

Retention, Tenure and Promotion Criteria for Business Department

Prepared and by P&B Members, November 2022

The purpose of this document is to provide faculty members of the Business Department with guidelines for the purpose of re-appointment, tenure and promotion. This document is not meant to be a rubric for evaluating faculty but rather a guideline that provides flexibility in their development that honors and respects their different teaching methodologies, service and pursuit of scholarship. It is strongly recommended that all faculty should follow the guidelines and seek guidance and advice from the departmental Chair, and/or members of P&B and/or Program Coordinators on matters related to retention, tenure and promotion.

All faculty members will be evaluated based on Teaching, Scholarship and Service to the Department/College /University, popularly known as the “three legs of the stool”. It is the responsibility of the faculty member to remain consistent in record across Teaching/Student Evaluation and Peer Evaluation, Scholarly work/Research and Service to Department/College/University.

I Teaching

1. Faculty member is expected to develop a consistent record of satisfactory student evaluations and peer teaching evaluations.
2. Faculty member is expected to demonstrate the application of depth and rigor in the delivery of course content.
3. Faculty member is expected to incorporate at least one of the following into the classroom (as it pertains to their field):
 - i. High-impact practices (QCC HIPs: Undergraduate Research, Academic Service-Learning, Global Diversity Learning, Learning Communities, Writing Intensive, Common Read and Collaborative Assignments and Projects).
 - ii. Technology (example teaching FNET, PNET, Web enhanced classes, incorporating educational or instructional technology)
 - iii. Evidence based or novel pedagogies (example Flipped Classroom, collaborative learning, inquiry based learning, problem based learning etc)
4. Faculty member is expected to participate in industry engagement activities which provide an opportunity for the faculty member to remain current with industry developments.
5. Faculty member is expected to participate in professional development activities related to pedagogy, high impact practices, or instructional technology. (For example Writing Intensive)

II Scholarship

Faculty has the choice to continue research in their field, start a new research pathway or conduct pedagogical research.

1. Faculty member is expected to present at international, national, regional and local conferences. Conferences, that have a lower acceptance rates and those that require a peer reviewed conference proceeding articles will be given higher weight.
2. Faculty member is expected to publish qualitative or quantitative articles in peer reviewed journals related to their discipline, professional field and/or the field of pedagogy.
3. Faculty member is expected to consult with colleagues in their Business Department discipline and/or the library and/or CETL to identify journals for publication.
4. If the faculty member engages in collaborative research, when there is more than one person listed on a publication, the faculty member should provide information quantifying and qualifying their contribution to the publication.

III Service

Service to the department, College and the University is strongly recommended and valued and level of involvement carries weight. Assuming a leadership role in Academic Senate Committees and department committees is highly valued.

Department

Faculty member is expected to participate in identifiable ways to advance the goals of their discipline and the department by: Serving on departmental committees and working groups

- i. Participating in assessment activities
- ii. Organizing and leading clubs for students
- iii. Mentoring and preparing students for participating in various competitions
- iv. Participating in preparing report for accreditation
- v. Participating in curriculum development
- vi. Participating in program development

College

Faculty member is expected to advance the goals of the College by serving the College committees or other working groups.

University

Faculty member is expected to participate in an identifiable way to advancing the goals of the University by serving on University wide committees or working groups.

Workforce/Industry Preparation for Students

The Business department is unique in that at a Community College the mission includes providing work skills and other forms of industry preparedness, that provide our students with applicable reference points in the real world. Therefore, in addition to the “three legs of the stool”, the time, effort and mentoring that faculty provide to students for activities such as entrepreneurial experience, academic competitions, internships and other activities akin to this are to be considered while evaluating a faculty member’s retention, tenure and promotion process. It is to be noted that this does not replace scholarly activities.