20. **Responsibilities and Workload.** Following discussions between you and the Department Head and/or Program Director, your responsibilities and workload are to be determined by the Department Head and/or Program Director and reflected in writing and attached hereto as Exhibit A. No changes in responsibilities and workload may be made during an appointment unless mutually agreed upon between you and the Department Head and/or Program Director in writing.
21. **Performance Reviews.** Each year, during "C" or "D" term, your performance will be reviewed. Annual reviews will include assessment of high quality teaching (based on course evaluations, project evaluations, and other relevant information) and documented evidence that the Professor of Practice has maintained significant relevant currency in the field. These evaluations will be made by the Department Head and/or Program Director, the appropriate Dean, and the Provost, and will also take into consideration any other activities described in Exhibit A of the official letter of appointment from

the Provost consistent with any changes made as described in item 8 above. These annual reviews will include written summaries with copies shared with the faculty member and kept on file.

- 22. Grounds for Reappointment / Non-Reappointment.** Professors of Practice to be reappointed should, by virtue of their non-academic industry-related experiences, continue to bring a unique current area of expertise to teaching. This experience and expertise must be distinct from that which would be brought by a conventional tenured or tenure-track faculty member and should be aligned with a specific institutional need or required area of expertise. The reappointment should be based on the extent to which these reappointment criteria are met, on the quality of teaching performance (and of any other activities described in previous appointment letters consistent with any changes made as described in item 8 above) at WPI, and on documented evidence that the Professor of Practice has maintained significant relevant currency in the field. These reappointments are contingent on a continued institutional need for your specific area of expertise. You may grieve non-reappointment through the Faculty Review Committee grievance process.
- 23. Notice of Non-Reappointment.** WPI will notify you one (1) year before the end of your five (5) year appointment of a decision by the Department Head and/or Program Director not to recommend you to COAP for reappointment. Alternatively, if you are recommended by the Department Head and/or Program Director to COAP for reappointment, then WPI will notify you by no later than the beginning of “D” term of the final year of your five (5) year appointment of the Provost’s decision not to reappoint you.
- 24. Discipline and Termination During Appointment.** You will not be disciplined, suspended, or discharged without “just cause,” which is defined as: (i) misconduct as defined in the Policy on Faculty Conduct, the Policy on Research Conduct, the Sexual Misconduct Policy, or the Title IX Policy (whichever is applicable); or (ii) financial emergency. Any discipline, including suspension or termination, during an appointment may only be imposed pursuant to the process set forth in the relevant policy identified in this paragraph.

Your signature constitutes your formal acceptance of this appointment and confirms that no promises, representations, or agreements that are inconsistent with any of the terms of this offer have been made to you, or with you, by anyone at WPI. You also hereby represent and warrant that you are not now subject to any agreement which is or would be inconsistent or in conflict with the obligations you will have as an employee of WPI.

If you have any questions concerning this offer, please feel free to contact [Department Head/Program Director].

With best regards,

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[Name of Provost]  
Senior Vice President and Provost

I hereby accept the position as described in the above letter.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Rationale:**

The purpose of this motion is to complete the changes to the Faculty Handbook that clearly document the conditions of employment and security provided to all Professors of Practice. For completeness and transparency, the motion inserts into the Faculty Handbook the exact language of the letter that will be issued to all Professors of Practice when they are appointed or reappointed.

The letter is consistent with the corresponding language pertaining to Professors of Practice in Part Two, Sections 7B and 8B of the Faculty Handbook concerning appointments, reappointments, terminations, and performance reviews, as well as in Part One, Section Two, Subsection V.D. concerning the explicit protections of academic freedom. That Handbook language was approved by the faculty on May 6, 2021.

As a summary, the changes approved on May 6, which are incorporated into the letter of appointment in this motion (with the corresponding place in the letter indicated in parentheses) are as follows:

- Professors of Practice will no longer be “at will “ employees. Instead, no faculty member will be disciplined, suspended, or terminated during the term of an appointment without just cause, where just cause is defined as (i) misconduct as defined in the Policy on Faculty Conduct, the Policy on Research Conduct, the Sexual Misconduct Policy, or the Title IX Policy (whichever is applicable); or (ii) financial emergency. Any discipline, including suspension or termination, during an appointment may only be imposed pursuant to the process set forth in the relevant policy identified in this paragraph. (Item #12)
- As members of the WPI faculty, Professors of Practice explicitly have academic freedom as defined in the Faculty Handbook. They are guaranteed non-retaliation with respect to appointment decisions and other conditions of employment for exercising the full range of academic freedom in all their contributions to the University including participation in its governance. Their right to express their views without reprisal is secured by access to all procedures described in the Faculty Handbook. (Item #5)
- Future appointments beyond the first five-year appointment will be for five years rather than three. (Item #7)
- In all such appointments, the faculty member’s general responsibilities and workload will be documented in the appointment letter, with changes during an appointment mutually agreed to in writing by the faculty member and the Department Head and/or Program Director. (Item #8)
- Written summaries of annual performance reviews will be shared with the faculty member. (item #9)
- Professors of Practice may grieve non-reappointment through the Faculty Review Committee grievance process. (Item #10)

Given the consistency between the recently approved new language in the Faculty Handbook (Part Two, Sections 8.B and 9) and the new letter to be included as Part Two, Appendix B, the motion contains no changes beyond those included in the new conditions of employment approved by the faculty (on May 6, 2021) for our Professors of Practice.

**Implementation:**

For Professors of Practice, the length of any *current* five-year appointment will remain the same. At the discretion of the Department Head and/or Program Director, the length of any *current* three-year appointment will either remain the same or be extended by two years to a five-year appointment.



In all cases, the protections described in Part Two, Section 8.B of the Faculty Handbook (approved by the faculty on May 6, 2021) and summarized in the letter of appointment in this motion (to be placed in Part Two, Appendix B of the Faculty Handbook) go into effect on July 1, 2021.

This implementation plan was included with the motion (approved by the faculty on May 6, 2021) to update the Faculty Handbook (by re-writing Part Two, Section 7 and by adding Part Two, Sections 8, 9, and 10 and Appendix A) to provide employment protections for nontenure-track faculty members holding secured appointments.