# GOVERNANCE DOCUMENT

Approved by the WGSS Faculty September 12, 2024
Consolidation Language Approved by Dean's Office, April 20, 2020
Revised Document Approved by the CAS Dean's Office & Provost's Office, January 27, 2025

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## Preamble

This document may not contravene the constitutions and laws of the State of Florida; rules, regulations, and policies of the Florida Board of Governors; rules, regulations, and policies of the University of South Florida; and/or any applicable collective bargaining agreement or legislatively-mandated management right. The foregoing authorities will govern in the event that any provision of a local governance document is inconsistent with or in conflict with them. WGSS recognizes the principles of equity of assignment, resources, and opportunities of faculty across a mult-campus university.

## Mission Statement

The mission of the Department of Women's, Gender, and Sexuality Studies at the University of South Florida is feminist education, research, and practice. We promote social justice by engaging students in the discovery and production of knowledge that emerges from feminist perspectives on culture and society.

- We teach students to use the analytic skills that emerge from engaging the intersections of gender, race, ethnicity, class, sexuality, ability, and nation in order to promote responsible citizenship in a diverse transnational environment.
- We expose limits in traditional higher education caused by excluding women and other marginalized groups and create knowledge that is transformative and inclusive. We aim for knowledge that will better all people's lives, not just the lives of a few.
- We connect our work as academics with the social, political, and economic world outside the university to educate our students about social inequalities that result from sexism, heterosexism and homophobia, racism, classism, able-ism, and ethnocentrism. We link knowledge, research, teaching, and activism.
- We seek to empower students through a feminist critique of social, cultural, and institutional structures that enables them to think more critically about their own lives and that inspires them to work as active citizens for social change.

## Membership, Vot    A :  `      c               f        /        B

- Overseeing all graduate recruiting;
- Advising all first-year M.A. students and second-year students who have not chosen a thesis-

continuing faculty member whose appointment is 49% or greater in the department and who is on 100%

After the campus visits, the Search Committee will hold a meeting open to the faculty to discuss candidates and the WGSS Core faculty should vote (according to College and University rules) on candidates and should rank candidates based on those votes. Only continuing Core Faculty who have met with all candidates and participated in departmental discussions are eligible to vote. Voting eligibility minimally will include having attended at least one formal presentation on the itinerary of every candidate invited to interview past the preliminary round during a particular search. The student and affiliated faculty member(s) of

- ~ Documents showing the development of new courses and/or the adoption of new teaching methods, technologies, or techniques;
  - ~ Lists of graduate student committees (specifying whether MA or PhD, whether director or member), lists of undergraduate Honors Thesis committees (specifying director or member); and any directed research, readings, or internships;
  - ~ Other evidence demonstrating teaching in non-traditional formats or situations.
- • Research Evidence
  - ~ Research, creative, and scholarly publications that appear during the year;
  - ~ Letters of acceptance for publications that are forthcoming;
  - ~ Manuscripts of long-term, ongoing projects or manuscripts that have been submitted;
  - ~ Grants and contracts accepted and awarded;
  - ~ Grants and contracts solicited and/or submitted, whether in process or unfunded;
  - ~ Papers, symposia, posters, presentations, or performances at professional meetings/colloquia, including invited addresses;
  - ~ Other work representing scholarly effort, including reports, op-ed articles, and documents related to community engagement.
- • Service Evidence
  - ~ Listings of any professional service and/or department-related community service organizations on which the faculty member has served;
  - ~ Any evidence from those organizations indicating the level of service;
  - ~ A list of committees on which the faculty member has served;
  - ~ Documents from those committees that represent extraordinary service effort.

The Chair is responsible for review of the faculty by a deadline set by the College of Arts and Sciences and/or Academic Affairs. The Faculty Evaluation Committee will write a separate evaluation that will also be uploaded into the university-designated review system. Faculty members who find any part of their evaluations unacceptable should contact both the Chair and the Faculty Evaluation Committee, and ask for a reevaluation. Faculty members may provide additional materials to supplement the evaluation if it seems that something was overlooked in the original evaluation. The Chair and the Faculty Evaluation Committee should come to a consensus regarding the reevaluation; should that prove impossible, both the Chair and the committee will forward a written report to the Associate Dean for Faculty stating their positions concerning the evaluation. The College Dean will therefore have final say. "Regional Chancellors or their designee will provide formal written input prior to a College Dean or Vice President completing the performance appraisal" for faculty on the St. Petersburg or Sarasota/Manatee campuses.

## Conflict Resolution and Grievances

All members of the department are expected to comply with USF policies and procedures,

Sexuality Studies in 2023, to make minor revisions to search committee voting procedure, and to update the language referring to and the promotion process for Instructional Line Faculty.

This document was approved by the College of Arts and Sciences Dean's Office on: March 21, 2018.

The revised consolidation language was approved by the College of Arts and Sciences Dean's Office on: April 20, 2020.

This revised document was approved by the College of Arts and Sciences Dean's Office on: January 27, 2025 and by the Provost's Office on January 27, 2025.

This document will be formally reviewed every five years (on years ending in 0 or 5). It may be revised at any time if a majority of full-time faculty members vote to revise it.

- We expose limits in traditional higher education caused by excluding women and other marginalized groups and create knowledge that is transformative and inclusive. We aim for knowledge that will better all people's lives, not just the lives of a few.
- We connect our work as academics with the social, political, and economic world outside the university to educate our students about social inequalities that result from sexism, heterosexism and homophobia, racism, classism, ableism, and ethnocentrism. We link knowledge, research, teaching, and activism.
- We seek to empower students through a feminist critique of social, cultural, and institutional structures that enables them to think more critically about their own lives and that inspires them to work as active citizens for social change.

# Instructonal Faculty Promot on Procedures

## Required Materials

Materials required to be included in the application for promotion are set by USF and CAS. The department will only consider promotion applications that are complete by the standards and deadlines set by USF and CAS.

## Commit ee Format on

For the purposes of promotion, "WGSS core faculty" will include continuing tenure-line and instructional-line faculty with appointments of 49% or greater in the Department of Women's, Gender, and Sexuality Studies. Emeritus and aff liated faculty will only be considered "faculty" in the circumstances outlined below. Faculty on sabbatical are not required to take part in tenure and promotion reviews but are allowed (and encouraged) to do so.

Department instructional faculty promotion committees will be formed on an ad hoc basis to include all faculty at the rank of Associate or Full Professor of Instruction when considering promotion to Associate Professor of Instruction and to include all faculty at the rank of Professor of Instruction when considering promotion to Professor of Instruction, with the exception that instructional faculty on leave are encouraged but not required to serve on promotion committees. In all cases, instructional promotion committees should include at least three instructional faculty members. If there are not enough WGSS instructional faculty members of appropriate rank to form a committee, such committees will include WGSS tenured faculty members at the appropriate rank. Members of the

For promotion to Associate Professor of Instruction and to Professor of Instruction, excellent demonstrated effort and results in teaching and instructional effort is paramount, with demonstrations of strong effort and results in service and research/scholarship/creative activity if relevant and to the degree proportionate to individual candidate assignment.

modalities and class sizes (as dictated by candidate assignments) within both their substantive areas and the core curriculum.

- ~ Candidates should demonstrate course design and teaching that is in alignment with current trends in their fields.
- ~ Candidates should demonstrate how they incorporated student and peer critiques to further their pedagogies and curricula.
- ~ Candidates should contribute to curricular development and course redesign.
- ~ Candidates should demonstrate relevance of courses to department, college, and university missions and strategic plans.

Effective teaching:

- ~ Candidates should provide evidence of student learning, effective course management, and quality of instruction through a number of means that should include, inter alia, reports of student course evaluations for all relevant time periods. WGSS recognizes research/scholarship/creative activity indicating that course evaluations are often biased against women faculty, faculty of color, and faculty who challenge the ideological status quo and recognizes that online evaluation system may yield low returns; therefore, student course evaluations need not be the sole measure of teaching excellence. Providing evidence of effective teaching in addition to student evaluations is encouraged, and other relevant materials will also be considered, if submitted as part of the evaluative process, including but not limited to peer evaluations, teaching portfolios, and faculty reflections.

Successful mentoring and/or advising of students

- ~ Candidates should demonstrate successful mentoring and/or advising of students -- e.g., advising on career and/or further graduate study, supervising internships, directing individual study, supervising Honors theses), and/or mentoring graduate student teaching assistants.

Candidates should, in consultation with the Department Chair and/or a faculty mentor(s), craft teaching narratives and compile evidence of teaching excellence that outline how they have met department expectations. We invite candidates to provide, and expect committees to consider, evidence of teaching effectiveness that may include: peer teaching observations and evaluations (noting that peer observations should comply with the CBA and with department guidelines for teaching observations); new course design; adaptation and revision of existing courses, including incorporation of new technologies or pedagogies; syllabi, assessments, and other instructional materials; evidence from courses of teaching effectiveness (including student performance on pre- and post-instruction measures);

activity related to SOTL and/or to the substantive fields in which the candidate teaches may be warranted. When such cases exist, candidates should demonstrate a rating of strong in such assigned duties.

## VI. Effort Beyond Assigned Duties & Additional Guidance

The department recognizes that instructional faculty often do work beyond or outside of their assigned duties. Candidates may include evidence of such effort and the evaluation committee may consider it only to the extent that it is connected to or supportive of the assigned duties of the candidate.

By way of guidance for candidates: For promotion and tenure purposes, USF defines service as contributing to the university, the professional field or discipline, or the public, but requires that such service relate to the mission of the university to be considered for promotion rather than being the sort of service that individuals perform as private citizens. USF also distinguishes service from the work undertaken as part of scholarly or pedagogical community-engagement and urges candidates to "count" that work as either teaching or research/scholarship/creative activity. The department recommends that all instructional faculty work closely with the department chair to connect and include such activities under the teaching and other instructional effort categories to the degree possible.

## Tenure-Line Faculty Tenure and Promotion Procedures
### Required and Recommended Materials

Required: Tenure application with annual evaluations in the university designated review system, course evaluations in the university-designated review system, mid-tenure evaluations at all levels.

Recommended: Faculty narratives should concisely provide a rationale for understanding the candidate's teaching and research trajectory and the coherence of their scholarly and pedagogical project(s); the narrative should strive to present the candidate's work in language that would be understandable to non-specialist academics, should highlight major achievements, and should provide a context for the quality of publications and teaching endeavors. The narrative should explain any gaps, anomalies, or apparent irregularities, but should not serve as an apologia. Supplementary materials should include copies of publications, letters of acceptance/contracts for publication, syllabi and other relevant teaching documentation, including peer evaluations.

## External Evaluators

Candidates will work with the Chair to develop the list of external evaluators, following CAS procedures. Candidates should strive to recommend evaluators who understand the nature of research institutions and the place of Women's, Gender, and Sexuality Studies within such institutions. Candidates and Chairs should attempt to include evaluators from universities that could be considered USF's peers or aspirational peers.

## Committee Formation

For the purposes of tenure and promotion, "WGSS faculty" will include tenure-line faculty with appointments of 49% or greater in the Department of Women's, Gender, and Sexuality Studies. Emeritus and affiliated faculty will only be considered "faculty" in the circumstances outlined below. Faculty on sabbatical are not required to take part in tenure and promotion reviews but are allowed (and encouraged) to do so.

WGSS will follow all procedures as outlined by the College and University. Department promotion and tenure committees will include all tenured faculty when considering tenure and promotion to the Associate Professor rank and will include all Professors when considering promotion to Professor. In all cases, such committees should include at least three faculty members; if there are not enough WGSS faculty of appropriate rank to form a committee, such committees will include members of the Affiliate Faculty sufficient to constitute a viable and legal committee. The Dean of CAS makes the decision about which Affiliate Faculty members to include in this committee, in consultation with the Department Chair; the Chair will, during this consultation, ensure that the candidate's disciplinary background is fairly represented to the Dean. Until there are more than five faculty members at any given rank, committees will consist of all faculty at a given rank. When the department exceeds five faculty in rank, this document will be revised. Mid-tenure review is similar to tenure review except that external evaluator letters are not required.

## Votes and Recommendations

The T&P committee will vote on tenure and promotion recommendations at a meeting and will write a committee evaluation of the candidate; the vote will be recorded in the candidate's tm        4                    ˚                ate's ate's atchb˝        ˆ        M    t a me    ion˝

community engagement and activism can and should be acknowledged as both teaching and research.

## II. Research

Excellence in research is expected for all candidates for tenure and promotion to the rank of Associate Professor or Professor. Women's, Gender, and Sexuality Studies expects that all candidates for promotion will publish scholarship in high-impact venues appropriate to their specialty. Candidates for Associate Professor will be able to demonstrate an emerging national reputation, and candidates for Professor will be able to demonstrate a national or international reputation; such reputations can be documented by invitations to present research or contribute research, by citation, by awards and grants, or by other professional recognitions. Candidates may elect to be considered by either the School of Humanities or the School of Social Sciences. As of 2014-15, successful applications for tenure and promotion to Associate Professor within the School of Humanities typically include a scholarly book (or its equivalent) plus three or four substantial scholarly articles; successful applications within the School of Social Sciences typically include 10 – 12 refereed scholarly publications.

Given the interdisciplinary nature of Women's, Gender, and Sexuality Studies, tenure and promotion committees considering WGSS candidates must recognize that candidates are likely to contribute to several "fields" as they are traditionally defined. While candidates should articulate the coherence of their work to those committees, members of the committees must also recognize that "divergent and diverse contributions should not be approached as a 'watering down' of rigor or as 'making exceptions to excellence,'" as it is a disciplinary standard that WGSS "was established, in part, to transgress institutional norms in higher education" (*WSS* 2013, pp. 9-10). We acknowledge USF's goal to maintain pre-eminent status as an institution, and expect faculty to engage in high-impact scholarly work. USF generally recognizes scholarly peer review as the best means to judge the quality and impact of scholarship and outlines in its tenure and promotion document the various kinds of peer review that are deemed appropriate; USF also recognizes, however, that the impact of community-engaged scholarship may take other forms. For WGSS, candidates are expected to publish in peer-reviewed scholarly venues, but committees should accept that high-impact scholarly records may include other forms of research in addition to peer-reviewed scholarly venues. In the discipline of WGSS, high impact work takes place within scholarly journals and academic presses. It may also originate from activism, applied research, creative efforts or pedagogy, and may take the form of policy o        4                    typeanities &                5,

scholarly work may be produced in more accessible forums, including open access online journals, blogs, op-

- New and updated editions of previous work
- Community-engaged scholarship leading to substantive products
- Encyclopedia entries related to the discipline or sub-discipline(s)

Candidates coming up under the School of Social Sciences typically will include 8-10 scholarly publications; candidates coming up under the School of Humanities will typically have either 8-10 scholarly articles or will have a scholarly monograph and 2-4 articles. Scholarly articles are usually 8000-10,000 words and monographs are typically 90,000 – 100,000; items particularly shorter or longer than average should be noted and considered as part of the well-rounded program of research, and should be discussed in terms of measured impact of the work. Candidates should discuss edited workems bam

- Organizing or planning national or international conferences or conference programs for the discipline or sub-discipline(s)
- Holding office in national or international organizations
- Doing program reviews and/or evaluations for national and international organizations
- Contracts and consultancies for national or international organizations
- External reviewing of application dossiers for tenure and promotion, awards, grants, etc.

Activities listed above achieved within relevant subfields are considered indicators of national reputation. Candidates are not required to meet all of the listed criteria, and the list is not exhaustive.

The original draft of this document was approved by the WGS faculty on February 13, 2019 by a vote of 7-0. Slight revisions to tenure and promotion to full professor standards were approved by the tenured faculty on February 4, 2020 by a vote of 4-0.

Revisions to this document were approved by the WGSS faculty on September 12, 2024, by a unanimous vote

# Appendix B: Post-Tenure Review Guidelines and Criteria

# Women's, Gender, and Sexuality Studies
# Post-Tenure Review Guidelines and Criteria Tenure-Line

Tenured faculty members in Women's, Gender, and Sexuality Studies (WGSS) will follow all procedures and guidelines for post-tenure review as outlined by USF and approved by the USF BOT, including procedures for appeal. This document outlines expectations for WGSS faculty members and explains criteria for the rating scale laid out in that document.

Post-tenure review does not include involvement of the WGSS department Faculty Evaluation Committee (FEC), since the FEC will have already written five years' worth of annual evaluations. However, since WGSS operates as a more egalitarian unit than the overall institution, a faculty member or department chair may request input from the WGSS FEC; it should be noted, however, that the process does not make space for a separate narrative written by the FEC.

A faculty member's post-tenure review packet shall consist of the following:

1. The faculty member's current CV
2. The faculty member's most recent five annual reviews in their entirety
3. An optional narrative record of accomplishments for the past five years, written by the faculty member, not to exceed 12,000 characters
4. If applicable, a record of any disciplinary actions involving the faculty member

## OVERALL EXPECTATIONS

It is important for faculty members and the department chair to recognize that post-tenure review is not the same as annual review, tenure review, or promotion review. Faculty are not expected to re-earn tenure or promotion every five years. Tenured faculty are expected to maintain a record of ongoing productivity and excellence, but they may find different paths to those goals. The Department of Women's, Gender, and Sexuality Studies, in accordance with national and international disciplinary standards, recognizes that quality of productivity is as important as quantity.

Post-

faculty member who has received an overall unsatisfactory annual evaluation during two or more of the previous five years or unsatisfactory performance in two or more areas of assignment over three of the last five years of the review period may be deemed unsatisfactory. Demonstrates a consistent pattern of failing to perform duties assigned by the University or sustained violations of applicable state and federal law and applicable published College, University, and Board of Governors regulations, policies, and procedures.

WGSS will translate the university-mandated annual evaluation rating categories (a 5-point scale) to accommodate the state-mandated post-tenure review categories (a 4-point scale) separately for research, teaching and service. Faculty who are evaluated as having "exceeded expectations" in all three areas will receive a final overall rating of "exceeds expectation (1)." This translation is based on the WGSS department's university-approved Tenure and Promotion document and the WGSS department-approved Faculty Annual Review Guidelines.

## EVALUATION CRITERIA FOR RESEARCH

Tenured faculty members with a research assignment in the Department of Women's, Gender, and Sexuality Studies are expected to demonstrate a record of high-quality scholarship during the period under review, whether single-/co-authored or single-/co-edited.

Faculty members in WGSS have a choice to be reviewed for Tenure and Promotion under either the School of Social Sciences or the School of Humanities in the College of Arts and Sciences because of the interdisciplinary nature of WGSS. As these disciplines differ in terms of research expectations, faculty undergoing post-tenure review also may choose to be evaluated using the Schools of Social Sciences or Humanities expectations as discussed in our Tenure and Promotion document.

Evidence of productive scholarship can include effort in production or process including the preparation, submission, revision, data collection/analysis, presentation, and/or publication of work. For works in progress, such as book manuscripts or multiple-year grants, faculty members will be given significant latitude. Evidence also can include research awards and recognitions or other extraordinary research circumstances. Items to be considered include, but are not limited to, the following from the WGSS Tenure and Promotion document:

Books, monographs, anthologies, edited collections, and textbooks
Peer-reviewed journal articles
Chapters in edited collections and anthologies, including introductions and conclusions
Externally or internally funded grants as PI or Co-PI
New and updated editions of previous work
Community-engaged scholarship leading to substantive products
Encyclopedia entries related to the discipline or sub-discipline(s)
Invited or peer-reviewed conference presentations
National or international awards, honors, fellowships, institutional appointments, etc.

Invited work in journals or nat onal or internat onal contexts, including plenaries, symposia, assemblies, etc.

Work produced in collaborat on with scholars/researchers in other countries or with scholars/researchers working externally to the University of South Florida

Reprints of previously published work, such as journal art cles reprinted as book chapters

Editorships of nat onal or internat onal journals or publishers

Editorial board service for nat onal and internat onal journals or publishers

3. <u>Does Not Meet Expectations</u>: A faculty member does not meet expectations if the faculty member's scholarly performance results in only 1-4 of the above activities over the five-year period under review.

4. <u>Unsatisfactory</u>: A faculty member's research performance is unsatisfactory if they fail to engage in any of the above activities over the five-year period under review.

## EVALUATION CRITERIA FOR TEACHING

Tenured faculty in the Department of Women's, Gender, and Sexuality Studies are expected to fulfill all of their basic teaching obligations with integrity, to meet departmental teaching needs, and to provide rigorous and up-to-date courses to their students. Reviewing the teaching record of a tenured faculty member for post-tenure evaluation must account for the five-year average of their teaching assignment, unusually heavy teaching loads such as teaching large classes, required classes, or intensive classes, and other extraordinary circumstances of teaching.

As the WGSS Tenure and Promotion document notes, because research has established that

Involvement in one-on-one instruction and/or mentoring as appropriate to position (directing/serving on thesis committees, portfolio committees, directing internships, directed readings, advising, etc.)
Supervising graduate teaching assistants
Participation in course observation, as observer or observed
Individual student mentoring, including career and graduate school guidance, letters of recommendation, and other emotional labor

<u>Instructional Professional Development</u>

Innovative methods
Significant course revisions
Leading or participating in teaching workshops/seminars
Publication or conference presentations on pedagogy

A tenured faculty member under post-tenure review can expect to be evaluated on teaching as follows:

1.  Exceeds Expectations: A faculty member demonstrates excellence in 3 or more of the categories above with pedagogical activities in multiple (though not all) sub-categories and maintains a 5-year average E8 student evaluation rating that exceeds the college average over the period under review.

2.  Meets Expectations: A faculty member demonstrates excellence in 2 categories above with pedagogical activities in multiple sub-categories and maintains a 5-year average E8 student evaluation rating that meets or exceeds the college average over the period under review.

3.  Does Not Meet Expectations: A faculty member has fulfilled all the basic teaching obligations over the five-year period under review but may be providing courses that need more rigor, organization, or updating. There may be evidence of not meeting department or student needs, and the faculty member's 5-year average E8 student evaluation rating does not meet the college average.

4.  Unsatisfactory: A faculty member has failed to engage in one or more of the basic teaching obligations over the five-year period under review.

## EVALUATION CRITERIA FOR SERVICE

Post-tenure review of service will be based on the previous five years of service activities and 5-year average service assignment. The post-tenure review will be provided as one cumulative

Department

        Faculty Evaluat on Commit ee
        Commit ee as a Whole
        Unacknowledged administrat ve posts such as Graduate, Undergraduate, or Internship
        Director
        Standard and ad hoc commit ees
        Tenure/Promot on, Mid-tenure review commit ees
        Preparat on of department external review
        Mentorship

College/University

        CAS school commit ees
        CAS commit ees
        University commit ees
        Faculty Senate
        Informal and ad hoc commit ees

Profession

        Journal manuscript review
        Book manuscript review
        External review for tenure and promot on
        Let ers of recommendat on
        Conference panel organizing
        Conference panel chair, discussant, or respondent
        Of cer in professional organizat on, including divisions and interest groups

Community

        Work with public schools
        Public lecture
        Community engaged work

A tenured faculty member under post-tenure review can expect to be evaluated on service as follows:

1. Exceeds expectat ons: Part cipat on on WGSS Department's Commit ee of a Whole, demonstrated leadership within the department, and sustained and substant ve engagement and evidence of leadership within at least two of the other 3

substantive engagement within at least two of the other 3 categories of service other than "Department" over the post-tenure period under review.

3. Does not meet expectations: Participation on Department's Committee of a Whole but either no sustained additional substantive departmental service or no sustained substantive engagement in any of the other categories of service over the post-tenure period under review.

4. Unsatisfactory: Failure to engage in any sustained substantive service within or outside the department over the post-tenure period under review.

(WGSS approved 9.10.23)

# Appendix C: Annual Review Guidelines

# Faculty Annual Review

Each year, faculty members will meet with the Department Chair to determine their goals for the year and to agree on their percentages for workload and effort assignments. Faculty will also upload their annual reports into the university-designated review system for evaluation; faculty may provide supplemental materials to the Chair and the Faculty Evaluation Committee. Annual reports should include narratives describing teaching, research, and service; access to student teaching evaluations; and copies of publications. Annual report packets may also include other evidence of teaching effectiveness, innovation, and improvement as well as copies of scholarly work in progress. Tenure-line faculty who want to have work in progress count toward their annual research productivity should plan to submit that work.

Evaluations will be based on material included in the annual report materials and will be entered into the university-designated review system. Faculty will be reviewed, typically, on their teaching, research, and service; in some cases, faculty may have other responsibilities that should be evaluated (such as administration), but these will be stated in their annual workload and effort statements. Evaluation packets supporting the annual report may include (but are not limited to):

- Teaching Evidence
    ~ Material prepared for courses, including syllabi, reading lists, online presentations, etc.;
    ~ Reports on class observations, when appropriate;
    ~ Student evaluations;
    ~ Documents showing the development of new courses and/or the adoption of new teaching methods, technologies, or techniques;
    ~ Evidence of ongoing teaching improvement, including (but not limited to) teaching workshops and seminars;
    ~ Lists of graduate student committees (specifying whether MA or PhD, whether director or member), lists of undergraduate Honors Thesis committees (specifying director or member); and any directed research, readings, or internships;
    ~ Other evidence demonstrating teaching in non-traditional formats or situations.
- Research Evidence
    ~ Research, creative, and scholarly publications that appear during the year;
    ~ Letters of acceptance for publications that are forthcoming;
    ~ Manuscripts of long-term, ongoing projects or manuscripts that have been submitted;
    ~ Grants and contracts accepted and awarded;

evidence may be as or more pertinent. Factors to consider when assessing a faculty member's teaching include, but are not limited to:

- Meeting department needs, including
    - ~ Teaching courses that fulfll General Education, major or minor, and/or graduate requirements
    - ~ Teaching large-enrollment courses or in multiple modalities
    - ~ Curriculum development, new courses, course proposals, including developing proposals that will meet college and university initiatives or requirements (such as General Education)
    - ~ Stimulating interest in WGSS (recruiting majors/minors and/or graduate students; sponsoring student organizations concerned with WGSS; attending recruiting events and/or preparing material for such events, etc.)
- Meeting student needs, including:
    - ~ Course materials are organized, thorough, and well-presented o Course content is rigorous and appropriate to the level of the course o Providing support to at-risk or p

Criteria:

*Outstanding (5):* A faculty member demonstrates excellence in two or more categories above with pedagogical activities in multiple (though not all) sub-categories.

*Strong (4):* A faculty member demonstrates excellence in one category above and will have pedagogical activities in multiple sub-categories.

*Satisfactory (3):* A faculty member has fulfilled all of their teaching obligations with integrity,
met departmental teaching needs, and provided rigorous and up-to-date courses to their students. Those courses are well organized with clear learning outcomes and ample opportunities for students to demonstrate that they have met those learning outcomes.

*Needs Improvement (2):* A faculty member has fulfilled all basic teaching obligations, but may be providing courses that need more rigor, organization, or updating. There may be evidence of not meeting department or student needs in some minor ways.

*Poor (1):* A faculty member has not fulfilled one or more basic teaching obligations.

Research. Faculty members with a research assignment are expected to contribute to the discovery of new knowledge, the development of new educational techniques, and/or to take part in creative activities. The WGSS Tenure and Promotion Guidelines outline the level of research productivity that is expected for promotion to Associate Professor and to Professor and the different ways that a faculty member can achieve excellence when being considered for promotion. Annual evaluation standards for quantity of productivity

larger but unpublished MS in each year should exceed, in quantity, the amount expected in published materials, given that publication requires additional steps (working with editors, revisions, copy-editing, etc.).

Grant-work in WGSS may face specifc complexities, given that few grants are available for individual researchers working on purely WGSS projects, and that those that are tend to be less lucrative. Faculty members working on grants as part of a larger team should be understood to be working on long-term projects, and should substantiate their work on those projects following the same process as those working on books or monographs.

Finally, when productivity is measured quantitatively, adjustments must be made for percentage of appointment. In semesters when a faculty member has administrative appointments or unusually heavy teaching or service commitments, research productivity measures should be prorated to match the assignment.

Evaluations should take into account research awards and recognitions or other extraordinary research circumstances.

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Criteria:

*Outstanding (5):* A faculty member has maintained a level of research equal to promotion guidelines broken down to an annual basis *or* has produced research that merits special consideration for quality or impact.

*Strong (4):* A faculty member has maintained a level of research that equals half (or more) of the promotion guidelines on an annual basis or research that merits special consideration for quality or impact.

*Satisfactory (3):* A faculty member has evidence of ongoing research of high quality (as defned in our tenure and promotion document) and demonstrates involvement in presenting or attempting to publish that work.

*Needs Improvement (2):* A faculty member has some evidence of ongoing research but does not demonstrate involvement in presenting or attempting to publish that work.

*Poor (1):* A faculty member does not provide evidence of ongoing research.

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Service. Faculty members are expected to provide service to the department and, if appropriate, to the college, university, profession, and community as explained in the tenure and promotion guidelines. Service expectations should be in line with the assignment of

faculty workloads. Faculty members in tenured and tenure-earning positions are expected to include service to the profession and university or college; faculty members in teaching positions may include professional, university, or college service.

Evaluation of service should include consideration of the extent of a faculty member's service commitments; the quality of their work on committees (if this can be judged); and the value of the service to the department, college, university or profession.

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Criteria:

*Outstanding (5):* A faculty member has exceeded expectations for service in at least two categories: extent, quality, and/or value.

*Strong (4):* A faculty member has exceeded expectations for service *either* in extent, quality, or value.

*Satisfactory (3):* A faculty member has done service to the department as a member of the committee as a whole, will have attended faculty meetings regularly, and will have participated in departmental activities. Tenured faculty members will have performed some college- or university-level service; tenured and tenure-earning faculty members will have done some professional service.

*Needs Improvement (2):* A faculty member will have done service to the department and will have attended faculty meetings regularly. They may not have performed service at all levels appropriate to their workload and/or job description.

*Poor (1):* A faculty member will not have met even minimal service obligations.

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This document was approved unanimously by the faculty of Women's, Gender, and Sexuality Studies in November 2022.