Gender and Queer Studies Program

Statement of Standards and Processes for Evaluation

Approved by the Gender and Queer Studies Advisory Board 11 December, 2023

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Chapter 1: Introduction

I. Function of this Document:

The Gender and Queer Studies program acknowledges and endorses the general criteria and hierarchy of criteria for faculty evaluation established in the Faculty Code. This document is designed to clarify the program's standards, norms, and processes. Gender and Queer Studies is an interdisciplinary area of study, therefore all references in this document to Gender and Queer Studies as a discipline should be understood as referencing this interdisciplinary field. Our goal is to ensure the highest caliber of teaching and ensure fairness in the evaluation process for all members of our faculty. It is to these ends that the following statement of evaluation standards has been adopted.

II. Area of Teaching Specialty:

Faculty members with an appointment in Gender and Queer Studies have a particular responsibility to the scaffolded curriculum requirements for the major and minor. Ensuring our capacity to offer sufficient introductory courses, to meet student demand for our theory and methods course, and to foster a capstone senior experience will be prioritized in scheduling courses for faculty in the program. Any evaluation should consider service to the curricular requirements of the program in tandem with a faculty member's contributions to program electives in their field of scholarly expertise.

III. Relationship of Faculty to Student and Campus Constituencies:

The Gender and Queer Studies Program is in relationship with four major student and campus constituencies: majors and minors in our program, students taking courses beyond the introductory level for intellectual and personal growth, students taking a single course to fulfill a university requirement, all campus members who engage in co-curricular events and activities sponsored by the program. Faculty evaluations should engage with an individual's contributions to these diverse constituencies.

Chapter 2: Statement of Program Evaluation Standards

I. Teaching

The Gender and Queer Studies program recognizes excellent teaching as the fundamental goal to which all of its teachers aspire. We affirm that diversity in teaching serves the program, the discipline, and the university.

A. Evidence of Teaching Effectiveness

A combination of the following evidence will be used to evaluate teaching effectiveness:

1. Course Design

a. Outlines, syllabi, and objectives should be prepared for each course and available for students and colleagues.

b. Course objectives should be explicitly grounded in goals of the discipline or disciplines in question and the learning outcomes of the program.

c. Examinations, assignments, and projects should overtly lead to the fulfillment of course goals.

d. Course content should be appropriate for coordination with university and program goals and objectives.

2. Teaching Performance

Excellence in teaching performance should include a demonstrated ability and flexibility in different teaching modalities as appropriate to a faculty member's area of specialty. Those modalities may include: classroom, non-traditional classroom, experiential learning, and/or community-based learning. Evaluation of a faculty member's teaching may include consideration of a faculty member's contribution to student learning that occurs beyond the traditional classroom and includes a capacious understanding of our student and campus constituents. Excellence in teaching performance includes appropriate adaptation to varying levels of student achievement and careful evaluation of student work. (See Chapter 4 for more details).

3. Student Evaluations

Student evaluations that indicate a consistent pattern of excellence from the standpoint of challenging goals, demands for rigor, thoughtful organization of course content, availability of professor, and indications of students' intellectual growth and change shall be viewed as evidence of teaching effectiveness.

B. Assessment of Teaching Effectiveness

The program views assessment by evaluation committee members as the most reliable means of assessing teaching effectiveness. A program of ongoing in-class observation will be implemented with multiple visits by multiple members of the evaluation committee. In addition, if deemed necessary by either the Head Officer or the evaluee the program may consult letters containing observations of the evaluee's teaching performance in the classroom by faculty colleagues beyond the evaluation committee. Colleagues will also review teaching-related materials in the file prepared by the candidate. These materials may include: outlines, syllabi, objectives, assignments, examinations, websites, observation of teaching performance written by colleagues from outside the program, self-evaluations, and reports of curricular-related materials. Finally, colleagues will consider student feedback in the form of course/instructor evaluation, paying particular attention to the fact that student evaluations can be marked by both conscious and unconscious bias.

II. Professional and Scholarly Development

Professional and scholarly development strengthens understanding of the history of the discipline and maintains a faculty member's currency with new developments in theory, methodology, and application. Program faculty are expected to demonstrate expertise and currency in those areas of the discipline in which they regularly teach, and they are expected to articulate a coherent theme that organizes their professional development activities. A faculty member with greater professional experience, however, should typically be engaged in a program of scholarship that demonstrates increasingly sophisticated mastery of teaching and/or research emphasis area(s).

A. Evidence of Professional and Scholarly Development

Many scholarly activities demonstrate expertise and currency in the discipline. Specific applications of standards are contained in Chapter 3 of this document. Such evidence may include:

1. Original Scholarship

The program affirms that the production of scholarship is the primary evidence of professional development. The following activities provide evidence of a faculty member's professional contribution: publication (including monographs, book chapters, textbooks, handbooks, journal articles, anthologies, as editor or contributor), journal editing, and refereed convention papers.

2. Public Scholarship

Given the intersection between the professional scholarly work of individuals working within Gender and Queer Studies and the political realities of our contemporary moment, the program highly values public scholarship that bridges the gap between academic and popular audiences. Examples of public scholarship include, but are not limited to: op-eds in journalistic outlets, magazine articles, invitations to deliver talks at libraries, community centers, or other

public fora, appearances on radio or podcast programs.

       3. Leadership through the development and/or directing and coordinating of programs for the professional development of peers and others.

       4. Participation at Professional Meetings

The program believes that professional development relies on continuous contact with colleagues in the discipline. Attendance at professional meetings is encouraged for all faculty members to promote disciplinary currency. Participation could include:

       a. Invited papers.

       b. Presentation of papers, or other forms of participation in conference sessions as appropriate to the discipline, which explore scholarly topics at regional or national conferences.

       c. Organization of workshop and seminar.

       d. Workshop and seminar participation and application.

       5. Other evidence of significant professional and scholarly development may include:

       a. Direction of student research projects, where there is evidence of new scholarship on the part of the faculty member;

       b. Community activities, where there is evidence of scholarly expertise on the part of the faculty member;

       c. Research conducted for new course proposals, curricular review, or a new area of teaching responsibility;

       d. Service to professional organizations.

    B. Assessment of Professional and Scholarly Development

The program views assessment by evaluation committee members as the most reliable means of assessing professional and scholarly development. A variety of materials may be useful for evaluating professional and scholarly development and should be included in the candidate's file. These materials may include: monographs, essays, other publications including book reviews, certificates of program participation, project proposals, websites, portfolios, syllabi and lesson plans for newly developed courses that reflect professional scholarly growth, correspondence, outside letters and community responses.

III. Student Advising

The Gender and Queer Studies program affirms that faculty have an important role to

play in advising students about academic and career choices. All tenure-line faculty members must play an active role in providing advising to program majors and minors in addition to accepting an advising class according to university norms and expectations. The program recognizes that non-tenure-line faculty are not formally assigned advisees; however, we acknowledge that advising takes place both through formal assignments and through informal contact with students in curricular or co-curricular environments. Additionally, the unique position of Gender and Queer Studies results in faculty facing special demands for critical, if informal, advising of students. We find the following to be useful guidelines for evaluation of advising:

A. Evidence of Effective Student Advising

Effectiveness in student advising may be demonstrated by exhibiting an understanding of academic processes, an understanding of career options, maintenance of an adequate advising load, and availability for student consultation.

1. Understanding of Academic Processes

Faculty should possess a thorough knowledge of university and program, goals, and philosophies. This knowledge should result in consistent student progress through university and program graduation requirements.

2. Understanding of Student Services Program

Faculty should demonstrate knowledge of career, counseling, skill development, graduate school, and academic advising programs available on campus. This knowledge should reflect an understanding that all faculty are not competent to counsel in all areas and should result in appropriate referral within or outside of the program.

3. Maintenance of Adequate Advising Load

The program requires tenure-line faculty to maintain an advising load consistent with university norms and expectations and commensurate with the needs of program majors and minors.

4. Consultation

All faculty and teaching staff are expected to be available for student conferences at reasonable times.

B. Assessment of Effective Student Advising

The program views assessment by evaluation committee members as the most reliable indicator of advising effectiveness. Faculty members may provide materials relevant for such assessment. This material may include number of advisees, availability for student conferences, student correspondence, and statements regarding helpfulness and guidance.

IV. University and Program Services

The Gender and Queer Studies program recognizes that a program is strengthened by the degree of ownership felt by the people who participate in it. The program, thus, encourages participation by all tenure-line faculty in service activities that enhance their professional performance. We recognize, however, that each individual need not participate in all areas of university service, and further recognize that non-tenure-line faculty are not required to participate in university service. All university and program service, whether contractually required or not, should be considered when a faculty colleague is evaluated.

A. Evidence of Service

University service shall be exhibited by consistent contributions to the program and university. Many activities indicate service to the university: successful handling of program assignments (regular and ad hoc); participation in and contribution to the development of Gender and Queer Studies' programs, curriculum, policies, etc.; service on university committees and/or Faculty Senate; participation in university programs (organizing guest lectures, presenting to university groups, advising campus organizations, participating in Admission programs, participating in the university's efforts to engage its surrounding communities, etc.). The program seeks to recognize a capacious definition of service to the university and the program and welcomes evidence of all such service in a candidate's file.

B. Assessment of Program and University Service

The program considers assessment by evaluation committee members as the most reliable source of evidence of university and program service. Faculty should document their performance in program and university service.

V. Service to the Community

The Gender and Queer Studies Program values participation in service to the community, particularly service related to the professional interests and expertise of the evaluee. We understand service to be any activity that makes the evaluee's skills and values of use to the community we live in.

A. Evidence of Community Service

Evidence of service to the community may include, but is not limited to: coordination of/participation in community events, invitations to speak to or conduct workshops with community partners, membership in community organizations that support goals in concert with the evaluee's values and expertise.

B. Assessment of Community Service

The most reliable vehicle for evaluating community service will be any combination of the following: records demonstrating contributions to community activities, letters from community representatives, and evidence of the outcomes of service activities.

Chapter 3: Application of Evaluation Standards and Additional Evaluation Standards
For Program Director

The Gender and Queer Studies Program expects its entire faculty to meet or exceed the standards outlined in the Faculty Code Chapter lll. Prior to a faculty member's evaluation, the evaluee, in consultation with the program director, will establish an evaluation committee of no fewer than four colleagues with on-going connection to the Gender and Queer Studies Program. The program recognizes that faculty are appointed to either tenure-line or non-tenure-line teaching positions by the university, and that neither the program nor the evaluation process has the capacity to move a faculty member from one employment category to the other. As the Faculty Code is silent on the matter of evaluating non-tenure-line faculty, and as the evaluation process is essential to fostering excellence in teaching within our program and across the campus, the Gender and Queer Studies Program will routinely evaluate all full time teaching faculty, both tenure-line and non-tenure-line, according to the timeline and standards established by the Faculty Code for tenure-line faculty.[1] In addition to the basic criteria for evaluating all full time teaching faculty, the program applies additional criteria for the evaluation of its Program Director. The definitions of these categories and the specific criteria for evaluating each follow:

I. Definitions

A. Tenure-Line Faculty

Tenure-line faculty members are those appointed to the ranks of assistant professor, associate professor, or professor, who are eligible for reappointment and promotion to higher rank, and ordinarily are eligible for tenure consideration. A tenured appointment is continuous unless terminated for reasons specified in Chapter V of the Faculty Code. Within the category of Tenure-Line Faculty, there is the special case of Teacher/Administrator, outlined below.

B. Non-Tenure-Line Faculty

Non-tenure-line faculty members are those appointed to the rank of Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor who are eligible for reappointment and evaluation.

C. Program Director

The Director of Gender and Queer Studies is a tenure-line faculty member appointed by the Provost of the University after consultation with the program faculty. In all reviews, the director assignment should be evaluated since it is an important component of this faculty member's responsibilities.

II. Standards

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[1] The Gender and Queer Studies Program believes a clearly articulated path to promotion for non-tenure-line faculty can only enhance and support teaching and learning on our campus. When provisions are made in the Faculty Code to address the promotion of Visiting faculty, this section of our Evaluation Standards will be updated accordingly.

A. Tenure-line Faculty (General)

As outlined by the Faculty Code, Chapter lll, tenure-line faculty are subject to on-going evaluation within the program and periodic evaluation by the university. The program expects career tenure-line faculty to strive for excellence in all of the areas of evaluation specified in Chapter 2 of this document. In evaluating faculty for tenure and/or promotion, the program will follow the process specified in the Faculty Code.

The Gender and Queer Studies Program is committed to interdisciplinary education, to contributing to student learning across the university curriculum, and to promoting holistic academic citizenship which includes service to the whole campus community. Additionally, Gender and Queer Studies acknowledges that faculty in the program face unique demands for service, advising, and mentoring. Given the features outlined above, the Gender and Queer Studies program recognizes that, in many cases, the work of the faculty creates a model of academic life that intertwines teaching, professional development, and service. We recognize each faculty member will intertwine these elements in unique ways given their disciplinary backgrounds, scholarly expertise, and contractual relationship to the university.

B. Non-Tenure-Line Faculty

In recognition of the fact that at the time of the adoption of these evaluation standards, the Gender and Queer Studies program has no tenure lines associated to it, and the curriculum for the major is anchored by a long-term Visiting Assistant Professor, the Gender and Queer Studies Program affirms the necessity of on-going evaluation of non-tenure-line faculty within the program and of periodic evaluation of said faculty by the university. After the sixth year of employment by the university, non-tenure-line teaching faculty in Gender and Queer Studies will be subject to review by the program and the Faculty Advancement Committee. Visiting Associate Professor faculty will be reviewed according to the review schedule articulated for Associate Professors by the Faculty Code. The program expects career non-tenure-line faculty to demonstrate excellence in Teaching as specified in Chapter 2 of this document. In evaluating faculty, the program will also consider a candidate's demonstration of excellence in Professional and Scholarly Development, Student Advising, and University and Program Service if the evaluee includes these categories in their file, though Visiting faculty are not contractually obligated to perform within these categories as a matter of employment.

C. Program Director

The Director of Gender and Queer Studies should satisfy each evaluation criterion—teaching excellence, professional and scholarly development, student advising, university and program service—at the same level of quality expected of their colleagues.

a. Administrative Responsibilities

The Program Director fulfills a variety of roles. These include:

1) Serving as a representative of the program to the university administration and to the campus community.

2) Facilitating goal-setting and planning by initiating and furthering long-range programs, plans, and goals for the program; listening to and encouraging ideas to improve the program; and coordinating meetings to develop and/or review program goals.

3) Furthering professional growth of faculty members by encouraging use of effective teaching methods and materials; encouraging faculty research and publication; encouraging faculty participation in professional meetings; maintaining morale and reducing conflicts among the faculty; and being a sound role model as teacher, scholar, and professional.

4) Managing program personnel matters, such as recruiting, recommending, and evaluating faculty; assigning courses and program duties to faculty; encouraging; and selecting, managing, and evaluating clerical staff.

5) Managing space, facilities, and equipment including allocation of such resources; encouraging safety in use of space, facilities, and equipment; and making arrangements for repair and upkeep.

6) Managing the performance of routine office activities, such as preparation of reports, scheduling events, correspondence, purchasing of supplies, maintenance of student and other records, and up-dating catalog and admission materials.

7) Disseminating information regarding program and university matters to all program colleagues.

8) Managing the academic program by facilitating planning and review of curricular and co-curricular programs and course content; encouraging participation in interdisciplinary teaching and University Core; recruiting and working to retain students; supervising the advisement of students on academic and/or program matters; and encouraging and supporting desirable program student activities.

9) Proposing and administering program budgets.

b. Standards for Evaluation

The Program Director should be evaluated based upon their ability to facilitate the effective management of the above responsibilities. While the Program Director has overall responsibilities for the above, this officer is not expected to perform all the duties involved, but to see to it that such duties are carried out. It is important that evaluations consider the director's ability to formulate goals and set priorities, organize projects, delegate responsibility, complete tasks in a timely manner, facilitate communication among program members and between the program and its various constituencies, and represent the program well in interactions with the University Community and professional colleagues in the discipline.

c. Assessment of Effectiveness

Assessment by peers within the program is the primary source of evaluation of the effectiveness of the Program Director. Because the range of the Director's duties may involve colleagues from across the campus, it is the burden of the Director to document their effectiveness. Appropriate evidence for the evaluation may include letters from non-faculty members, from other directors and program chairs with whom they have worked, from community leaders, and/or from other administrators who have worked directly with them.

Chapter 4: Evaluation Processes and Procedures

I. Process For Evaluation

      A. Faculty

      Program evaluation of faculty will be on-going and coordinated with university evaluations as specified in the Faculty Code, Chapter lll. The Head Officer will evaluate teaching effectiveness, professional growth, student advising, and university and community service during the first year and second year reviews. Faculty on the Gender and Queer Studies Advisory board and/or otherwise affiliated with the program will evaluate faculty in subsequent reviews. The evaluation committee for each faculty member will be appointed by the Provost in consultation with the program director and faculty member in question.

        1. Obtaining Evidence of Teaching Effectiveness

          a. A program of ongoing in-class observation will be implemented with multiple visits by multiple members of the evaluation committee.

          b. Student evaluations, using standard university evaluation forms, will be administered as mandated in the Faculty Code. Generally, this means formal course evaluation in each year of a visiting assistant or visiting associate professor's appointment. For tenure-line faculty, this means formal course evaluation in years one and two and every third year thereafter for assistant professors, associate professors, and in every fifth year for full professors. Faculty being considered for tenure must have formal course evaluations administered in all courses during the four semesters prior to the tenure decision.

        2. Obtaining Evidence for Other Evaluation Categories

      Each faculty member shall keep records regarding their professional and scholarly activity, student advising, and university and community service.

        3. For university evaluations specified in the Faculty Code, Chapter lll, the program will use the following procedure:

          a. The individual being evaluated will prepare a file, as described in the annual memo to faculty from the Professional Standards Committees. This file is due to the program director (or an evaluation coordinator chosen to conduct the director's evaluation) prior to the evaluation due date published by the Professional Standards Committee.

          b. The file will be available digitally to all evaluation committee members for no less than two weeks, during which time all faculty who are participating in the evaluation will review the file and draft evaluation letters.

c. Program faculty who are participating in the evaluation will submit letters to the program director (or evaluation coordinator in the case of a director's evaluation) one week prior to the published PSC deadline.

d. Program faculty participating in the evaluation, excluding the member being evaluated, will then meet to discuss the case.

e. The Head Officer will then write a summary of the committee's deliberation and recommendations, and include in that summary lists of the names of those persons who participated in program deliberations and the names of those persons who submitted letters to the program. This summary, program letters, and the individual's evaluation file will then be forwarded to the Faculty Advancement Committee. A copy of the summary will be made available to the person being evaluated.

II. Grievance Process

Should a faculty member have a grievance regarding program evaluation or reappointment, the faculty member shall follow procedures specified in the Faculty Code (Chapter III, Sections 6, 7, and 8 and Chapter VI).