USF Department of Women's, Gender, and Sexuality Studies Evaluation, Tenure, and Promotion Guidelines

September 12, 2024

The guidelines articulated in this document do not supersede The State University System guidelines on tenure, the Collective Bargaining Agreement, the University of South Florida's Guidelines for Tenure and Promotion, the CAS Procedures for Mid-Tenure Review and for Tenure and Promotion, or the guidelines for promotion for instructional faculty (all of which may be found on the USF Provost's or CAS websites). The provisions in this document are compatible with those university- and college-wide guidelines and adapt them to support and reward the interdisciplinary work of Women's, Gender, and Sexuality Studies as articulated in *Women's Studies Scholarship: A Statement by the National Women's Studies Association Field Leadership Working Group*.[1] The goal of these guidelines is to build on USF and SUS guidelines and to clarify what our discipline values in teaching, research, and service. These guidelines should be reviewed on a regular basis by the department faculty to ensure their continued relevance and applicability.

The Department of Women's, Gender, and Sexuality Studies recognizes the principles of equity of assignment, resources, and opportunities of faculty across a multi-campus university.

In general, the following guidelines aim to support the NWSA Working Group's assertion that we should "widen the scope" of "what 'counts' as models of research teaching and service" (*WSS* 2013, p. 9).

Mission of the Department

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

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[1] Dill, Bonnie Thornton, Vivian M. May, et. al. NWSA, 2013. Hereafter cited in the text as *WSS* 2013.

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, 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.

Instructional Faculty Promotion 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.

Committee Formation

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 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.

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 Affiliate Faculty may serve to constitute a viable committee, if and only if a viable committee cannot be composed of WGSS faculty. 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. The Instructional Faculty Promotion Committee will consider applications and will make recommendations to the Department Chair and College Dean; the Department Chair will make a separate recommendation to the College Dean.

One member of the committee will serve as chair of the committee for purposes of setting committee deadlines, drafting the committee evaluation, and otherwise assuring that the required USF and CAS timelines and procedures are followed.

Votes and Recommendations

The instructional faculty promotion committee members will review the candidate promotion application materials prior to meeting to discuss the application materials. At that meeting a majority vote will decide whether the committee recommends the candidate for promotion or not, and this vote will be recorded in the application. The chair of the committee will draft a committee evaluation of the candidate, to be later approved by the committee and included in the file. The Chair will make a separate recommendation and will write a separate evaluation. All recommendations will be available to candidates in their files.

Overall Expectations

With regard to Promotion to Associate Professor of Instruction or Associate Instructor, the department promotion process aligns with the USF Guidelines for Instructional Faculty Promotion in place at the time the promotion application, including relevant sections regarding minimal expectations and weighting of assigned duties. The relevant language at the time of approval of this governance document is as follows (emphasis added): Instructional faculty will be considered for promotion on the basis of meritorious performance in their teaching assignments. If the applicant has multiple areas of assignment, non-teaching assignments may be considered as contributing to the overall merit of the case for promotion (e.g. service or publications that address instructional concerns) but

accomplishments in teaching assignments must serve as the major focus of the promotion determination.

Evidence and examples of instruction and instructional-related effort that may be part of the promotion package include but are not limited to the following: classroom teaching effectiveness; curriculum development effort, student mentoring and advising; supervision of student research/scholarship/creative activity; internship, service-learning, community-engagement, and/or fieldwork; study abroad teaching; chairing and/or serving on honors thesis committees; professional development training or leadership roles; active student organization advising; awards and recognition related to instruction; programming or other involvement with Housing & Residential Education, the Office of Multicultural Affairs, or other USF offices and departments; campus, community, and/or conference presentations; additional training or education related to pedagogy or substantive fields of teaching specialty.

With regard to Promotion to Professor of Instruction or Senior Instructor, the department promotion process aligns with the USF Guidelines for Instructional Faculty Promotion in place at the time the promotion application, including relevant sections regarding minimal expectations and weighting of assigned duties. The relevant language at the time of approval of this governance document is as follows (emphasis added): Instructional faculty will be considered for promotion on the basis of meritorious performance in their teaching assignments. In assigning ratings for candidates for Professor of Instruction or Senior Instructor, evaluating units should assess whether the individual has demonstrated continuous professional development and has achieved significant accomplishments in their teaching assignments at the Associate Professor of Instruction or Associate Instructor review, based on criteria established by the college/department/unit. Promotion to Professor of Instruction or Senior Instructor should also consider such secondary factors as service, leadership and contribution to scholarship, community engagement, or institutional success and acclaim that contribute to the instructional mission of the university.

Examples of secondary factors that may count include but are not limited to teaching honors, awards, and accolades; advanced training in instruction, course design, and pedagogy; additional or advanced training in the substantive fields in which the candidate teaches; conference and workshop presentations related to the scholarship of teaching and learning (SOTL) and/or the disciplinary areas in which the candidate teaches; evidence of community-connected engagement beyond or outside of direct instructional effort; service to the discipline(s); publications, especially in the area of SOTL; receiving professional development leave, grants, or other forms of support connected to SOTL.

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.

The decision to apply for early promotion is not one that should be made lightly. Candidates considering applying for early promotion from Assistant Professor of Instruction or Assistant Instructor must be exceptional candidates able to demonstrate "truly outstanding" achievement across all elements of their assignments during each evaluation period (that is, ratings of excellent in every category during every evaluation period) and will be evaluated according to the standards set forth by USF and CAS for candidates to Associate Professor of Instruction or Senior Instruction.

Candidates considering applying for early promotion to Professor of Instruction or Senior Instructor must be exceptional candidates able to demonstrate "outstanding" achievement across all elements of their assignments during each evaluation period (that is, ratings of excellent in every category during every evaluation period) and will be evaluated according to the standards set forth by USF and CAS for candidates to Professor of Instruction or Senior Instruction with special emphasis placed on continuous professional development and secondary factors described above at a faster than anticipated pace or at higher levels of achievement.

I. Teaching

Excellent effort and results in teaching are expected for all candidates for promotion.

As a department, we take great pride in our teaching and value both quality and innovation. We recognize, however, that "given the field's overtly political approach to knowledge and power, Women's, Gender, and Sexuality Studies scholars often face resistance in the classroom…. For example, teaching evaluations may reflect students' discomfort with challenges to their preexisting modes of thinking about the world around them, especially if the candidate teaches required courses" (WSS 2013, p. 9). We therefore agree with both the NWSA Working Group's and USF's recommendations that we should employ not just student evaluations but alternative evaluations of teaching.

To achieve excellence in teaching, the following areas are relevant:

- **Innovation and curricular currency:**
  - Candidates should demonstrate the ability to teach several different courses successfully and to different student populations (for example, to both majors and non-majors and/or to lower-level and upper-level students) in different

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);

evidence of teaching improvement and professional development activities; exemplary student work; evidence of advising and mentoring; and Honors- and MA-thesis or internship mentoring and committee membership.

While the majority of WGSS teaching evaluation will be based on classroom, mentoring or online experiences, we also affirm the value of service-learning and alternative learning formats, and recognize here the importance of alternative teaching venues: supervision and mentoring of teaching assistants; learning communities, panels, workshops, community organizations, and study-abroad. We value and recognize team-teaching and understand that in interdisciplinary teaching, collaboration may be more valuable to students, but also more challenging for faculty members. The NWSA has asserted that community engagement and activism can and should be acknowledged as both teaching and research/scholarship/creative activity.

II. Other Instructional Effort

While most instructional-related work will fall into the teaching assignment, at times some effort may be allocated to other instructional effort in some situations – e.g., unusual or unique opportunities or needs, special focus for improvement of teaching, et cetera. The department considers other instructional effort assignments to be intricately connected to teaching and any such work in this area must be rated excellent for promotion purposes.

III. Service

WGSS, because of our small size and our collaborative governance model, expects that service will include active and cooperative participation in department meetings and in departmental committees but sets a goal of not overburdening faculty with service requirements. We recognize the interdisciplinary nature of our department and value contributions to the larger University community, including college- and university-level committees. We recognize service to the profession, including active service to professional organizations. We recognize feminist, queer, and related work in the community as contributing to our larger departmental mission. We expect all candidates for promotion to demonstrate sustained service within the department, the university, and the profession to the degree of their assigned duties and to be rated strong in such duties.

IV. Research/Scholarship/Creative Activity

While instructional faculty do not usually take on research/scholarship/creative activity as part of their assignment, in some cases specific and unique research/scholarship/creative

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 applications. The Chair will make a separate recommendation and will write a separate evaluation. All recommendations will be available to candidates in their files. Regional Chancellors will provide a formal review in promotion and tenure cases for faculty

members on branch campuses prior to a College Dean completing and forwarding a recommendation to the Provost (see USF Consolidation Handbook).

Overall Expectations

For tenure and promotion to Associate Professor, demonstrated excellence in teaching and research as well as a record of sustained service are expected for tenure and promotion. For promotion to Professor, demonstrated excellence in teaching and research as well as a record of substantial service and leadership are expected. Below, we articulate what "excellence" in means to the department and to our understanding of the discipline.

I. Teaching

Excellence in teaching is expected for all candidates for tenure and/or promotion.

As a department, we take great pride in our teaching and value both quality and innovation. We recognize, however, that "given the field's overtly political approach to knowledge and power, Women's, Gender, and Sexuality Studies scholars often face resistance in the classroom…. For example, teaching evaluations may reflect students' discomfort with challenges to their preexisting modes of thinking about the world around them, especially if the candidate teaches required courses" (*WSS* 2013, p. 9). We therefore agree with both the NWSA Working Group's and USF's recommendations that we should employ not just student evaluations but alternative evaluations of teaching.

To achieve excellence in teaching, we expect candidates to demonstrate:

- **Innovation and curricular currency**: We expect candidates to be able to teach several different courses successfully and to different student populations (for example, to both majors and non-majors, and/or to lower-level and upper-level or graduate-level students) within both their substantive areas and the core curriculum; candidates should keep courses up-to-date and should respond to student- or peer-critiques with new materials, assignments, or teaching methods. Candidates should also contribute to curricular development and course redesign. Development or management of courses or units that contribute to the engagement of our students outside the classroom are highly desirable.

- **Effective classroom teaching**: We expect candidates to provide evidence of student learning, effective classroom management, and rigor of instruction. While we prefer that teaching evaluations meet or exceed college averages and require all candidates to submit the reports of student evaluations, Women's, Gender, and Sexuality Studies will weigh a diversity of measures of effective teaching. Because student evaluations of teaching are often biased against women

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faculty, faculty of color, and faculty who challenge the ideological status quo, and because the current use of online evaluations yields statistically irrelevant returns, student evaluations cannot be the sole measure of teaching excellence. Peer evaluations, reviews of teaching portfolios, and faculty reflections will be considered alongside student evaluations of teaching.

- **Successful mentoring and advising of students**: We expect candidates to successfully mentor and advise students. Candidates for Associate Professor and Professor should document their ability to successfully work with undergraduate and graduate students in supervising internships, directing theses, serving on graduate committees, supervising teaching assistants, and/or directing individual study. Candidates for Instructor promotion should document mentoring of undergraduate student success (e.g., advising on career and/or further graduate study; supervising internships; supervising Honors theses) and mentoring graduate student teaching assistants.

Candidates should, in consultation with the Department Chair and/or a faculty mentor, craft teaching narratives and compile evidence of teaching excellence that outlines 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; syllabi, assignments, and other instructional materials; evidence from courses of teaching effectiveness (including student performance on pre- and post-instruction measures); evidence of teaching improvement activities; exemplary student work; evidence of advising and mentoring; and Honors- and MA-thesis or internship direction.

While the majority of WGSS teaching evaluation will be based on classroom, mentoring or online experiences, we also affirm the value of service-learning and alternative learning formats, and recognize here the importance of alternative teaching venues: supervision and mentoring of teaching assistants; learning communities, panels, workshops, community organizations, and study-abroad. We value and recognize team-teaching and understand that in interdisciplinary teaching, collaboration may be more valuable to students, but also more challenging for faculty members. The NWSA has asserted that 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 or research reports, performances, community action projects, consulting, and field-defining statements and textbooks; high impact scholarly work may be produced in more accessible forums, including open access online journals, blogs, op-eds or other forms of social media. For promotion to full professor, a record of positively received grant applications or successful funding (from internal or external sources) may also be considered an indicator of high-impact scholarly work.

Candidates should also take seriously the value USF places on a *sustained* record of scholarship; one large project or a flurry of several projects at or near the end of a probationary period does not show that *sustained* record.

Because WGSS is itself an interdisciplinary field, and because some candidates may work more or less directly within a traditional discipline that is not familiar to all members of the department, candidates will provide evidence of the scholarly rigor of their publication venues. For traditional scholarly journals and presses, this will include impact factors and/or the publications' circulation and selectivity statistics; for nontraditional forums, candidates should provide evidence of the publications' impact and intended audience. All candidates should provide whatever evidence they can amass documenting citations, use of materials in courses at other universities, or "real-world" use of research in community change and activism.

 WGSS values collaborative work. During the tenure-earning period, however, the majority of publications should be single- or first-authored. Candidates should document their individual contributions to collaboratively published research in the context of the other authors' contributions to the work. Papers and works coauthored with collaborators other than former mentors helps to establish the independence of the candidate's research program. Coauthoring papers and works with the candidate's own students provide additional evidence of an independent research program and may contribute to the candidate's record of teaching.

WGSS is a field devoted to challenging the politics of the production of knowledge itself. Candidates engaged in this activity may face a larger burden of documenting peer-recognition than those who work within the boundaries of traditional knowledge structures. As the NWSA Working Group puts it, "Critical awareness of inclusions and exclusions in knowledge production is foundational" to our field (*WSS* 2013, p. 16). Tenure and promotion committees in WGSS must take the politics of knowledge production into account when making recommendations to the college.

III. Service

WGSS, because of our small size and our collaborative governance model, expects that service will include active and cooperative participation in department meetings and in departmental committees, but sets a goal of not overburdening faculty with service requirements. We also recognize the interdisciplinary nature of our department, and value contributions to the larger University community, including college- and university-level committees, as well as to the larger community as well. We recognize feminist work in the community as contributing to our larger departmental mission. We also value service to the

profession, including MS reviews and active service to professional organizations. We expect all candidates for promotion to demonstrate sustained service within the department, the university, and the profession.

USF defines service as contributing to the University, the professional field or discipline, or the public, but requires that it relate to the mission of the University to be considered for tenure and 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. We concur; our recognition of such activities under both Teaching and Research above represents our valuation of such activities within candidates' dossiers.

IV. Full Professor Promotion Criteria

Candidates for promotion to full must meet or exceed the criteria for tenure and promotion in terms of teaching, research and service.

Excellence in teaching is expected for all candidates for promotion to full, and candidates are encouraged to use diverse evidence to illustrate and document their teaching. Mentoring of graduate students, in particular, is an important expectation of candidates for full.

There are numerous strategies by which candidates for full may demonstrate substantial service at USF, including but not limited to: assuming department, college, or university leadership roles; sharing expertise across multiple domains to diverse audiences; and working to improve the academic community.

Candidates applying for promotion to full in WGSS are further expected to demonstrate a record of high-quality scholarship during the period under review, whether single/co-authored or single-/co-edited:

- Books, monographs, anthologies, edited collections, and textbooks
- Journal articles
- Chapters in edited collections and anthologies, including introductions and conclusions
- Externally 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)

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 works with the FEC and/or Department Chair to agree on equivalence(s) to other published work.

We anticipate that candidates for Full Professor, more frequently than candidates for tenure and promotion, will engage in collaborative research reflective of their greater scholarly connections. We also anticipate that such candidates will merge their mentoring and scholarly activities by engaging in collaborative work with students and junior scholars. WGSS values such collaborative approaches to research and scholarship. We encourage candidates to discuss their contributions to projects in addition to the projects themselves in their research statements.

Finally, successful applications for promotion to full will demonstrate that candidates interacted as members of their academic communities in ways that garnered a national reputation or national or international visibility. Evidence of national/international visibility might include the following recognitions or types of work within the candidate's disciplinary field and sub-field(s):

- National or international awards, honors, fellowships, institutional appointments, etc.
- Invited work in journals or national or international contexts, including plenaries, symposia, assemblies, etc.
- Work produced in collaboration 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 articles reprinted as book chapters
- Editorships of national or international journals or publishers
- Editorial board service for national and international journals or publishers
- Guest editing for special issues of journals
- 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.

This document was approved by the College of Arts and Sciences Dean's Office on: January 7, 2020 and by the Provost's Office on June 19, 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.