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## **Procedure 202.1: Faculty Rank and Promotion**

Related Policies and Procedures:  
Faculty Rank and Promotion Policy

Adopted: 02/ 20/ 2020  
Amended: 05/ 15/ 2024

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### **I. Introduction**

The Faculty Rank and Promotion Policy was revised and approved in February 2020. With this new policy in place, the Faculty Senate formed an ad-hoc committee to assess and revise the existing Faculty Rank and Promotion standard. The standard outlined herein describes the process through which faculty may compile and submit a portfolio to be considered for academic rank and promotion.

Central Penn College has a formalized faculty rank and promotion procedure that evaluates faculty in three areas: teaching, service (to the college and community), and scholarship. The formalized procedure objectively and consistently evaluates each candidate's qualifications and contributions to the College and its mission. The rank and promotion committee weighs the criteria for promotion according to the rank under consideration.

Scholarship is defined to include research within one's discipline or a pedagogical approach, the integration of knowledge, the transformation of knowledge through the intellectual work involved in teaching and learning process, and/or the application of knowledge to solve a compelling problem in the community. The College expects faculty will stay informed of their profession/discipline and know the literature (current and historical) in one's field. By promoting scholarship, the College is investing in both our faculty and students and fulfilling our vision and mission.

### **II. Responsible Party**

Office of Academic Affairs  
Faculty Senate

### **III. Purpose**

Central Penn College values personal and professional development and recognizes development through the advancement of its faculty members. The College provides opportunities to full-time faculty members to advance their faculty rank through a formal promotion process.

The College categorizes faculty appointments by rank and title. The faculty ranks impact the benefits and rights of faculty members included in that categorization. The standard ranks include Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor.

Appointment to a rank shall depend on the appointee's education and professional experience. The College prorates years of teaching experience when a faculty member's experience does not represent full-time teaching. All persons receiving faculty appointments should have engaged in scholarly work or have notable professional expertise and have demonstrated academic achievements, professional accomplishments, and demonstrated effectiveness. All faculty must demonstrate support of the mission and vision of the College.

### **IV. Definitions**

#### **Academic Ranks**

The academic ranks focus on the academic and educational experience and expertise of the faculty member. The primary duties of the faculty member include teaching and advising, service in the form of committee work, and professional development in the form of scholarly development.

#### **Lecturer**

A Lecturer holds a minimum of a baccalaureate degree as well as specialized experiential subject matter expertise OR, for faculty members work in associate-degree or certificate programs, holds an associate degree and has a minimum of three years of hands-on specialized clinical or other relevant practice experience in the subject matter field. The Lecturer demonstrates the potential for teaching excellence, concern for student learning outcomes, and attention to, and proficiency in, academic advising.

#### **Instructor**

An Instructor holds a minimum of bachelor's degree in the subject matter and has specialized experiential subject matter expertise taught at the time of appointment along with a minimum of five years of hands-on specialized clinical or other relevant practice experience in the subject-matter field at time of appointment, demonstrates the potential for teaching excellence, concern for student learning outcomes, and attention to, and proficiency in, academic advising. Instructors whose highest degree is a bachelor's degree may teach only associate-degree or certificate-program classes – or classes for other offerings below the bachelor's degree level – unless the VPAA/Provost makes an exception based on need and the faculty member's expertise and teaching experience, for that faculty member to teach a bachelor's-degree level course.

### **Assistant Professor**

An Assistant Professor holds a minimum of a master's degree in the discipline or related field at the time of appointment, has at least five years of experience practicing in the subject matter to be taught, possesses at least three years of teaching experience in a post-secondary environment, and demonstrates effectiveness in student service, service to the department or school, and a commitment to professional development.

### **Associate Professor**

An Associate Professor holds a terminal degree in the discipline or related field and meets all requirements of the appointment as an Assistant Professor and has at least three years of teaching experience as an Assistant Professor. An Associate Professor demonstrates exemplary student service, commitment to service to the department, school, and college, and extensive professional development with evidence of application in the classroom. Assistant Professors who do not hold a terminal degree can apply for an exception to this requirement to the VPAA/Provost. The onus is on the candidate to demonstrate a record of extraordinary work experience that could be considered the equivalent of a terminal degree in that field. If the exception is granted, the candidate may apply for promotion in rank to Associate Professor. Documentation of the approved exception must be included in the portfolio.

### **Professor**

A Professor meets all of the requirements of the appointment as an Associate Professor, holds a doctoral degree in the discipline or related field, and has at least five years of teaching experience as an Associate Professor. A Professor demonstrates distinction in teaching, student service, a commitment to leadership roles at the department, school, and college, and in the area of professional development with evidence of application in the classroom.

## **I. Procedure**

### **Introduction:**

The purpose of promotion-in-rank is to provide eligible faculty with academic rank as an acknowledgement of exceptional teaching, service, and scholarship. The guidelines ensure that process is applied to candidates in an objective and consistent manner and that each candidate's contributions to the college and its mission are thoroughly and prudently evaluated.

To be considered for promotion-in-rank, a candidate should first prepare a comprehensive portfolio providing evidence that the candidate has met the published standards. The burden of proof lies with the candidate. All claims must be substantiated with evidence. If there are significant concerns, questions, or doubts that are not

satisfactorily addressed in the portfolio, a negative decision will most likely be rendered.

The portfolio must contain a comprehensive evaluation of the candidate's teaching, scholarship, and service. We have identified some artifacts in the following sections that a candidate *must* use to demonstrate excellence and some artifacts that a candidate *could* use. However, this is not intended to serve as a comprehensive list. Every portfolio will differ as it reflects the unique contributions each of us make to the college, our professions, and our students.

### ***Eligibility:***

Full-time faculty are eligible for promotion only after completing a predetermined length of service at their current rank as outlined in this section. A faculty member may declare their intention to apply for promotion *prior* to fulfilling the service requirement; however, the service requirement must be fulfilled before the candidate may officially apply for rank promotion. The length-of-service requirements are as follows:

- Faculty at the rank of "Lecturer" are eligible to apply for promotion after three (3) years of service at the current rank.
- Faculty at the rank of "Instructor" are eligible to apply for promotion after three (3) years of service at the current rank.
- Faculty at the rank of "Assistant Professor" are eligible to apply for promotion after three (3) years of service at the "Assistant Professor" rank.
- Faculty at the rank of "Associate Professor" are eligible to apply for promotion after five (5) years of service at the "Associate Professor" rank.

### **Format of Materials for Portfolio:**

The candidate should submit one original hard copy portfolio containing original letters, documents, and signatures to the candidate's Program Director on or before the due date. If the candidate is the Program director, the materials are submitted to the Associate Provost. It is recommended the candidate also create an electronic version of the portfolio prior to submission. Care must be taken to economize a candidate's supporting materials to keep portfolios to a reasonable length.

All portfolios should include five sections: 1) introductory information; sections devoted to 2) *Excellence in Teaching*, 3) *Excellence in Service*, and 4) *Excellence in Scholarship*; and a section for 5) additional letters, reviews, and recommendations.

#### **Section 1: Introductory Information:**

All portfolios should begin with the "Promotion Proposal Form" (see Appendix A) and include a letter of intent from the candidate, a table of contents, and a current copy of the candidate's curriculum vitae (CV).

## Section 2: Excellence in Teaching:

Excellence in teaching is central to the College's mission and includes the creation and presentation of superior courses, directing undergraduate development and research, and mentoring students through the process of academic and career advising. Faculty members should demonstrate a commitment to students inside and outside the classroom by creating an environment that promotes student learning, helps students achieve learning objectives, and enhances student retention and continuation.

To demonstrate excellence in teaching, faculty must demonstrate a command of their subject matter, continuous improvement in their field of expertise, and an ability to serve students in the classroom and through student support.

To demonstrate excellence in teaching in a portfolio, a candidate *must* include the following documents (see the Glossary for detailed descriptions of each):

- A statement on the philosophy of teaching, which outlines specific pedagogical values and theories, innovative teaching strategies, the application of professional development trainings, and growth in the discipline.
- A course list table.
- Teaching observations by peers and supervisors from throughout their tenure and all of the observations from the current professional rank.
- A sampling of student observation survey results
- Student letters
- Teaching Summary Statement

To supplement the above documents, a candidate *could* also include but is not limited to the following artifacts:

- A table of student mentoring or advising.
- A list of teaching grants, awards or certificates, or honors earned in the last 3 years.
- A list of professional development sessions completed in the last 3 years.
- A statement of professional development in teaching and advising, including conferences, presentations, and professional memberships.

Additional sources of evidence may also be included at the candidate's discretion.

## *Section 3: Excellence in Service:*

Faculty service is essential to the growth and continued success of the college. While faculty service is considered a responsibility of all faculty, candidates for promotion will be rewarded for that responsibility and their contributions to committees and initiatives. Faculty service should include maintaining the quality of education at the college, supporting the college's mission, and contributing to a professional discipline.

To demonstrate excellence in service, faculty members should contribute, according to their rank, to initiatives and committees in their department, school, college, and profession.

To demonstrate excellence in service in a portfolio, a candidate *must* include the following documents (see Glossary for detailed descriptions of each):

- A statement on the philosophy of service, which reflects the candidate's approach to service in the candidate's department, college, community, and profession. This may include, but need not be limited to, the ways in which service is connected to the candidate's teaching and scholarship.
- A list of service activities within the candidate's department and college, professional/disciplinary activities, and the larger community. Be sure to identify the nature of the work along with the extent to which students or other college constituents were involved.
- A service summary statement that includes an overall summary of the service evidence provided in this section.

To supplement the above documents, a candidate *could* also include but is not limited to the following artifacts:

- A letter from the candidate describing the levels of service and individual contributions to initiatives including positions of leadership or responsibility on a committee or task force, developing certificates or internships, mentoring capstone projects, or writing articulation agreements, etc.
- A letter from a committee chair outlining service to department, school, college, or profession
- A letter from a professional organization outlining committee or leadership responsibilities within that organization.
- A letter from student club members detailing the candidate's club advising activities.

Additional sources of evidence may also be included at the candidate's discretion.

#### Section 4: Excellence in Scholarship:

Excellence in scholarship is essential to promoting continuous improvement and should be focused on the betterment of the college community. All faculty are responsible for demonstrating continued engagement in their discipline and for communicating that engagement with the college community. This can be done in a variety of ways including through continuing education.

Scholarship is defined to include the integration of knowledge, the transformation of knowledge through the intellectual work involved in teaching and learning process, research within one's discipline or a pedagogical approach, and/or the application of knowledge to solve a compelling problem in the community.

To demonstrate excellence in scholarship in a portfolio, a candidate *must* include the following documents (see Glossary for detailed description of each):

- A statement on the candidate's philosophy of scholarship. This may include, but need not be limited to, the ways in which scholarship is connected to the

candidate's teaching.

- A scholarship summary statement that includes an overall summary of the scholarship evidence provided in the section.

To supplement the above documents, a candidate *could* also include but is not limited to the following artifacts:

- A statement, notification, transcript, or certificate of completion for department, school, and college trainings and developmental programs.
- A statement, notification, transcript, or certificate of completion for additional professional certifications or continuing education credits.
- A statement of participation and memberships in professional organizations.
- A list of publications and creative work.
- A list of and/or copy of presentations and publications in peer-reviewed venues.
- A list of scholarly awards and honors.
- A list of scholarly grants.

#### Section 5: Additional Letters, Reviews, and Recommendations:

In the final section of the portfolio, the candidate must include all year-end performance reviews from their current rank.

During the portfolio review process, additional letters of support and evaluations will be added to this section, including:

- The Program Director or Associate Provost Evaluation with Recommendation
- A Letter of Support from the Faculty Rank and Promotion Ad-Hoc Committee

#### Faculty Rank and Promotion Timeline:

1. Candidate notifies their Program Director by August 1st of their intent to apply for promotion during the following academic year.
2. The Faculty Senate President will identify a faculty member to serve as mentor for the candidate during the academic rank and promotion process. The mentor will answer candidate's questions about the process, provide feedback on portfolio substance and organization, and give guidance as needed.
3. Candidate completes the promotion workshop available through the Center for Teaching Excellence.
4. Candidate compiles artifacts, narrates content, and organizes portfolio. The candidate should seek assistance, as necessary, from peers at the college, including, but not limited to, their mentor, Program Director, Associate Provost, and/or other offices at the college.
5. Final portfolio must be presented to the candidate's Program Director by the final day of winter term (mid- March). The Program Director has 30 days to review

the portfolio; draft and attach a letter (into Section 5 of the portfolio) detailing whether or not they support the candidate for promotion along with specific reasons for the recommendation based on the extent to which the candidate meets criteria around teaching, service, and scholarship; and present the portfolio to the Faculty Senate President. In addition, in the letter, the Program Director must address any weaknesses raised in the portfolio.

6. Once the Program Director has presented the candidate's portfolio to the Faculty Senate President, the Faculty Senate President will convene a Faculty Rank and Promotion Ad-Hoc Committee before April 1<sup>st</sup>. The Ad-Hoc Committee will have 60 days to review the portfolio. The chair of the Ad-Hoc Committee will write a letter on behalf of the committee which notes committee membership and presents the vote of the committee and its evaluation of teaching, scholarship, and service. The letter should include a discussion of both positive and negative aspects of the case. Where the vote was not unanimous, minority view(s) must be explained. Any committee member with a dissenting view may write a separate letter explaining her or his minority view. The letter(s) are attached to Section 5 of the portfolio and delivered to the Vice President of Academic Affairs.
7. Prior to July 1st, the Vice President of Academic Affairs will provide to the applicant, in writing, the outcome of the application. Recommendation to award rank and promotion is forwarded to the President of Central Penn College for signature.

### **Application Process, Review, and Decision**

The application process, review, and decision will be as follows:

1. Applicants provide a portfolio that gives evidence of all required elements for the pursued position. All applicants should request a letter of support from their Program Director.
2. Portfolio is submitted to the Committee on Faculty Promotion for review.
3. Committee on Faculty Promotion will make a recommendation to the Vice President of Academic Affairs and Provost within thirty (30) days of application.
4. Vice President of Academic Affairs and Provost will convey a written decision within fourteen (14) days of the committee's recommendation.
5. If the promotion is denied, at least one full calendar year must elapse between applications for promotion.
6. Appeal: If a candidate wishes to appeal a promotion denial, the College's faculty grievance procedures are available to the extent provided in the Faculty Handbook. The appeal is not to address the substance of the committee's recommendation but shall be limited to the question of whether the policies and procedures set forth in the promotion policy have been followed in the candidate's case.



## Glossary

### ***1.0: Introductory Information***

Include the "Promotion Proposal Form," a letter of intent, table of contents, and curriculum vitae.

#### **I.I: Promotion Proposal Form (Required)**

See Appendix A. This form should serve as the cover page for the portfolio and will be signed by each recommending body.

#### **1.2: Letter of Intent (Required)**

#### ***1.3: Table of Contents (Required)***

Include a table of contents listing all sections and artifacts.

#### **1.4: Curriculum Vitae (Required)**

A current copy of the candidate's curriculum vitae (CV) must be included in the portfolio. The candidate may design their curriculum vitae as they deem best; however, be sure to pay particular attention to the following points:

- For each listing of items, begin with the most current and work back toward the earliest work.
- Clearly distinguish between scholarship that is peer reviewed and that which is not peer reviewed by using separate headings.
- Works-in-progress may be noted under publications and clearly identified as such.
- Be sure to distinguish the "level" of presentations: local, regional, national, or international; invited vs. referred, as appropriate.

### **2.0: Excellence in Teaching**

Teaching is an essential part of the Central Penn faculty experience and a thorough evaluation is expected for all candidates seeking promotion. The portfolio must provide a full evaluation of teaching effectiveness including several pieces of evidence. Some examples are described below.

#### **2.1: Candidate's Teaching Philosophy Statement (Required)**

The statement should describe core beliefs about teaching and how the candidate has enacted them. Candidates must indicate the ways in which their teaching efforts have developed over time, addressing improvements made along with a description of the innovative methods employed to enhance student learning and keep teaching fresh.

#### **2.2: Course List Table (Required)**

Include a table with data from at least the twelve most recent terms. The table must include the term, the course, modality, total number of enrolled students, and total

number of Student Observation Surveys submitted.

### 2.3: Teaching Observations (Required)

The candidate should include teaching observations conducted by peers and supervisors from throughout their tenure and all the observations from the current professional rank.

### 2.4: Sampling of Student Observation Surveys (Required)

The candidate should include all Student Observation Surveys for one course for each term of the previous three years (at least twelve SOS results in all). Be sure to include both positive and negative surveys and at least one survey from each modality the candidate has taught (online, on- ground, blended). If not addressed in the candidate's teaching philosophy statement, the candidate should include here a discussion of how student observations led to change including specific examples.

### 2.5: Student Letters (Required)

The candidate should include letters written by students who had previously been enrolled in the candidate's courses. Students should be familiar with and write of the candidate's attributes, skills, style, effectiveness, and so forth.

### 2.6: Advising/Mentoring Table (As Applicable)

Include items such as the name of students, the years advised/mentored, and the type of mentoring provided (independent study, capstone, academic, etc.)

### 2.7: Teaching Grants, Awards, and Honors (As Applicable)

List all grants, awards (internal and external), and other honors associated with teaching earned in the last 3 years.

### 2.8: Statement of Professional Development in Teaching and Mentoring (As Applicable)

A candidate could include a list of professional development sessions completed or conferences attended in the last 3 years or list the Teaching Certificates earned through the Center for Teaching Excellence. The candidate should also include a statement explaining how the training influenced their teaching and/or mentoring.

### 2.9: Teaching Summary Statement (Required)

Include an overall summary of the teaching evidence provided in sections 2.1 - 2.6.

### 3.0 : Service Data

Service is very important in the life of a Central Penn College faculty member and as such a thorough evaluation is expected for all candidates seeking promotion. The portfolio must provide a full evaluation of service including several pieces of evidence that are more fully articulated below.

#### 3.1 : Candidate's Service Philosophy Statement (Required)

The candidate's service philosophy statement must reflect the candidate's approach to service in the candidate's department, college, community, and profession. This may include, but need not be limited to, the ways in which service is connected to the candidate's teaching and scholarship.

#### 3.2 : List of Service Activities (Required)

Include service activities within the candidate's department (where departments exist) and college. Also include professional/disciplinary activities which might include reviewing manuscripts and/or grants, organizing and participating in professional meetings at local, national, or international levels, and membership on editorial or professional boards. Finally, also include service to the larger community, including community and corporate engagement (as applicable).

In doing so, identify the nature of the work along with the extent to which students or other college constituents were involved.

#### 3.3 : Service Summary Statement (Required)

This section should include an overall summary of the service evidence provided in section 4.

### 4.0: Excellence in Scholarship

Scholarship is an integral part of the Central Penn College faculty experience as such a thorough evaluation is expected for all candidates.

#### 4.1 : Candidate's Scholars/zip Philosophy Statement (Required)

The candidate's statement on scholarship describes the philosophy as well as scholarly efforts and plans for future scholarship.

#### ***4.2 : Statement, Notification, Transcript, or Certificate of Completion for Department, Sc/tool, and College Trainings and Developmental Programs (As Applicable)***

***4.3 : Statement, Notification, Transcript, or Certificate of Completion/or Additional Professional Certifications or Continuing Education Credits (As Applicable)***

***4.4 : List of Publications and Creative Work (As Applicable)***

A full list of scholarly publications and creative works. Distinguish between work that is published, has been accepted for publication, that is under review, or in preparation. Also, be sure to clearly distinguish between works that were peer-reviewed and those that were not peer reviewed.

Some creative works may fall outside the boundaries of traditional outlets, such as scholarly journals and books. In these instances, provide a thorough and comprehensive review together with supporting evidence. Work is not necessarily creative or original simply because it is non-traditional. When presented as grounds for promotion, creative work must be subject to rigorous peer review by professionals.

***4.5 : List of Presentations (As Applicable)***

A full list of scholarly presentations may be provided. Presentations include but are not limited to those delivered at: disciplinary conferences, invited meetings, colleges and universities, and community settings. Clearly distinguish between refereed and non-refereed conference presentations as well as invited and non-invited. Finally, indicate the presentation "level" such as local, regional, national, or international.

***4.6 : Scholarly Awards and Honors (As Applicable)***

List all awards and other honors associated with scholarship.

***4.7 : Scholarly Grants (As Applicable)***

With regard to grant applications, distinguish grants received from grants applied for but not received. In addition, the candidate's role on each grant must be indicated (e.g., PI, Co-PI, or collaborator) as well as the amount, duration, funding source and type of grant. The nature of

collaborative contributions and/or responsibilities with respect to co-authored grants must also be noted.

4.8 : Scholarly Publications (As Applicable)

Copies of scholarly work published since appointment to current position.

4.9 : Scholarship Summary Statement (Required)

This section should include an overall summary of the scholarship evidence provided in the "Excellence in Scholarship" section.

5.0 : Additional Letters, Reviews, and Recommendations

Include the candidate's performance reviews, evaluations with recommendations from the Program Director, and letter of support from the Faculty Rank and Promotion Ad-Hoc Committee.

5.1 : Performance Reviews (Required)

The candidate must include all year-end performance reviews from their current rank.

5.2 : Program Director Evaluation with Recommendation (Required, to be added by the Program Director after portfolio has been submitted)

The Program Director's letter must include whether or not the Program Director supports the candidate for promotion along with specific reasons for the recommendation based on the extent to which the candidate meets criteria around scholarship, teaching, and service. In addition, the Program Director must address any weaknesses raised in the portfolio.

5.3 : Letter of Support from Faculty Rank and Promotion Ad-Hoc Committee (Required, to be added by the Chair of the Ad-Hoc Committee after portfolio has been submitted)

The chair of the Faculty Rank and Promotion Ad-Hoc Committee writes a letter on behalf of the committee which notes committee membership and presents the vote of the committee and its evaluation of teaching, scholarship, and service. Be sure to include a discussion of both positive and negative aspects of the case. Where the vote was not unanimous, minority view(s) must be explained. Any committee member with a dissenting view may write a separate letter explaining her or his minority view.

## Appendix A

### Promotion Proposal Form

1. Name (Last, First Middle)
  2. Department/School
  3. Highest Degree Earned
  4. Total years of relevant professional experience prior to CPC (appropriate to the discipline):
  5. Total years teaching as a full-time faculty member prior to coming to CPC:
  6. Present Rank:
  7. Start Date of Present Rank:
  8. Proposed Rank:
- 

Recommendation of	Recommendation :	Votes (if applicable) #yes /# no	Date	Signature
Program Director	Yes / No			
Faculty Rank and Promotion Committee	Yes / No			
Provost	Yes / No			
President	Yes / No			

*Print form for signatures.*

*Keep the original, signed document in the paper portfolio for the Provost and President*