



Louisiana Community and Technical College (LCTC) System

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TO: Richard Nelson
LCTC System President

THROUGH: Dr. Chandler LeBoeuf WCL
Vice President of Education Strategy and External Relations

FROM: Ingrid N.P. Cook INPC
Executive Director of Institutional Research and Planning

DATE: October 14, 2026

SUBJECT: Review and Advisement: Revisions to LCTC System Policy #1.044 – Rank, Promotion, Duties and Responsibilities of Faculty and Staff

Received
10/14/26
APPROVED
LCTCS BOARD OF SUPERVISORS

FOR REVIEW AND ADVISEMENT

Recommendation: Staff recommends that the LCTC System Board of Supervisors accept for review and advisement the attached revisions to LCTC System Policy #1.044, Rank, Promotion, Duties, and Responsibilities of Faculty and Staff.

Background: LCTC System Policy #1.044 establishes the framework for rank and promotion of faculty across LCTC System colleges. As currently written, the framework applies to permanent full-time faculty who teach credit-bearing courses, which leaves non-credit instructional faculty, including workforce and adult education faculty, outside of it.

The proposed revisions extend the framework to non-credit instructional faculty, including workforce and adult education faculty. Grant-funded positions, such as those funded under the Adult Education and Family Literacy Act (AEFLA), are also eligible when the appointment is permanent and full-time. The revisions are intentionally general so that colleges can apply the framework through their own institutional policies. Supporting procedures and guidelines will be developed following Board action.

Fiscal Impact: N/A

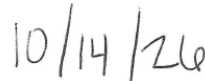
History of Prior Actions: LCTC System Policy #1.044 was adopted by the Board on May 9, 2007, and was last revised on December 9, 2020.

Benefits to the System: The proposed revisions will:

- Extend the rank and promotion framework to non-credit instructional faculty, including workforce and adult education faculty.
- Recognize grant-funded positions, including AEFLA-funded positions, as eligible when the appointment is permanent and full-time.
- Give colleges flexibility to apply the framework to their own programs through institutional policy, with procedures and guidelines to follow.
- Provide a clear path to recognize the achievement and contribution of adult education and workforce instructors across the LCTC System.



Approved for Distribution to the Board
Richard Nelson



Date

LOUISIANA COMMUNITY & TECHNICAL COLLEGES ~~SYSTEM~~

Policy # 1.044

Title: RANK, PROMOTION, DUTIES, AND RESPONSIBILITIES OF FACULTY AND STAFF

Authority: Board Action

Original Adption: 05/09/2007

Effective Date: TBD

Last Revision:

TBD 12/09/2020 —

Levels of academic, ~~and~~ technical, adult education, and workforce rank recognize progressive levels of achievement and stature within the postsecondary teaching profession. More than length of service, advanced ranks are recognition of quality, depth of performance, achievement, and contribution to the college by the faculty member. Special care must be taken in assigning faculty ranks to new appointees and in making promotions in rank from year-to-year. Each institution shall, in conformity with policies of the LCTCS Board of Supervisors, establish a policy setting criteria and procedures for faculty rank and promotion who are employed as permanent full-time faculty, to teach credit-bearing and non-credit courses, including workforce and adult education courses, by the institution. Positions funded in whole or in part by federal or state grants, including AEFLA-funded positions, are eligible when the appointment is permanent and full-time. All institutional procedures for implementation of the policy shall be approved by the LCTCS President and the LCTCS Board of Supervisors prior to implementation. The awarding of rank is normally determined by the Chancellor/Chief Executive Officer. The approval of initial rank rests with the LCTCS System President based upon the recommendation of the Chancellor/Chief Executive Officer. Colleges with approved policies may amend them to include non-credit faculty, including workforce and adult education faculty.

This framework addresses minimum qualifications and criteria for faculty to be considered for rank and promotion within LCTCS colleges. LCTCS colleges have the authority to increase the minimum criteria considered for each level of rank and promotion within this document. However, the Board of Supervisors must approve each college's initial policy based on the approved LCTCS framework. Subsequent college policy revisions must be approved by the System President. All ~~faculties~~faculty must meet the academic educational requirements for the level of Instructors as specified by their institutional accreditor, if applicable. (Southern Association of Colleges and Schools Commission on Colleges [SACS-COC] ~~or Council on Occupational Education [COE]~~).

RANKS: Academic ~~and~~, Technical, Adult Education, and Workforce

Ranks are designed to recognize levels of achievement and stature within the postsecondary teaching profession. While the terminology referencing rank is often designated as Academic,

Technical, Adult Education, and/ or ~~Technical~~Workforce, the distinctions are often not distinctly separate. Provisions within this policy/ framework focus upon transferability of the course assignments in an attempt to make a clearer distinction – for example:

- Teaching courses designed for transfer and/ or
- Teaching courses that were not designed for transfer, including non-credit courses such as workforce and adult education courses.

Instructional rank is awarded in a single discipline. In general:

- Most courses within disciplines leading to an Associate of Science (A. S.)(ex. English Instructor, Assistant Professor of Nursing, etc.), Associate of Arts (A.A.) and Associate (i.e. as in Nursing and General Studies) are designed for transfer.
- General Education courses in any degree program are designed for transfer.
- Technical courses in programs that terminate in a Career and Technical Certificate (CTC), Certificate of Technical Studies (CTS), Certificate of Applied Science (CAS), Technical Diploma (TD), or Associate of Applied Science (AAS) content courses are not usually designed for transfer.
- Non-Credit courses, including workforce and adult education courses, are neither designed for credit nor for transfer.

RANK AND PROMOTION BETWEEN THE INSTRUCTIONAL RANKS

The following chart lists the requirements to be promoted from one rank to the next higher instructional rank. Faculty may be hired at the rank most commensurate with their educational and professional preparation. Individuals with educational attainment and/ or distinguished service within the field (i.e. Grammy Award, upper level industrial experience, etc.) may be hired within the Rank that most appropriately reflects these attainments. Institutions must provide for these instances in their plans. Faculty members teaching in programs that require certification/ licensure (i.e. required by Regents' programmatic accreditation standards, state boards, or industry standards, etc.) to teach in that program must maintain current respective certification/ licensure for that program. Faculty in clinical or similar setting or director positions may be required to meet additional requirements.

Colleges may apply criteria for promotion between ranks to credit-bearing and non-credit faculty, including workforce and adult education faculty, and may recognize equivalencies such as industry licensure, certification, and field experience.

Specifically applied to the Ranks and Promotion between the Ranks, the following framework should guide the work of the colleges in the development of their institutional Rank and Promotion policies:

Academic Freedom

The Louisiana Community and Technical College System is committed to the principle of academic freedom. The principle acknowledges the right of a teacher to explore fully within the field of his/her subject as he/she believes to represent the truth. The principle also includes the right of a member of the academic, technical, adult education, or workforce staff of the System to exercise in speaking, writing, and action outside the System the ordinary rights of the American citizen, but it does not decrease the responsibility and accountability which the member of the academic staff bears to the system, the state, and the nation.

Among the many implicit responsibilities which must be assumed by those enjoying the privileges of academic freedom shall be that of refraining from insisting upon the adoption by students or others of any particular point of view as authoritative in controversial issues.

Duties of Academic, Technical, Adult Education, and Workforce Staff

Each member of the academic staff is expected to be devoted to the accomplishment of the purposes for which the System exists: instruction, workforce and economic development, and public service. Those members of the academic staff who comprise the faculty of the System are charged to determine the educational policy of the System through deliberative action in their respective units and divisions.

Responsibilities of Academic, Technical, Adult Education, and Workforce Staff

It is a basic principle that every member of the academic staff, of whatever rank, shall be held responsible for competent and effective performance of his/her duties.

Degrees for teaching courses designed for transfer (i.e. transferring from one associate degree to another associate degree designed for transfer [ex. A.A., A.S., Associate, etc.] or transferring to the baccalaureate degree level, etc.) must be awarded from regionally-accredited institutions. (See the Council for Higher Education Accreditation [CHEA] directory.)

Degrees for teaching courses not designed for upward transfer should be from accredited institutions; but, the degrees are not required to be awarded, necessarily, from regionally-accredited institutions.

Colleges offering primarily workforce or adult education training may opt to create an additional framework for levels of Instructor (i.e. Advanced Instructor, Senior Instructor, Master Instructor, etc.). This would be an institutional decision. [It should be noted, however, that the eligibility for tenure begins at the Assistant Professorial level. See BoR Policy Section II, 4.1 (4.01.05).] The institutional framework should be included within the Institutional Policy and Procedures for Board approval. The following documents should also be included with the Institutional Policy and Procedures for Rank and Promotion for review and Board approval: institutional organizational chart, faculty portfolio (example), description of the Peer Review Process.

Definition of Terms

Adjunct Faculty: term refers to faculty members holding contracts (or letters of appointment) to teach less than a normal, full-time course load or to teach less than a full session on a semester-by-semester or summer term basis. Adjunct faculty members' contracts contain no guarantee of continued employment.

Assistant Professor: term refers to faculty members who demonstrate good teaching, good student relations, active and recognizably positive contributions to the college; a faculty member, at the rank of Assistant Professor, has demonstrated a genuine contribution to the college's mission in fulfilling the purposes of a community/technical college. The faculty member, at the rank of Assistant Professor, shall have demonstrated collegiate and definite contribution in assigned areas of activity and in the overall development of instructional programs.

Associate Professor: term refers to faculty members who, in addition to those qualities demonstrated by the Assistant Professor, show continuous improvement and contribute to the college and the students. The faculty member, at the rank of Associate Professor, has demonstrated definite leadership in assigned areas of activity and in the overall development of programs. The faculty member, at the rank of Associate Professor, shall have earned recognition for educational leadership within the college for contributing to the mission and purposes of a community and technical college.

Emeritus Titles: term refers to the honorary title of Emeritus as addressed within LCTCS Academic Policy 1.030

Faculty: term generally refers to members of the instructional staff, of each college, holding the rank of Instructor (or higher) engaged in instruction, library services, artistic, and/or investigative positions, including those who teach credit-bearing and non-credit courses such as workforce and adult education courses. The head of each college, and its academic officer, shall be considered members of the faculty. Faculty may be hired and hold other title designations outside those of ranked positions. These other designations may include, not be limited to, positions such as Lecturer, Artist-in-Residence, Visiting Instructor, Critic Teacher, etc. These titles, however, fall outside of the promotion-in-rank framework and eligibility criteria for promotion.

Full-Time Faculty: term refers to faculty placed under contract (or under a letter of appointment) with a designation within the four specified ranks described by this framework absent a reference to Temporary or Adjunct status. This designation is also referred to by the term “permanent” full-time faculty. Faculty employed on a temporary basis, on a part-time basis, or who are hired with titles outside of the designated ranks, specified within this framework, are not eligible for promotion until such time as their contractual status and their designations are changed to become a part of the specified faculty ranks described within this policy. Full-time faculty may be reflected within nine-month or twelve-month contracts/ letters of appointment. Full-time status does not depend on the funding source of the position. Only full-time faculty members are eligible for promotion in rank.

Initial Rank: ~~term~~term refers to the instructional rank approved for a college’s faculty members at the time immediately following Board approval of the college’s first institutional policy as adopted under this System policy.

Instructor: term refers to a faculty member, ~~who’s~~whose primary responsibilities include teaching, advising, and service to the college. These duties include professional development and institutional service (all areas). The faculty member, serving at the rank of Instructor, should have a strong understanding of and a belief in the mission and purposes of a community/technical college.

Portability of Rank: term refers to the residual value of rank at one institution when faculty move to, transfer to, or are hired by another institution. Institutions have the option of awarding rank based on previously earned rank from another college or university. Faculty reassigned to a similar position or an administrative faculty position, within the same college, shall retain their

instructional rank. Eligibility for further promotion, within the ranks, would be an institutional matter.

Promotion-in-Rank: term refers to the upward progression of recognized title designations which attempt to convey quality and depth of performance, achievement, and contribution to the college by the faculty members upon which the progressive titles in rank are awarded. ~~Progression~~Promotion-in-rank does not mandate salary increase upon promotion in rank. These are institutional policy matters and are beyond the scope of the framework being established by this policy.

Professor: term refers to faculty members who, in addition to those qualities demonstrated by the Associate Professor, exemplifies an outstanding faculty member who has demonstrated excellence in assigned areas: of instruction, professional development, and in the total learning process for the college. This rank is recognition of quality and depth of performance and achievement rather than length of service. The faculty member, at the rank of Professor, shall have earned recognition for contributions of and a belief in the purposes of a community/technical college as well as for contributions to his/her discipline.

Relevant Degree (Baccalaureate/ Master's): term refers to a degree from an appropriately accredited institution of higher education relating to the faculty member's field of instruction as reflected by their credit-bearing and non-credit (including workforce and adult education) course subject area(s) of instruction. (i.e. discipline).

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Review and Advisement - Revisions to LCTC System Policy 1.044 – Rank, Promotion

Final Audit Report

2026-10-07

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