

Committee on Appointments and Promotions

Promotion of Non-Tenured/Tenure-Track Faculty

Teaching Professor Ranks

2017-18

This document describes the timetable and process in considering a nomination for promotion of a continuing non-tenure-track faculty member with an appointment in the teaching professor ranks. The Committee on Appointments and Promotions (COAP) provides this list of documents that are typically the most relevant to the review a faculty member for promotion; however, candidates may submit additional supporting documents at their discretion. For the criteria to be applied in evaluating a nomination for promotion in the teaching ranks, please see the Faculty Handbook, Part Two, Sections 7E and 7F (excerpt attached below).

Calendar

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| July 1 | Deadline for receipt by COAP of the initial statement of intention to nominate the candidate for promotion from the Department Head or Program Director. The Faculty Governance Office sends a teaching survey to former students/alumni and collects other material during the summer |
| August 15 | Deadline for the candidate to provide to the Faculty Governance Office: <ul style="list-style-type: none">• Name of Advocate• List of six Professional Associates• Candidate's Promotion Dossier Joint Promotion Committee is formed consisting of six elected members of COAP with the Nominator and Advocate |
| Term A | The Joint Promotion Committee receives letters of appraisal from Professional Associates (typically by October 15); continued receipt of student/alumni evaluations |
| Term B | Joint Promotion Committee review of complete dossier for promotion |
| January | Deadline for the Joint Promotion Committee to send a recommendation on promotion to the Provost, in advance of the winter meeting of the Board of Trustees |

Nomination for Promotion in Teaching Professor Ranks

The Nominator is normally a department head or program director. A statement of intention to nominate must be received from the Nominator by July 1. The Nominator and Advocate should mentor the candidate well before this initial nomination deadline in order to submit a strong promotion dossier and an appropriate list of Professional Associates. All materials to support a nomination for promotion should be sent to the Committee on Appointments and Promotions via Penny J. Rock, Faculty Governance Executive Assistant, prock@wpi.edu.

The following section outlines the information to be provided by the Candidate, the Nominator, or the Faculty Governance Office.

I. Information provided by the Candidate

By August 15:

- **Name of Advocate**
 - The *Advocate* is normally a full-time faculty member who agrees to serve with the Nominator as a non-voting member of a Joint Promotion Committee.
- **List of Professional Associates:**
 - *Professional Associates* are contacted by the candidate at the time of the initial nomination and must agree, at that time, to supply a letter of appraisal when later asked by the Joint Promotion Committee. The six professional associates should include a mixture of internal peers at WPI and external peers in the candidate's areas of expertise. All professional associates must be qualified to evaluate the candidate's promotion dossier, and they must have agreed to write a letter of appraisal when asked by the candidate before they will be contacted by the Joint Committee.
- **Documentation in the Candidate's Promotion Dossier** (see below for more detail)
 - Curriculum vitae (in format requested by COAP, below)
 - Personal statement
 - Teaching portfolio
 - Sample scholarly artifacts
 - (*Optional*) Citation index and indicators of external impact or leadership

II. Information provided by the Nominator

By July 1:

1. Initial **statement of intention to nominate** the candidate for promotion. This initial nomination leads to the formation of a Joint Promotion Committee.

By October 1:

2. **A nomination letter** that includes:
 - a. A description and analysis of the quality of the **nominee's teaching**. The committee already has access to student ratings and alumni evaluations, but would welcome additional information on the candidate's teaching.
 - b. A description and analysis of the **nominee's scholarship or scholarly contributions** (as appropriate). Scholarly contributions exists along a continuum and may combine or cut across traditional categories of teaching, scholarship, and service.
 - c. A description and analysis of the **nominee's service** to the department or programs, the university, the profession, or the community. The CV should list all activities; however, this does not always provide a complete picture of the nominee's contributions to WPI.
 - d. A description and analysis of the nominee's **leadership or external impact** in some aspect of teaching or in other scholarly contributions (especially for candidates to Full Teaching Professor)
 - e. **Any additional information** that will be helpful to the Joint Committee in its deliberations.

When drafting this nomination letter, please keep in mind the advice to reviewers on implicit and explicit bias in Section D.1.4. Standards for Evaluation of the Promotion Dossier.

III. Information provided by Faculty Governance Office

The Faculty Governance Office collects summary student course ratings for all courses taught by the candidate in the last five years and the Instructional Activity Reports and Sponsored Research Activity Reports for the last five years. In addition, the office will send an invitation to comment on the candidate's promotion to the following:

- *Professional Associates*: sends electronic copies of the candidate's dossier and WPI's promotion criteria for the Teaching Professor ranks (the extract attached below).
- *Former Students/Alumni*: sends a teaching survey to a random selection of former students and alumni whom the candidate has taught in the last five years (the survey has several rating items and space for comments).

The Faculty Governance Office will make the material returned in response to these invitations, as well as the dossier submitted by the candidate, available to all members of the Joint Promotion Committee.

Procedural Summary for Promotion in Teaching Professor Ranks

After the initial statement of nomination, the candidate submits the documentation in a promotion dossier (see next section for details), a list of Professional Associates, and the name of an Advocate. The Advocate is normally a full-time faculty member who agrees to serve with the Nominator as a non-voting member of a Joint Promotion Committee. The Joint Promotion Committee consists of six voting members from the Committee on Appointments and Promotions (COAP) and two non-voting members, the Nominator and Advocate. The selection and recusal of COAP members for a Joint Committee are described in Bylaw One, Section VI.

After receiving the candidate's promotion dossier, the Faculty Governance Office sends the Professional Associates electronic copies of the dossier and WPI's promotion criteria with a request that they send a letter of appraisal by October 15.

In Term B of the academic year of the promotion review, the Joint Promotion Committee meets to consider the merits of the nomination for promotion. The Joint Committee reviews the complete promotion dossier, including the letters of appraisal. The welfare of the candidate must be protected by all members of the Joint Committee by observing strict rules of confidentiality during all phases of the promotion review. When all the members of the Joint Promotion Committee agree that there has been sufficient discussion, a vote is taken by the six voting members of the Joint Committee for or against promotion (no abstentions) by means of a secret ballot, with the majority ruling. By the end of Term B, the Joint Committee forwards to the Dean and the Provost a letter conveying the result of its vote as a unitary recommendation for or against promotion and summarizing the salient reasons for its recommendation.

The Provost reviews each case and consults with the Dean and the President. Subsequently, the Provost may ask to meet with the Joint Committee to discuss any of its recommendations, and must meet with the Joint Committee in the case of potential disagreement. Lastly, the Provost sends to the Board of Trustees the names of candidates for whom promotion is recommended. The Provost will inform the candidate of the Board's decision.

In the event of a negative decision on promotion, a letter to the candidate discussing the strengths and weaknesses of the case for promotion will be written by the Joint Promotion Committee, the Dean, and the Provost. The purpose of this letter is to provide constructive advice to the candidate so that they may address any deficiencies and resubmit the case for promotion consideration in the future. The candidate should meet with the Provost, Dean, or the Nominator to discuss this letter and to receive further feedback on their case for promotion.

If a candidate for promotion wishes to appeal a negative decision, faculty grievance procedures are available to the extent provided by a Faculty Review Committee (Bylaw One, IX).

Documentation in a Promotion Dossier

The candidate's promotion dossier will include the following: curriculum vitae (CV) and personal statement; teaching portfolio to document high quality teaching; and, at the candidate's discretion, sample scholarly artifacts and/or indicators of leadership and impact in teaching or other scholarly contributions.

- The **CV** provides comprehensive documentation of the candidate's professional experience and accomplishments in teaching, scholarship/creativity, and service. See the next section for the format requested by COAP.
- The **personal statement** provides a reflective summary and description of the candidate's professional accomplishments and scholarly contributions. Typically, the personal statement for teaching professor ranks will include sections on teaching, scholarly contributions, service, and future plans. This statement is normally equivalent to five single-spaced pages in length.
- The **teaching portfolio** provides documentation of the candidate's high quality teaching. A teaching portfolio presents representative teaching materials and evidence of their effectiveness. Typical elements in a teaching portfolio include a reflective statement of the candidate's approach to teaching and learning, samples of teaching materials and teaching innovations, and measures of teaching effectiveness or materials that demonstrate student learning.
- **Sample scholarly artifacts** to document the quality and impact of the candidate's teaching and/or scholarly contributions. Scholarly contributions may combine teaching, scholarship and/or service. Sample scholarly artifacts must be publicly available, amenable to critical appraisal, and in a form that permits exchange and use by other members of the scholarly community.
- *(Optional): Citation index and indicators of external impact or leadership.* Any candidate for promotion may submit indicators of quality, impact, or leadership in teaching or other scholarly contributions, as appropriate. *Candidates for promotion to Full Teaching Professor* may wish to include indicators that demonstrate leadership in some aspect of teaching or in other scholarly contributions.

Overall, the candidate should use this documentation to present the case that they have achieved the criteria for promotion. **Scholarly contributions and scholarly artifacts may combine or cut across traditional categories of teaching, scholarship/creativity and service.** The candidate is invited and encouraged to use the promotion dossier to make arguments for the quality, impact, or leadership of their contributions using these categories or in other ways if those other ways are appropriate to the form and impact of their work.

In addition to the above materials submitted by the candidate, the Joint Promotion Committee will add four **other sources of information** to the complete promotion review dossier: 1) Summary student ratings for all courses and projects taught at WPI in the last five years. 2) Responses to a teaching evaluation sent to a random selection of former students and alumni whom the candidate has taught in the last five years. 3) Instructional Activity Reports and Sponsored Research Activity Reports for the last five years. 4) Letters of appraisal solicited by the committee from internal and external peers (the Professional Associates) for a confidential evaluation of the materials submitted by the candidate for the promotion dossier.

Curriculum Vitae: Format Requested by COAP

In order to facilitate the review process, COAP requests that all candidates supply the information on their curriculum vitae in the order listed below:

Professional Experience

1. Education, in reverse chronological order
2. Teaching experience at WPI or other universities (in reverse chronological order)
3. Work experience other than teaching (in reverse chronological order)

Teaching

4. Teaching innovations at WPI
5. Courses taught at WPI (by term, title, and enrollment)
6. Projects, Theses and Dissertations (Please list each IQP, MQP, Humanities Project/Sufficiency, Thesis and Dissertation advised or co-advised, with the names of students and co-advisors)
7. Independent studies conducted at WPI
8. Academic advising at WPI
9. Honors, awards and recognition related to teaching

Scholarship or Scholarly Contributions

10. List of publications, with full references and all author names in the original order. Divide the list into appropriate groups, such as: books; book chapters; journal articles (separate into peer-reviewed full manuscripts, peer-reviewed abstracts, not peer-reviewed); conference proceedings (separate as above); other publications. Please arrange these groups in the CV by listing *the most important categories of scholarly contributions in the candidate's field first*, followed by other categories *in descending order of importance* for this field or discipline.
11. Presentations at conferences, seminars, and colloquia
12. Scholarly contributions in progress, including ongoing consulting and professional projects, manuscripts submitted, in press, or in preparation
13. Consulting and other professional activities in the area of expertise
14. Fellowships and grants received, applied for but not received, or pending, indicating role as PI or co-PI, sponsor, dates, and amounts of award or request, including the name of any PIs or co-PIs
15. Other Items, such as patents, software developed, films, exhibitions, etc.
16. Honors, awards and recognition for professional expertise or scholarship

Service

17. WPI committee or administrative assignments, department or campus-wide
18. Memberships and offices held in professional societies
19. Editorial, conference organization, and referee services
20. Non-academic contributions to student welfare
21. Significant civic, cultural, religious, and similar contributions
22. Honors, awards and recognition for service

Other:

23. Other jobs and experiences

Criteria for Promotion for Teaching Professor Ranks

(Approved April 2014, Faculty Handbook, Part Two, Section 7F)

- **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).

- **(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).