2. PROMOTION CRITERIA
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 contributions as educators, scholars, innovators and leaders that advance WPI's mission.

a. Criteria for Promotion of Tenured and Tenure-Track Dual Mission Faculty

ii. Criteria for Promotion to (full) Professor
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, and thus evidence of service at a level appropriate to the rank is expected.

The specific standards of performance in teaching, scholarship, and service for promotion to full professor are similar to those for promotion to associate professor, with the added expectation of scholarly contributions that demonstrate a positive external impact beyond WPI. Contributions to WPI may demonstrate an external impact if they are disseminated and recognized externally. In every case, the high quality and positive external impact of scholarly contributions must be recognized by peers within WPI and by knowledgeable people external to WPI. While it is expected that these criteria describe the great majority of cases, there may be exceptional candidates whose unique contributions, while not conforming to these guidelines, are deserving of promotion.

Definition of Scholarship Used for Promotion to (full) Professor
To recognize the full range of scholarly contributions by faculty, for the purpose of applying the criteria for promotion to (full) Professor, WPI endorses an inclusive definition of scholarship. Scholarship exists in a continuum of diverse forms of knowledge and knowledge-making practices. Scholarship may be pursued through original research, making connections between disciplines, building bridges between theory and practice, communicating knowledge effectively to students and peers, or in reciprocal partnerships with broader communities. The common characteristics for any scholarly form to be considered scholarship are: it must be public, amenable to critical appraisal, and in a form that permits exchange and use by other members of the scholarly community.

Candidates for promotion may make contributions to the scholarship of discovery, the scholarship of integration, the scholarship of application and practice, the scholarship of teaching and learning, or the scholarship of engagement. Contributions may be in one area or across multiple areas of the continuum of scholarship. Scholarly contributions to any area or areas are valued equally by WPI.

The following descriptions of the continuum of scholarship indicate the scope of each domain, but they are not intended to be exclusive or exhaustive. The forms that scholarship take along this continuum will vary by discipline, department or academic division.

Scholarship of Discovery
The creation or discovery of new knowledge involves creative and critical thought, research skills, the rigorous testing of researchable questions suggested by theory and practice, or active experimentation and exploration with the goal of adding to knowledge in a substantive way. The scholarship of discovery is usually demonstrated through publication in peer-reviewed journals and books, presentations at scholarly conferences, inventions and patents, or original creation in writing or multimedia, artistic works, or new technologies.

Scholarship of Integration

The scholarship of integration includes the critical evaluation, synthesis, analysis, integration, or interpretation of research or creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature. When disciplinary and interdisciplinary knowledge is synthesized, interpreted, or connected, this integrative scholarly contribution brings new insight. Integrative or interdisciplinary work might include articles, policy papers, reflective essays and reviews, translations, popular publications, synthesis of the literature on a topic, or textbooks. The scholarship of integration may be shared through any form such as those typical of discovery, application, teaching, or engagement.

Scholarship of Application and Practice

Scholarship of application involves the use of a scholar's disciplinary knowledge to address important individual, institutional, and societal problems. The scholarship of application and practice might apply the knowledge, techniques, or technologies of the arts and sciences, business or engineering to the benefit of individuals and groups. This may include translational research, commercialization, start-ups, technology transfer, assistive technologies, learning technologies, or applied research supported by industrial or corporate partners or by government agencies. Contributions to the scholarship of application and practice are shared with stakeholders and open to review and critique by stakeholders and by peers.

Scholarship of Teaching and Learning

The scholarship of teaching and learning is the development and improvement of pedagogical practices that are shared with others. Effective teachers engage in scholarly teaching activity when they undertake assessment and evaluation to promote improvement in their own teaching and in student learning. Scholarly teaching activity becomes the scholarship of teaching and learning when faculty members make their teaching public, so that it can be reviewed, critiqued and built on by others, through publications, presentations or other forms of dissemination.

Scholarship of Engagement

The scholarship of engagement involves collaborative partnerships with communities (local, regional, state, national, or global) for the mutually beneficial exchange of knowledge and resources. Examples of the scholarship of engagement might include, but are not limited to: community-based programs that enhance WPI's curriculum, teaching and learning; educational or public outreach programs; other partnerships with communities beyond the campus to address critical societal issues, prepare educated citizens, or contribute to the public good. Contributions in the scholarship of engagement are of benefit to the external community, visible and shared with stakeholders, and open to review and critique by community stakeholders and by peers.