





of measures of effective teaching. Because student evaluations of teaching are often biased against women 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.

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 and Gender Studies, tenure and promotion committees considering WGS 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 WGS "was established, in part, to transgress institutional norms in higher education" (WSS 2013, p. 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 WGS, 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



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

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 a

For the purposes of tenure and promotion, "WGS faculty" will include tenure-line and instructor-line faculty with appointments of 49% or greater in the department of



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The T&P committee will vote on tenure and promotion recommendations at a meeting

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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.