



*College Affairs Committee*

**Correct error in G-34-3.1.4 Rank with Associated Criteria**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Department: \_\_\_\_\_

COCC Contact Information: \_\_\_\_\_

Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (*not* the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

**PROPOSAL OVERVIEW**

**TYPE OF AGENDA ITEM**

- Information Item (requires approval of AA Chair)
- Action Item
  - Information and committee feedback
  - Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
  - Procedure—new  
Identify suggested location in *GPM*: \_\_\_\_\_
- Policy—revision (Attach current policy with proposed changes illustrated with track changes)
- Policy—new  
Identify suggested location in *GPM*: \_\_\_\_\_
- New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
- Other: \_\_\_\_\_

**BUDGET**

**INSTRUCTIONAL REQUIREMENTS**

**OPERATIONAL NEEDS, CURRENT AND FUTURE**

**STUDENT IMPACT**

**ANTICIPATED IMPLEMENTATION TIMELINE**

# G-34-3.1.4 RANK WITH ASSOCIATED CRITERIA

**Assistant Professor I:** This is the rank at which most faculty are hired. Faculty members at this rank are expected to focus on establishing their expertise in their primary assignment. In addition to this, faculty should regularly attend department meetings, mandatory College wide meetings, and a selection of campus activities that will help them understand the workings and culture of the College. During the first year, a faculty member will develop their professional improvement plan (PIP). At the beginning of their second year and every year to follow, faculty members will submit their annual report of activities (ARA). Beyond the first year, faculty members should be expanding their engagement with the larger College community. This may include serving on peer teams or other College committees and exploring options for further professional development and, College service.

In most circumstances a faculty member should be in their third year of service at the rank of Assistant Professor I at the time they are first considered for promotions to Assistant Professor II. The following provides a guideline for promotion to Assistant II with respect to each criterion:

- **Primary Assignment:** Evidence of improvement and refinement of teaching ability or, in the case of non-teaching faculty, evidence of improvement of performance in one's assignment. The individual shows regular, significant improvement in the quality of teaching or performance in non-teaching assignment. The individual contributes to maintenance and development in their curricular or program area.
- **Professional Improvement:** The faculty member should have an approved PIP on file and have demonstrated progress toward completing PIP goals as noted in the ARA.
- **Service to the College:** The faculty member demonstrates that they are finding meaningful ways to contribute to the work of the College. Prior to achieving the rank of Assistant II, faculty are not discouraged from taking on leadership roles or positions depending on experience; however, this is not an expectation.

## **Assistant Professor II:**

Faculty members at this rank must continue to focus on developing their expertise in their primary assignment. They should also regularly seek out ways to contribute to the success of their department and begin to reach beyond the department by serving on a variety of College committees, task forces and, peer teams. They are now reaching out to the community to share their expertise through various activities. Once faculty have achieved this rank, they should begin exploring more engagement with leadership roles at the College.

A faculty member usually in their fourth year of service at the rank of Assistant Professor II at the time they are first considered for promotion to Associate Professor.

The following provides a guideline for promotion to Associate Professor with respect to each criterion:

- **Primary Assignment:** The individual demonstrates significant competence while striving for excellence in teaching ability and performance in the primary assignment. The individual contributes to maintenance and developing the existing curriculum or program area.
- **Professional Improvement:** In most circumstances, the individual preparing for the rank of Associate Professor should have a final PIP report on file for the first PIP cycle and, in most cases, documented progress toward completion of the second PIP cycle.
- **Service to the College:** Faculty are demonstrating significant engagement with the College beyond the department level, and active pursuit of leadership roles.
- **Service to the Community:** Building on community relationships developed while an Assistant Professor II, the faculty member expands their role in the community as a resource within their discipline by accepting local, statewide, or national roles.

**Associate Professor:** At the rank of Associate Professor, a faculty member should demonstrate significant competence while striving for excellence in the primary assignment, and contribute to the success of their department. They should also demonstrate reaching beyond the department level to take on leadership roles within the College. This person now has established their expertise in the community and/or within their discipline beyond the College boundaries.

A faculty member is usually in their sixth year of service at the rank of Associate Professor at the time they are first considered for promotion to Professor. The following provides a guideline for promotion to **Associate** Professor with respect to each criterion.

- **Primary Assignment:** The individual demonstrates regular and significant improvement and refinement in maintaining excellence in teaching ability and performance in all areas of the primary assignment. The individual demonstrates leadership in curricular or program development.
- **Professional Improvement:** The individual has a long-term documented record of broad commitment to professional growth.
- **Service to the College:** Faculty applying for the rank of Professor regularly take on leadership roles within and beyond the department level.
- **Service to the Community:** Further building on local and/or more widespread community relationships, the faculty member regularly serves the community as an expert resource by accepting local, statewide, or national roles.

**Professor:** At the rank of Professor, a faculty member should demonstrate consistent excellence in the performance of their primary assignment. The individual demonstrates an ongoing commitment to sharing their expertise and knowledge by regularly accepting leadership roles on campus committees or task forces that help to create meaningful change for the College. At this rank, faculty are firmly established in consistent and meaningful contributions of their professional expertise at the local, regional, or national level.