



WPI

Informational Community Meeting Teaching & Research 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 in Rank:

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

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

Initial Appointments: *Above Assistant rank, any track; Professor of Practice.*

Reappointment reviews: Professor of Practice (PoP)

COAP also facilitates Department Head Reviews and Search Committees

Resource Guides

- **COAP website**

<https://www.wpi.edu/offices/faculty-governance/coap>

- **Contains:**

- [Guide for Promotion for TRT faculty](#)
- [Guide for Promotion for TTT faculty](#)
- [Scholarship Matrix for Multiple Forms of Scholarship](#)
- COAP format for CVs
- [Rubric for Evaluating Teaching and Teaching Portfolios](#)

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



TRT Promotion Schedule

April 15: Initial email nomination alert to Faculty Governance Coordinator from DH/PD

May 1: Deadline for the **Candidate** to provide:
* Name of **Advocate**
* List of 6 Professional Associates
External Reviewers list submitted by **Nominator**

July 1: Candidate submits promotion dossier

Summer: Faculty Governance

- COAP sends to Professional Associates / External Reviewers a cover letter, candidate's dossier, and promotion criteria
- Faculty Governance Office solicits student evaluations from former students and alumni

Aug. 15: Deadline for receipt of all letters of appraisal (Professional Associates or External Reviewers – where applicable)

A/B/C Terms: JPC Reviews, makes recommendation

C Term: Decision made and announced



PoP Reappointment Schedule

September 20: Initial nomination by Department Head / Program Director (**Nominator**)

- Faculty Governance office solicits student evaluations from former students and alumni during the fall

October 20: **Candidate** for reappointment provides:

- Name of **Advocate**
- List of 6 Professional Associates
- Re-appointment Review Dossier

October:

- COAP sends to Professional Associates a cover letter, candidate's dossier, and re-appointment criteria

December 20:

- Deadline for receipt of letters of appraisal from **Nominator** and Professional Associates

Term C: COAP meets with **Nominator** and **Advocate**

March: COAP sends recommendation to Provost, Dean, and **Nominator**

May 1: Reappointment letters

Questions about Promotion Schedule



Overview of Presentation

1. Promotion Schedule
2. **Promotion Criteria**
 - Faculty Handbook:
Part Two: Policies & Procedures:
Section 7.F. – TRT
Section 7.G. – POP
3. Promotion Dossiers & Procedures
4. COAP
5. FAQs



Criteria for TRT Teaching Ranks

Assistant to Associate Teaching Professor

Faculty Handbook, Part Two Section 7.F.:

Assistant 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.

“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,
- Quality of MQPs, IQPs, HuA Seminars or Practicum, graduate student work
- First year student advising, academic advising,
- Teaching innovations, new course introductions, course redesigns

“Service is valued and considered in the promotion review”

- WPI specific: committee work, administrative assistance
- Department specific: committees, MQP area coordinators, faculty recruitment, seminar series participation or coordination,
- Professional Service: Participation in panels or committees, local chapters of professional societies, conference organization.

Criteria for TRT Teaching Ranks

Associate to Full Teaching Professor

Faculty Handbook, Part Two Section 7.F.:

Associate to Full Teaching Professor

Must have demonstrated considerable professional growth and developed leadership qualities in some aspect of teaching.

Must have completed at least three years as an *Associate* Teaching Professor and will normally have completed at least five years.

“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.”



External review is not required by faculty handbook for promotion to Full Teaching Professor.

See upcoming slides for example documentation

Criteria for TRT Research Ranks

Assistant to Associate – High-Quality Research

Associate to Full – High-Quality Research + Leadership in Research

Recommendations for promotion to the *Associate* and *Full* Research Professor level 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 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.**



Criteria for POP Reappointments

Reappointment as Professor of Practice requires

High-quality teaching that continues to bring a unique and current area of expertise by virtue of non-academic, industry-related experiences.

Eligibility

Teaching Professor Track

Assistant → Associate

- Minimum 3 years as *Assistant Teaching Professor* at WPI
- Normally at least 5 years

Associate → Full

- Must demonstrate considerable professional growth and development of qualities of leadership
- Normally at least 5 years

Research Professor Track

Assistant → Associate

- Minimum 3 years as *Assistant Research Professor* at WPI
- Normally at least 5 years

Associate → Full

- Must demonstrate considerable professional growth and development of qualities of leadership
- Normally at least 5 years

Going Up Early

- 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

Questions about Promotion Criteria



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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 from Professional Associates and External Reviewers (if applicable)
4. Other material may be gathered by JPC if needed

Materials Provided by Candidate

1. Name of **Advocate** (by **May 1**)
2. Names of 6 Professional Associates (by **May 1**)
3. Promotion Dossier (due **July 1**)
 - CV (use COAP's suggested format)
 - Personal Statement: Reflections on Teaching (if applicable), Research (if applicable), Service, Future Plans (10 Pages Max, Double Spaced)
 - Teaching Portfolio for Teaching Faculty
 - 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 for Research Faculty
 - Sample Scholarly Artifacts (select 3) for Research Faculty
4. Any important dossier updates, if any, at beginning of A and/or B terms

Teaching Faculty Dossier must provide evidence of High-Quality Teaching, Service at appropriate level, & Teaching Leadership (Associate to Full)

Research Faculty Dossier must provide evidence of High-Quality Research, External Impact, Service at appropriate level

Nominator & Advocate

Nominator

- Typically, Department Head or Program Director
- Provides initial statement of nomination (**April 15**)
- Writes detailed letter of nomination (**Aug 15**)
- Identifies External Reviewers for Research Faculty only (**May 1**)
- 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 if able
- 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 Associate

- **Candidate** selects 6 Professional Associates by **May 1**
 - Must include Internal and External **peers**
 - Make sure person agrees to write letter prior to submitting their name
- Faculty Governance Coordinator will send Professional Associates Cover Letter, Criteria, and Dossier in Late June
 - If letter does not arrive by **Aug 15**, candidate will be notified so they can follow up with the person
- Professional Associate Selection Tips:
 - Should know the candidate well enough to write a substantive letter
 - Should be able to provide insights into some key area of evaluation: teaching, scholarship, or service
 - Possible People to Ask:
 - Collaborators, Project Co-Advisors, Co-Teachers or Peer Evaluators, Colleague in Professional Association/Community, etc.

External Reviewers: Research Faculty

- 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 candidates' 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 and provide a brief background of external reviewers who have agreed to review to Faculty Governance Office
- Faculty Governance Coordinator will send Cover Letter, Criteria, and Dossier in July
 - 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: Teaching Faculty

- 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

Teaching Leadership

Faculty Handbook, Part Two Section 7.F.:

Associate to Full Teaching Professor:

Leadership Qualities can be evidenced in many ways including (but not limited to):

- Teaching and pedagogy that serves as a model for others, especially at other universities
- Development of new courses/project experiences
- Innovative teaching or project experiences (K-12, outreach, community, peer institutions)
- Curricular revisions and other academic initiatives
- Teaching and learning grant proposals and funded projects
- Publications and presentations related to teaching
- Leadership roles in teaching-related organizations
- External consulting related to teaching, pedagogy, course development
- Self-assessment and critical reflection of one's own contributions
- Scholarship along a continuum (valued equally by WPI):
 - Scholarship of Application and Practice
 - Scholarship of Discovery
 - Scholarship of Engagement
 - Scholarship of Integration
 - Scholarship of Teaching and Learning

Scholarship: Research Faculty

- Scholarship is *public, available* to members of the scholarly community, and amenable to *review* and *critique* by peers
- COAP recognizes the variety of scholarship:
 - 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

Research Leadership (Research Faculty)

Faculty Handbook, Part Two Section 7.F.:

Associate to Full Research Professor:

Leadership Qualities can be evidenced in many ways including (but not limited to):

- Leader in area of scholarship along a continuum (valued equally by COAP):
 - Scholarship of Discovery
 - Scholarship of Integration
 - Scholarship of Application and Practice
 - Scholarship of Teaching and Learning
 - Scholarship of Engagement
- Research that serves as a model for others, especially at other universities
- Grant proposals and funded projects that show leader/expert in an area
- Post-docs, graduate students, undergraduate research leadership
- Publications and presentations that show leader/expert in an area
- Leadership roles in research-related organizations
- External consulting related to research
- Self-assessment and critical reflection of one's own contributions and leadership

Examples of Service

Faculty Handbook, Part Two Section 7.F.:

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

Questions about Promotion Dossiers & Procedures



Overview of Presentation

1. Promotion Schedule
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 - **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 for conflict of interest

Nominator & **Advocate**, Nonvoting, chosen by candidate

Nominator: Normally Department Head or tenured Full Professor,

Provides a detailed letter of nomination, Presents case for promotion

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

Interprets and advocates on candidate's behalf, can provide a letter.

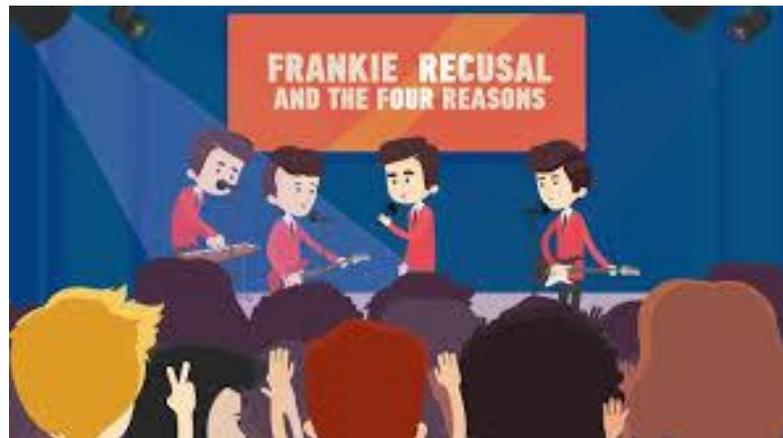


COAP Recusal Policy

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

Germano Iannacchione (PH), Chair 2022
John Sullivan (ME), Secretary, 2024
Jeanine Skorinko (SSPS), 2023
Sarah Strauss (DIGS), 2023
Brigitte Servatius (MA), 2022
Ali Rangwala (FPE), 2022
Susan Zhou (CHE), 2024

Incoming Members

3 TBD

Faculty Governance Coordinator

Penny Rock (not a member)

Eligibility

7 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

TRT Promotion Procedure

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.

Voting Procedures

If ready to vote, vote by secret ballot:

Only COAP members vote (**Nominator** & **Advocate** do not vote)

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

This determines the **unitary recommendation** for or against promotion

If not ready to vote, schedule another meeting with JPC and gather more information either from **Candidate**, **Nominator**, and/or **Advocate**

Recommendation Goes to Provost for Final Decision

COAP sends a letter to Dean and Provost conveying its recommendation and summarizing the salient reasons and justification (signed by entire JPC)

Provost reviews dossier and JPC analysis

Provost consults with Dean and President

Provost must meet 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

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.

Thus, COAP looks at both the cumulative contributions, including since appointment (for Assistant to Associate) or promotion to Associate, and a record of continuing high-quality teaching, leadership (for Associate to Full) or research (for Research Faculty).

FAQ: Professional Associates

How many Professional Associates should be on my list?

COAP will ask for 6. These must include colleagues at WPI. PA at other institutions are welcome but not required.

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

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?

No. 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

for Research Faculty Promotion to Full Professor

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. 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

FAQ: External Reviewers

for Research Faculty Promotion to Full Professor

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.

“We would appreciate receiving a letter from you that summarizes the nature of your professional relationship with the candidate, if any, and appraises the candidate's professional achievements. We are not asking you to make a recommendation for or against promotion, and we ask you not to speculate about whether the candidate might be promoted at another institution. Rather, we would like you to share with us your assessment of the candidate's strengths and weaknesses.”

FAQ: External Reviewers

for Research Faculty Promotion to Full Professor

Who does what with the reviewers?

The Candidate (Full Promotion only) contacts Professional Associates to ask if they are willing to write a positive letter; purpose is support and not critical assessment.

The Joint Promotion Committee, including the Nominator and Advocate, identifies and contacts External Reviewers for Research Faculty.

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

Reminders to peer reviewers for late letters should come only from the Faculty Governance Office or members of the Joint Promotion Committee.

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: 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 a strategy with your Department Head and department promotions committee

Questions?

Germano Iannacchione

Chair until June 30, 2022

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Penny Rock

Faculty Governance Coordinator

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COAP website

<https://www.wpi.edu/offices/faculty-governance/coap>

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



Teaching Promotion

Faculty Handbook Section E:

Recommendations for promotion to the Associate and (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 (see Section 7.F.).