from the interviews and will prepare a summary describing the perceived strengths and weaknesses of the department head being evaluated. The COAP will send the summary letter to the Dean who, after reviewing the contents, will meet with the COAP to discuss the case. Only the Dean, Provost and the President of the Institute may read the COAP letter. The Dean will then meet with the Department Head to discuss the evaluation and also send a letter to the department head which summarizes the performance evaluation. A copy of that letter will be sent to the Chairman of the Committee on Appointments and Promotions.

3. *Reappointment of Department Heads*

The reappointment of a department head for a second term will involve the following procedure.

A. In the spring of the fourth year of tenure, the Committee on Appointments and Promotions will evaluate the Department Head. The evaluation will involve:

   i. Review of all written materials of the department head obtained in the second and fourth year review plus any additional evaluations deemed necessary by the Committee.
   ii. Interview with all faculty members in the department, including the department head involved.
   iii. Collection and review of any other information the COAP feels will influence the evaluation.

B. The Committee on Appointments and Promotions will write its recommendation to the Dean before the end of Term D of the fourth year of tenure.

C. The Dean will provide the Provost his/her recommendations and a copy of the Committee on Appointments and Promotions report. The Provost, after consultation with the President, decides on the reappointment. The Provost will discuss his or her decision with the Committee on Appointments and Promotions.

Whereas collaboration is essential to WPI, Deans are expected to collaborate with other Deans when evaluating department heads in departments where collaboration across schools is significant (as defined by the Provost).

D. 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.

D.1 Promotion to Associate Professor and to full Professor

D.1.1. The Criteria for Promotion to Associate and full Professor

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, 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.

D.1.2. Definition of Scholarship

To recognize the full range of scholarly contributions by faculty, 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.

D.1.3. Documentation in the Dossier for Promotion to full Professor

The candidate for promotion to full Professor will submit a promotion dossier representative of their overall career, with an emphasis on work since tenure and/or promotion to Associate Professor. The candidate's promotion dossier will include the following: a curriculum vitae (CV); a personal statement of teaching, scholarship, service, and impact; a teaching portfolio to document high quality teaching; sample scholarly artifacts and a citation index and other indicators to demonstrate the high quality and external impact of the candidate's scholarly contributions.

- The **CV** provides comprehensive documentation of the candidate's professional experience and accomplishments in teaching, scholarship/creativity, and service.

- The **personal statement** provides a reflective summary and description of the candidate's professional accomplishments and scholarly contributions. Typically, the personal statement will include sections on teaching, scholarship/creativity, service, external impact, and future plans.

- 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.

- The **sample scholarly artifacts** provide documentation of the high quality and external impact of the candidate's scholarly contributions. For most candidates, the sample scholarly

artifacts will be three peer-reviewed articles that have been published since tenure and/or promotion. However, scholarly contributions may be documented and disseminated through a variety of artifacts besides peer-reviewed articles. The continuum of artifacts through which knowledge may be documented and disseminated matches, in its inclusiveness and variety, the continuum of scholarship. 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.

- **Citation index and indicators of external impact**. All candidates for promotion must submit a citation index and any other indictors of external impact appropriate to their scholarly contributions. The citation index should include all citations of the candidate's publications, presentations or other scholarly contributions. Additional indictors of external impact might include reviews of the candidate's work, press and media coverage, downloads of scholarly materials, awards and recognition, or any other indicators that the candidate's scholarly contributions have had an impact beyond WPI.

Overall, the candidate should use this documentation to present the case that they have achieved the criteria for promotion. **Scholarly contributions 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 and impact of their work using these categories or in other ways if those other ways are appropriate to the form and impact of their scholarly contributions.

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 for a confidential evaluation of the materials submitted by the candidate for the promotion dossier.

D.1.4. Standards for Evaluation of the Dossier for Promotion to full Professor: Quality, Impact and Peer Review

The candidate's promotion dossier and the criteria for promotion (sections D1.1 – D.1.4) will be sent to peers within WPI and to knowledgeable people external to WPI for an independent assessment of the quality and impact of the candidate's teaching, scholarship/creativity, and service. These letters of appraisal will be read only by people who are directly involved in the evaluation of the nomination for promotion and they will not be shown to the candidate or to anyone else. This section provides additional guidance to reviewers for this assessment.

An assessment of **high quality teaching**, **high quality scholarship/creativity**, and **service** may be based on any and all material in the promotion dossier, including the CV, personal statement, teaching portfolio, peer-reviewed scholarship, peer reviews of sample scholarly artifacts, or indicators of external impact. Traditional measures to assess quality do not necessarily accommodate all areas of teaching, scholarship, and service. Nonetheless, the following six standards have been identified to evaluate quality across diverse areas: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique (Glassick, Huber, and Maeroff, *Scholarship Assessed*, 1997). Since the dossier includes the candidate's reflective critique in their personal statement, peer reviewers are invited to apply these six standards to assess the candidate's teaching, scholarship and service in the promotion portfolio.

External impact beyond WPI should be assessed based on the relevant standards in the areas of the candidate's scholarly contributions. Thus, the starting point to assess external impact is the candidate's personal statement, which should identify the area or areas of their scholarly contributions across teaching, scholarship and service 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. Thus, evidence of external impact beyond WPI might include: funding from multiple sources; peer-reviewed articles or presentations in well-regarded journals or conferences; books; reviews, citations or impact factors; downloadable curriculum; patents; films, broadcasts, software, or computer games; discussion of research in legal cases, policy reports, or the media; keynote addresses; workshops for other institutions, regional, national or international societies; artistic exhibitions, performances or productions; K-12 outreach and educational programs; journal editorships; leadership of academic programs or centers; or impact on external communities through teaching, scholarship or service. These examples of external impact are illustrative and do not limit other ways that a candidate might demonstrate external impact.

Peer reviewers should be experts in, and therefore appropriate evaluators of, the area or areas of the candidate's scholarly contributions. Where appropriate, external reviewers may include experts whose institutional affiliation is beyond the academy if they are well-placed to testify to or evaluate the quality and impact of the candidate's scholarly contributions.

All reviewers—internal and external peers, members of promotion committees, or academic decision-makers—are reminded that **implicit and explicit bias** has been shown to occur in every aspect of a faculty career that is evaluated. Empirical studies have shown that letters of recommendation for women and men differ in gendered ways: letters for women are often shorter, less detailed, and reinforce gender stereotypes. Women faculty and faculty of color also may face bias in student ratings of teaching or in mentoring and sponsorship. The choice of area for scholarly contributions (e.g. interdisciplinary, qualitative, community-engaged, theoretical, or digital) may result in comparatively less funding or fewer citations but nevertheless demonstrate high quality and impact in forms appropriate to that area of scholarship. The Committee on Appointments and Promotions highlights potential sources of bias in this description of the standards for evaluation of the promotion dossier so that all reviewers at every stage of the review process will be aware of potential implicit and explicit bias and take care to limit opportunities for such bias to influence the consideration of each nomination for promotion.

D.2 Promotions in the Professor of Teaching Track

D.2.1. Criteria for Promotion in the Professor of Teaching Track
(Approved by the faculty, May 10, 2022)

The tenure-track faculty in the Professor of Teaching track make a variety of contributions as educators, innovators, and leaders that advance WPI's educational mission and visibility.

The criteria for promotion to Associate Professor of Teaching are the same as the tenure criteria for the Professor of Teaching track (Part Two, Section 1.A). The candidate should have demonstrated high-quality teaching practice with significant impact, maintained a commitment to professional growth and currency that has significant impact, developed creative pedagogical approaches within the context of their discipline or beyond, and showed the promise for continued high-quality performance in these areas. Evidence of quality service to the program/department/school, the WPI community, the field/profession, and/or the local/regional community is also expected.