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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.

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