



WPI

Committee on Appointments and Promotions (COAP) Motion to modify the Promotion Criteria

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Promotion

The principal reason for establishing academic ranks is to recognize and to encourage the continued professional growth of individual faculty members. The faculty make a variety of scholarly contributions as educators, scholars, innovators and leaders that advance WPI's mission to create, discover, and convey knowledge at the frontiers of academic inquiry for the betterment of society.

Criteria for Promotion

- The candidate for promotion to **associate professor** should have demonstrated high quality teaching and high quality scholarship/creativity as well as the promise for continued high quality performance in these areas. Evidence of service at an appropriate level is expected.
- The candidate for promotion to **full professor** should demonstrate continuing high quality teaching and high quality scholarship/creativity as well as a record of scholarly contributions that demonstrates a positive external impact beyond WPI as appropriate to the candidate's area of expertise. Service is a critical responsibility of all tenured faculty; thus, evidence of service at a level appropriate to the rank is expected.

Promotion criteria to full Professor

- Reassert the central importance of high quality **teaching** and **scholarship/creativity** to the mission of WPI
- Expect scholarly contributions with a positive **external impact beyond WPI**
- Confirm that **contributions to WPI** may demonstrate an external impact
- Define **scholarship** along a continuum and **scholarly contributions** across the categories of teaching, scholarship, and service

Promotion criteria to full Professor

- Define material for the **promotion dossier** and standards to evaluate **quality and impact**
- Provide an inclusive definition of **peer reviewers**
- Highlight the role of **implicit or explicit bias**
- Affirm that **exceptional candidates** may require flexibility in the promotion criteria

Scholarly contributions across scholarship, teaching, and service

- Scholarship along a continuum:
 - *Scholarship of Discovery*
 - *Scholarship of Integration*
 - *Scholarship of Application and Practice*
 - *Scholarship of Teaching and Learning*
 - *Scholarship of Engagement*
- Scholarship is public, amenable to critical appraisal, and in a form that permits exchange and use by other members of the scholarly community
- “Scholarly contributions” includes teaching, engagement, project advising, and service

Service is a critical responsibility

- Evidence of service at a level appropriate to the rank is contextual to each candidate's unique contributions
- Inclusive definitions of scholarship and scholarly contributions open pathways to recognize teaching and service that is disseminated
- Institutional service to WPI may be disseminated, assessed and exchanged or used by others in the wider scholarly community
- Scholarly contributions moves beyond stale, unproductive, corrosive debates: "teaching" versus "research" versus "service"

Documentation in the Dossier

Submitted by the Candidate:

- The CV
- Personal statement
- Teaching portfolio including teaching innovations
- Sample scholarly artifacts
- Citation index and indicators of external impact

Promotion Committee adds:

- Summary student ratings for courses and projects
- Alumni teaching evaluations
- Instructional and Sponsored Activity Reports
- Letters of appraisal from external and internal peers

Quality, Impact and Peer Review

- High quality and external impact recognized by peers
- External impact identified and documented by the candidate
 - Wide variety of qualitative or quantitative measures, contextual to the area(s) of the scholarly contributions
 - Common standards helpful
- Peers
 - Experts in the area(s) of scholarly contribution
 - Broaden the community of peers to match the broader continuum of scholarship
- Implicit and Explicit Bias highlighted
 - provides multiple pathways to professor, especially for women faculty and faculty of color

External impact

- Specific enough to motivate faculty to make scholarly contributions that are disseminated and recognized beyond campus
- Flexible enough to accommodate a variety of scholarly contributions
- The *candidate* uses the promotion dossier to make arguments for the high quality and external impact of their work in ways that are appropriate to their scholarly contributions

Promotion and the WPI mission

- The promotion criteria provide multiple and flexible paths to recognize the variety of scholarly contributions by faculty
- WPI cannot be an institution worthy of its outstanding reputation and high aspirations if the scholarly contributions of faculty are not recognized by external peers for high quality and external impact
- If scholarly contributions all demonstrate high quality and external impact, each in their own way, then WPI will be well positioned in the coming years to recognize and encourage the professional development of individual faculty members and to elevate its stature, enhance its reputation, and be recognized the world's leading global polytechnic