



WPI

Informational Community Meeting Tenured & Tenure Track

**Committee on Appointments and Promotions
(COAP)**

Adapted From Faculty Handbook & Prior COAP Informational Meetings

Welcome!

Congrats on considering going up for promotion!

The purpose of this presentation is to help:

- candidates understand what they will need to put together their promotional package.
- nominators and advocates understand their roles in the promotion process.



COAP Responsibilities

COAP reviews dossiers following the WPI *Faculty Handbook* criteria and makes unitary recommendations to Provost on:

Promotion:

- TTT: Associate to Full Professor and Professor of Teaching
- TRT: Assistant to Associate; Associate to Full Professor

COAP's role: Support faculty promotion when the dossier, reviewers, nominator, and advocate provide evidence that promotion in rank has been earned.

Reappointment reviews: Prof of Practice (PoP)

Initial appointments: Above Assistant Professor

COAP also facilitates Department Head Reviews and participates in Department Head Search Committees

Question Procedure

Questions can be made through chat or by raising hand.

We will stop periodically for questions & there will be time at the end for Q&A.

Overview of Presentation

1. Promotion Schedule
2. Promotion Criteria
3. Promotion Dossiers & Procedures
4. COAP
5. FAQs



TTT Promotion Schedule



April 15: Department Head/Program Director/Full Professor sends email nomination to Faculty Governance Coordinator

May 1: Deadline for the candidate to provide:

- Name of Advocate
- List of 6 Professional Associates

Early June (Typically June 1): Candidate submits promotion dossier

Early June (Typically June 1): Nominator & Advocate submit list of invited External Reviewers to Faculty Governance Coordinator

Mid-June: Faculty Governance Coordinator sends a cover letter from COAP, candidate's dossier, and promotion criteria to Professional Associates & External Reviewers

Aug 15: Deadline for all letters: External Reviewers, Professional Associates, Nominator, & Advocate (optional)

Mid-Late Aug: Faculty Governance Coordinator notifies:

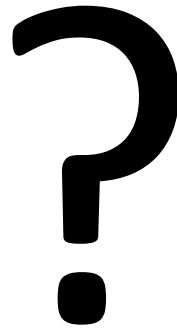
- candidate of any missing Professional Associate letters for candidate to follow up.
- nominator and advocate of any missing External

Beginning of A & B terms: Candidate submits any dossier updates (if any)

A/B Terms: JPC Reviews

Spring: Decision made by Provost and announced after Board of Trustees Meeting

Questions about Promotion Schedule



Overview of Presentation

1. Promotion Schedule
2. **Promotion Criteria**
 2. Faculty Handbook:
Part Two: Policies & Procedures:
Section 1.D. – TTT
 3. **Section 2.D--Professor of Teaching**
3. Promotion Dossiers & Procedures
4. COAP
5. FAQs



Criteria for Promotion

Promotion to Professor

Faculty Handbook, Part Two Section 1D:

- High-quality teaching
- High-quality scholarship/creativity
 - Must demonstrate positive external impact beyond WPI
 - Must be recognized by peers within WPI and by knowledgeable people external to WPI
 - Contributions to WPI may demonstrate external impact if disseminated & recognized externally.
- Service at an appropriate level
 - Critical responsibility
- **Eligibility:** Normally at least five years as Associate Professor & at least 3 years as Associate Professor at WPI

Promotion to Professor of Teaching

Faculty Handbook, Part Two Section 2D:

- High-quality teaching
- Continued Professional Growth & Currency
 - Must demonstrate positive external impact beyond WPI
 - Must be recognized by peers within WPI and by knowledgeable people external to WPI
 - Contributions to WPI may demonstrate external impact if disseminated & recognized externally.
- Quality Service & Engaged Citizenship
 - Critical responsibility
- **Eligibility:** Normally at least five years as Associate Professor of Teaching & at least 3 years as Associate Professor of Teaching at WPI
 - *Note: Candidates who switched into the Associate Professor of Teaching rank from an NTT/TRT position should achieve tenure first before seeking promotion to Full Professor of Teaching*

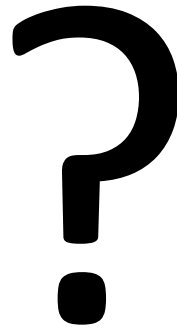
Going Up Early

Associate Professor and Associate Professor of Teaching → (Full) Professor & Professor of Teaching

- Earlier promotion nomination “only in exceptional circumstances”
- Must demonstrate considerable professional growth
- Nominator needs to explain the exceptional circumstances and professional growth in nomination letter
- For those switching into the Teaching Path to Tenure, COAP will adhere to the deadlines set by the Provost



Questions about Promotion Criteria



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- 3. Promotion Dossiers & Procedures**
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Materials Collected by Faculty Governance Coordinator

1. Summary student ratings for courses
2. Teaching evaluations from former students and alumni
3. Letters of appraisal from Professional Associates and External Reviewers
 1. Note: Candidates should be remind Professional Associates of the August 15th deadline.
 2. Note: Nominators should remind External Reviewers of the August 15th deadline.

Materials Provided by Candidate

1. Names of Nominator and Advocate (by May 1)
2. Names of 6 Professional Associates (by May 1)
3. Promotion Dossier (due in June)
 - **CV** (use COAP's format)
 - **Personal Statement:** Reflections on Teaching, Research, Service, Future Plans
 - (10 Pages Max, Double Spaced)
 - **Teaching Portfolio**
 - Reflective Statement on teaching and measure of effectiveness (4-6 pages double spaced)
 - Entire portfolio should not exceed 50 pages (including narrative)
 - **External Impact Report or Professional Currency Evidence**
 - **Sample Scholarly Artifacts or Sample Currency Artifacts** (max 3)
4. Important dossier updates, if any (at beginning of A and/or B terms)

Nominator & Advocate

Nominator

- Normally the Department Head *OR* another tenured Full Professor
- Provides initial statement of nomination (April 15)
- Writes detailed letter of nomination (Aug 15)
- Identifies External Reviewers with advocate (Early-Mid June)
- Makes 5-10 minute summary presentation to JPC
- Gathers additional material if necessary

Advocate

- Typically has more subject area expertise than nominator
- *May* write a letter in support of promotion
- Identifies External Reviewers with nominator
- Makes 5 minute summary presentation to JPC
- Functions to clarify and advocate on behalf of candidate
- Works with nominator to gather additional material if necessary

Professional Associates

- Candidate selects 6 Professional Associates by May 1
 - Must include Internal (WPI) and External peers
- Faculty Governance Coordinator will send Professional Associates Cover Letter, Criteria, and Dossier in Summer
 - If letter missing by Aug 15, candidate will be notified so they can follow up with the person

Professional Associate Tips

- Should know the candidate well enough to write a substantive letter
 - Should be able to provide insights into at least one area of evaluation: teaching, scholarship, or service
- Make sure person agrees to write letter prior to submitting their name
- Can continue to work with PA, but cannot discuss case
- Possible People to Ask:
 - Collaborators, Project Co-Advisors, Co-Teachers or Peer Evaluators, Colleague in Professional Association/Community, etc.

External Reviewers

- External Reviewers are “arms-length” reviewers
 - No conflicts of interests or close personal ties to the candidate
 - such as co-author, co-PI, co-advisor, former advisor etc.
 - Appraise candidate’s professional achievements
 - Do not make recommendations for/against promotion
- Must be able to judge the candidate’s dossier
- Should have high recognition in field
 - Typically Full (or equal to Full rank)
- Nominator and Advocate identify External Reviewers (by early-mid June)
 - Should contact individuals prior to submitting their names to Faculty Governance Office
- Faculty Governance Coordinator will send External Reviewer Cover Letter from COAP, Criteria, and Dossier in Mid-June
 - If letter does not arrive by Aug 15, nominator and advocate will be notified so they can follow up with the person
- JPC *must receive* 5-6 acceptable (e.g., no perceived COIs) External Reviewer letters
- Candidate must not know who was asked or agreed to review, & must not contact

Teaching Portfolio

- Purpose:
 - provide balanced, critical reflection on strengths, challenges, and future areas of growth for teaching and advising
- Contents:
 - Reflective Statement on approach to teaching/learning and presentation of multiple measures of effectiveness (4-6 pages double spaced)
 - Teaching artifacts/materials
 - Sample syllabi
 - Key assignments or assessments
 - Project advising materials
 - Examples of student work
 - Peer review outcomes

Assessing Quality of Teaching

- COAP will consider:
 - Course Goals & Content
 - Teaching Methods and Practices
 - Achievement of Learning Outcomes
 - Classroom Climate & Student Perceptions
 - Reflection & Commitment to Personal Growth in Teaching
 - Project Based Learning
 - Mentoring & Advising
 - Commitment to Diversity & Inclusion

Potential Indicators of Teaching Quality

Examples for informational purpose (not all items are required):

- Peer Teaching Evaluations
- Syllabi Samples
- Examples of Key Assignments
- Examples of Key Assessments
- Examples of Classroom Activities or Projects
- Examples of Innovative and/or Evidence Based Teaching Practices
- Examples of Student Engagement
- Examples of MQPs, IQPs, Inquiry Seminars, Practicum, Theses, other projects
- Course Evaluations & Alumni Survey of Teaching
- Project Evaluations
- Project Center Development/Leadership
- Examples of Mentoring & Advising Practices
- Examples of Curriculum, Teaching, or Mentoring Strategies designed for diversity & Inclusion
- Curriculum and/or Course Development
- Teaching-Related Awards

Scholarship

- Scholarship is *public, available* to members of the scholarly community, and amenable to *review* and *critique* by peers
- COAP recognizes that scholarship comes in forms:
 - Application & Practice
 - Using knowledge to address important problems
 - Discovery
 - Creation of new knowledge
 - Engagement
 - Collaborative partnerships with communities
 - Integration
 - Critical analysis, synthesis, integration, or interpretation of work produced by others
 - Teaching & Learning
 - Development & improvement of pedagogical practices

Assessing Quality of Scholarship

- COAP will consider:
 - Record of scholarly activities and outcomes
 - Since Last Promotion, Since Time at WPI, & Cumulative
 - Type(s) of scholarship engaged in
 - Can be one or multiple forms
 - External dissemination
 - Evidence of positive external impact beyond WPI
 - Recognition of scholarly impact by peers at WPI, external peers, & knowledgeable experts

Potential Indicators of Scholarship Quality

Examples for informational purpose (not all items are required):

- Sample Scholarly Artifacts
- Alt-Metrics
- Awards & Honors
- Books and Book Chapters
- Citation Index (if appropriate)
- Exhibitions & Performances
- Funded Grant Proposals
- Invited Talks, including Book Talks
- Patents
- Peer-Reviewed Publications
- Products shared with stakeholders, communities, teachers, universities (and open to review and critique)
- Public dissemination (podcasts, blogs, etc.)
- Quality of Journals, Book Publishers, Art/Music Venues
- Reviews of Published Work, Creative Work
- Sustained relationships with communities and organizations

Potential Indicators of Scholarship Impact

Examples for informational purpose (not all items are required):

- Bringing to light and/or improving conditions of a community, agency, etc.
- Citations
- Designation as an Expert
 - Invited Speakers, Keynote Addresses, Scholarship Reviewer, Expert Witness in Court Cases
- Editorial positions
- Evidence others influenced by scholarship
 - Adoption of practice/technology/tool, change in perspectives, etc.; Adoption of work in communities
- External Reviewer Evaluations
- External Consulting Roles (based on scholarship expertise)
- Featured Performances
- Generation of major gifts to endow a program
- Leadership in professional organizations
- Number of Views, Shares, Likes, etc. for online dissemination
- Policy Development, Protocols, Market Implementation
- Post-docs, graduate students, undergraduate research leadership
- Press and Media Coverage
- Self-assessment and critical reflection of one's own contributions

Professional Growth & Currency

- Professional Growth is developing knowledge, acquiring skills, and/or accumulating experiences to enhance WPI's educational mission and visibility.
- Currency is making intellectual contributions to and staying active in professional communities.
- Currency may take many forms and may include (but is not limited to):
 - Assessing and improving courses, projects, curricula, & pedagogy, and sharing pedagogical and scholarly discoveries as they emerge
 - Questioning existing teaching boundaries and experimenting with ideas that overcome constraints of current teaching practice
 - Continued development in field of education to enhance practice of teaching and educating others about innovations beyond WPI
 - Remaining current in discipline and incorporating recent developments in course teaching and project advising
 - Developing creative new approaches to teaching to improve student learning

Potential Indicators of Commitment to Professional Growth & Currency

- May include (but not limited to):
 - Leadership through continued innovation in approach & enhancement of teaching methods
 - Teaching collaborations with other faculty in new areas, approaches, pedagogies
 - Developing new effective assessments
 - Record of active scholarship (multiple forms)
 - Research collaborations with others
 - Involvement in professional and academic creative output, inclusive performance, visual, written art forms
 - Organizing and/or participating in teaching institutes, professional workshops, or professional conferences
 - Proposals submitted and grants funded
 - Participation in mentor programs within or outside WPI
 - Participation in external professional development programs
 - Reviewer on national, regional, or local grant panel
 - Completion of professional short courses
 - Earned professional certificates

Potential Indicators of Impact to Professional Growth & Currency

- May include (but not limited to):
 - New courses, curricula, and/or academic programs based on emerging new fields, etc.
 - Significant revisions to existing curricula/academic programs based on changing content in a field, emergence of new field, etc.
 - Effective new or improved teaching techniques or strategies to engage students in classroom, online, 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, program, and institutions
 - Feedback on teaching innovations from faculty peers
 - Feedback on scholarship from peers
 - Invited keynotes or other speaking invitations
 - Relevant awards, honors, and/or media coverage

Examples of Service

Faculty Handbook, Part Two Section 7F:

Service to Department

Department committees
Faculty & Staff recruitment
Special Events Organizer

MQP area coordinators
Seminar series participation & coordination
Program Director

Service to WPI

Campus-wide committees
Student welfare
Faculty mentoring

Outreach
Student Club Advising
Accreditation Committees

Service to Profession

Editor, Referee, Reviewer
Conference Organizer
Chair/Discussant

Committees/Panels
Professional society membership

Local Civic Engagement

School participation
Local non-profit activities
Pro-bono Consulting

Government or NGO committees
Advocacy
Volunteering Efforts

Potential Indicators of Service Contributions

Examples for informational purpose (not all items are required):

- Awards and Honors
- Being asked to serve in a field/role repeatedly and in different capacities
- Evidence of leadership activity (e.g., Chair of Committee; Lead Professional Society)
- Evidence of assistance in the completion of committee work
- Long term engagement with organization
- Initiatives created
- New faculty/staff/administrators hired successfully
- Recognition of contributions to community, professional groups, etc.,
- Recommendations from committee/task force are made, considered, and/or adopted

TTT Promotion Procedure

Note: All COAP participate in an annual BIAS training prior to the review of dossiers.

Joint Promotion Committee (JPC) Deliberations

All committee members must be present

Discuss criteria and remind about biases prior to discussions on case

Discuss candidate dossier and any updates or additional information.

If not ready to vote

schedule another meeting with JPC and gather more information either from candidate, nominator, and/or advocate

If ready to vote, vote by secret ballot:

Secretary counts the 6 ballots until either **4 Yes** votes (majority), or **3 No** votes are seen.

Only these ballots are shown to the JPC

This determines the unitary recommendation for or against promotion

The committee sends a letter to Provost conveying its recommendation and summarizing the salient reasons (signed by entire JPC)

Note: procedure is the same for promotion to Full Professor and Full Teaching Professor

TTT Promotion Procedure

Recommendation Goes to Provost for Final Decision

COAP sends a letter to Provost conveying its recommendation

Provost reviews dossier and JPC analysis, consults with Deans and President

Provost meets with JPC in cases of disagreement

Provost sends positive promotion recommendations only to the Board of Trustees (APC) for approval at the next BoT meeting

Following the Board meeting, candidates are notified officially by the Provost

Note: procedure is the same for promotion to Full Professor and Full Teaching Professor

Resources

- Guide to Promotion
 - Tenured Associate to Full
 - (Teaching Path Associate to Full in progress!)
- CV Guidelines and Template
- Evaluating Teaching Rubric
- Scholarship Matrix
- Sample Dossier's (ADVANCE Canvas page)
- See COAP website

Questions about Promotion Dossiers & Procedures



Overview of Presentation

1. Promotion Schedule
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 2. **Faculty Handbook:**
Part One: Constitution/Bylaws:
Bylaw 1.VI
5. FAQs



Joint Promotion Committee (JPC)

8-member **Joint Promotion Committee** is formed for each promotion case

6 Elected COAP Members, Voting

COAP members are recused or excused if conflict of interest

Nominator & Advocate, Nonvoting, chosen by candidate

Nominator: Normally Department Head or tenured Full Professor

Presents initial case for promotion

Advocate: Normally full-time faculty member with subject area expertise

Interprets and advocates on candidate's behalf



COAP Recusal Policy

Automatic if candidate and COAP member are from the same department or program

For direct conflict of interest (collaborator – grants, publications, courses, for example)

If 2 (or more) COAP members recused, most recent qualified past Chair(s) of COAP serves on JPC



COAP Membership

Current Members

Jeanine Skorinko (SSPS), Co-Chair 2023

Sarah Strauss (DIGS), Co-Chair 2023

Pam Weathers (BBT), Secretary in 2023, term ends 2025

John Sullivan (ME), 2023

Steve Taylor (BUS), 2023

Bill Martin (MA), 2025

Emmanuel Agu (CS), 2025

Incoming Members

3 TBD

Faculty Governance Coordinator

Penny Rock (not a member)

Eligibility

7 members total

Elected faculty at Professor rank

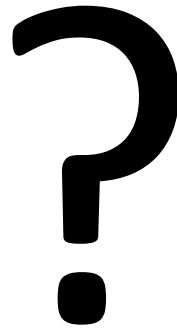
3-year terms, unless a replacement. No successive elected terms

No department or program represented twice

Ineligible:

- Department Heads
- Deans
- Provost

Questions about COAP



FAQ: Eligibility

Is it necessary to be in rank for 5 years before being considered for promotion?

No. However, it is rare that an associate professor can demonstrate “considerable professional growth” (Section D.2.2) in a much shorter period.

Emphasis is placed on work done while at WPI.

Thus, COAP looks at both the cumulative contributions, including before tenure, as well as a record of continuing high-quality teaching and research since tenure.

FAQ: Professional Associates

How many Professional Associates should be on my list?

COAP will ask for 6. These must include a mixture of colleagues at WPI and at other institutions.

Why should I have letters from colleagues at WPI?

Letters from colleagues at WPI help to demonstrate the candidate has met the criteria for promotion across teaching, scholarship, and service.

Am I allowed to view the Professional Associates' letters?

No. All letters received are confidential; the candidates should not ask associates to see the letters after they agree to write.

Do I provide material to my Professional Associates?

Not required. Faculty Governance sends a cover letter and electronic copies of the criteria and the promotion dossier to all reviewers. If the candidate wishes to make more material available, put it online, with links in the dossier, so that all peer reviewers have access.

FAQ: External Reviewers

Am I allowed to view the External Reviewer List?

No. The candidate may provide a list of people not to ask, with an explanation. The candidate should not be asked to suggest names for external reviewers.

What will the External Reviewers see?

Cover letter, the promotion criteria, and the candidate's promotion dossier — including the teaching portfolio and 3 sample scholarly artifacts. If the candidate wishes to make more material available, put it online, with links in the dossier, so that all peer reviewers have access.

How many External Reviewers are there?

At least 5 letters must be received from qualified external reviewers, preference is for 6

FAQ: External Reviewers

What are External Reviewers asked to provide?

An independent critical assessment of the candidate's contributions to, and standing in, the professional community; the quality of the scholarly artifacts; and the candidate's research strengths and weaknesses.

Does not recommend for or against promotion

Helps committee understand quality and external impact of candidate's professional contributions.

FAQ: External Reviewers

Who does what with the reviewers?

The candidate contacts Professional Associates to ask if they are willing to write a letter; purpose is an honest appraisal.

Nominator (and Advocate, if applicable) identifies and contacts External Reviewers.

The Faculty Governance Office (Penny Rock) sends all peer reviewers a cover letter from COAP and electronic copies of the promotion criteria, and the candidates' dossier — including the candidate's sample scholarly/currency artifacts.

FAQ: Dossier Scholarly/Currency Artifacts

What are sample scholarly/currency artifacts?

For some candidates, the sample scholarly artifacts will be 3 peer-reviewed articles that have been published since tenure and/or promotion. A candidate might substitute a book or other artifacts

Scholarly and Currency contributions may be documented and disseminated through a variety of artifacts besides peer-reviewed articles

Sample scholarly and currency artifacts must be publicly available, amenable to critical appraisal, and in a form that permits exchange and use by other members of the scholarly and/or professional community.

FAQ: Dossier Scholarly Artifacts

My main scholarly artifact is a book. Will COAP buy copies of my book for all the reviewers?

No. The candidate is responsible for providing electronic copies of all the material for the promotion dossier. If a scholarly artifact is best presented through a hard-copy (a book or something else), then the candidate is responsible for providing a sufficient number of hard copies of the artifact for all of the peer reviewers (Professional Associates and External Reviewers) as well as several copies for the Joint Promotion Committee.

FAQ: Scholarship/External Impact

How important is external funding?

It depends. In some areas or fields, external funding is critical to support a research program. In other areas, it is not. External funding demonstrates external recognition and impact through peer review.

What you do with funding matters more than its source.

Are you PI / Co-PI / Senior Personnel / Consultant / Advisory Board member? Some roles reflect proposal writing effort; others reflect stature in the field. PI is assumed to have greatest responsibility for proposals. However, Co-PIs might have made equally significant contributions. **Ensure that your role is clear.**

FAQ: External Impact

How is external impact assessed?

According to the criteria (section D.1.4), external impact should be assessed based on the relevant standards in the areas of the candidate's scholarly contributions.

The candidate's personal statement should identify the area or areas of their scholarly contributions and/or professional growth and currency and indicate examples of external impact beyond WPI.

While quantitative measures such as the number of refereed publications and citations or the level of external funding will remain important indicators of quality and impact for many scholars, WPI recognizes that the weight assigned to such measures varies widely between academic fields as well as along the continuum of scholarship.

FAQ: External Impact

May I use Altmetrics to measure impact?

Yes. Candidates should provide whatever evidence of external impact is appropriate for their case. If an article or teaching module is among the most read or downloaded at a journal or repository, say so.

What are Altmetrics?

An alternative or supplement to indicators such as citations, journal impact factors, h-index, other indices. Ask librarians.



FAQ: More

What if I don't get promoted?

A letter from the Provost should provide constructive advice to the candidate so that they may address any issues and resubmit the case for promotion consideration in the future.

Usually wait 2-3 years, then you may be nominated again.

Discuss strategy with your Department Head and department promotions committee

Questions?

Sarah Strauss or Jeanine Skorinko

Co-chairs until June 30, 2023

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Penny Rock

Faculty Governance Coordinator

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COAP website

<https://web.wpi.edu/Campus/Faculty/CAO/coap.html>

**On behalf of COAP, thank you
for all that you do to make
WPI great!**

