

Dept. of Social Sciences Personnel and Budget Committee
Guidelines for Tenure and Promotion to Associate Professor

Teaching Effectiveness: consistently good peer teaching observation reports and student evaluations

Note: “Consistently” refers to relative consistency across different class sections and over time with the understanding that there will be some variability in ratings.

“Good” does not mean 100% positive from all students, but rather generally positive evaluations from a sizable majority of students.

Students’ comments regarding whether they would or would not recommend the instructor carry a lot of weight, assuming the reasons stated are sensible.

Scholarship: consistent record of scholarly efforts and production culminating in final products, e.g., refereed journal article, book, chapter in an edited volume, grant application, fellowship award, conference presentation. In addition, works in progress/under review/forthcoming are also considered.

Note: Scholarly production may include discipline-specific work and/or scholarship in teaching and learning.

Evaluation of scholarly production considers quality of work (e.g. scope of research, impact of work in the field), individuals’ contributions to a work (as in multiple author vs. single author works) as well as quantity of works.

We do not insist on a “magic number” of scholarly works in any category. However, it is expected that a faculty member will have some scholarly work completed in order to be considered for tenure.

Scholarly production is expected to be evident across several areas (e.g. refereed journal article, book, chapter in an edited volume, grant application, fellowship award, conference presentation).

Predatory journals should be avoided. Questions regarding the status of a journal can be addressed to the librarians at QCC.

Beyond that which is sufficient for tenure, additional scholarly work is required for recommendation for promotion to Associate Professor.

Service: consistent record of contributions to the department and college in the form of committee work, participation in significant initiatives (e.g., course and program assessment), course and curriculum development and student advisement. University and professional service are also counted but department and college service are emphasized.

Note: Participation in collaborative service activities assumes that the person is demonstrating collegiality in his/her interactions with other members of the college community.