

Voted and approved by WGQS Teaching Faculty: December 2019

Updated Spring 2021

Updated Spring 2023

In all policy matters, the Women's, Gender & Queer Studies (WGQS) Department defaults to the CBA, University Faculty Personnel Policies, and the College of Liberal Arts Policies and Procedures, except in the areas listed below.

- I. Shared faculty governance and constitution of the Women's, Gender & Queer Studies (WGQS) Teaching Faculty
  - a. Given the extremely small number of tenure-line faculty appointments in the WGQS Department, as well as commitments to equity, inclusion, and social justice that are central to WGQS as a field of scholarly and activist inquiry, faculty governance in the WGQS Department is shared across instructional faculty who are constituted as the Women's, Gender & Queer Studies (WGQS) Teaching Faculty (TF).
  - b. Faculty members eligible for participation in the WGQS TF are as follows and will be determined no later than the beginning of each term:
    - i. Tenured and/or probationary faculty with partial or full tenure-line appointments in the WGQS Department.
    - ii. Tenured and/or probationary faculty with active/current MOU agreements with the WGQS Department.
    - iii. Tenured and/or probationary faculty with tenure-line appointments in other departments who teach WGQS prefix and/or WGQS cross-listed courses in a given academic year.
    - iv. Lecturers who are appointed by the WGQS Department and teach WGQS prefix and/or WGQS cross-listed courses in a given academic year.
    - v. In some cases, faculty members eligible to participate in the WGQS Teaching Faculty will also include tenured and/or probationary faculty and/or lecturers who have made substantial service contributions in the department without teaching responsibilities and/or a WGQS Department appointment in a given academic year.
      1. For those faculty members who may be eligible for participation in the WGQS Teaching Faculty via this fifth category, eligibility shall be reviewed and approved by those faculty members who are eligible for participation in the WGQS Teaching Faculty via the first through fourth categories indicated above (meaning Sections I.b.i.; I.b.ii.; I.b.iii; and I.b.iv), with eligibility in this category also determined at the beginning of each fall term.

2. Approval shall proceed by secret ballot overseen by another member of the WGQS Teaching Faculty or the WGQS Department Chair, with a majority number of votes in favor needed to confirm approval for participation.

## II. WGQS Chair Selection Policies

### a. Method of Appointment

- i. Department chairs are typically appointed to three-year, renewable terms.
- ii. Department chairs shall typically be selected from tenured and/or probationary faculty members who are active participants in the WGQS Teaching Faculty and are recommended to the Dean by the WGQS Teaching Faculty.
- iii. An open call for a volunteer to administer the chair selection process in the WGQS Department will be issued, typically in fall term of the selection year.
  1. It is strongly preferred that a tenure-line member of the WGQS Teaching Faculty administer the chair selection process. The volunteer will not be a candidate for the chair position.
- iv. An open call for nominations for WGQS Department Chair will be sent out by the faculty member administering the chair selection process, typically in fall term of the selection year.
- v. The faculty member administering the chair selection process will consult with any nominees to confirm their willingness to serve as WGQS Department Chair.
- vi. The faculty member administering the chair selection process will coordinate a candidate forum or similar opportunity for each confirmed candidate to address and interact with members of the WGQS Teaching Faculty about their candidacy.

### b. Voting Procedures and Eligibility

- i. Voting shall proceed by secret ballot overseen by the faculty member administering the chair selection process and/or by the WGQS Department ASC.
- ii. As defined in Section I.b above, all members of the WGQS Teaching Faculty are eligible to vote in a department chair selection process.

## III. WGQS Chair Evaluation Policies

- a. Per university policies, all department chairs are evaluated annually, typically in the spring term.
- b. Faculty eligible to evaluate the WGQS Department Chair include tenured and probationary faculty with full or partial appointments in the WGQS Department, tenured and probationary faculty members with an official MOU to teach in the WGQS Department, lecturer faculty who have taught in the WGQS Department for one year or more, and staff members in the department.
  - i. To determine a preliminary list of eligible faculty, Academic Personnel will consult with the WGQS Department Chair prior to the start of the evaluation period (again, typically in the spring term).

- ii. In addition, Academic Personnel will review the preliminary list of eligible faculty with the CLA Dean (or designate) to confirm approval.
- IV. WGQS Considerations and Criteria for Faculty Performance Evaluations
- a. Introduction
    - i. Given the cross- and interdisciplinary histories and formation of WGQS, as well as its commitments to civic engagement, diversity, equity, and social justice, the WGQS Department at Cal Poly recognizes the need to articulate the variability of valid and meaningful approaches to teaching and research/scholarship/creative activity, as well as the many forms of service, that are all accepted as, and are central to, WGQS academic and professional work.
      - 1. Sources for content in Section IV include the following:
        - a. NWSA, *Women’s Studies Scholarship: A Statement by the National Women’s Studies Association Field Leadership Working Group* (2013) (note: this document is available as a pdf document download from the [NWSA Resources page](#); scroll down to the Statement on Tenure section).
        - b. John Curtis, “Persistent Inequity: Gender and Academic Employment.” Prepared for “New Voices for Pay Equity” on behalf of the American Association of University Professors (2011) (also cited in the NWSA source noted above).
        - c. Cal Poly University Personnel Policies (AY 2022-23)
        - d. College of Liberal Arts Policies and Procedures (2022)
        - e. ISLA Department Policies and Procedures (June 15, 2020)
  - b. Teaching
    - i. Given the primary importance placed on teaching in university and college guidelines for recommendations and decisions about retention, promotion, and/or tenure (e.g., Cal Poly University Personnel Policies [AY 2022-23], Section 7.2.5.1; College of Liberal Arts Policies and Procedures [2022], Section 7.1.4.1), it is imperative that WGQS faculty are recognized for the breadth and depth of their teaching and are not penalized for some of the field-specific challenges often encountered in WGQS teaching, including but not limited to the following areas of consideration:
      - 1. Because of its cross- and interdisciplinary engagements, WGQS teaching often necessarily incorporates a wide range of course materials and assessment methods.
      - 2. Because WGQS frequently challenges various forms of knowledge production, as well as the formation, reproduction, and impacts of interlocking structural inequities, WGQS faculty often experience resistance (to their pedagogical approaches, course materials, and/or assessment methods) in their classrooms and/or in student evaluations.
      - 3. Because WGQS regularly addresses the formation, reproduction, and impacts of interlocking structural inequities and related matters,

WGQS faculty are also often tasked with providing high levels of care labor and emotional and institutional support to students via their teaching (e.g., students enrolled in WGQS classes who report experiences of gender-based and sexual violence that require both individualized, student-specific responses and institutional reporting via Civil Rights & Compliance (CRCO)/Title IX; students in WGQS classes who report other, related forms of oppression that may not have the same reporting requirements but that still involve important, and at times extensive, care labor and emotional and/or institutional support).

4. Because WGQS is also committed to various forms of civic engagement, WGQS teaching may involve collaborations with additional campus units (e.g., Safer; Gender Equity Center; Pride Center) as well as partnerships with additional institutions and/or community organizations. In particular, the WGQS Department recognizes that such collaborations and partnerships often involve additional work on the part of faculty members who pursue them, and thus such collaborations and partnerships typically should not be considered to reduce, and in some cases actually increase, a faculty member's instructional workload.
  - ii. Given these and related areas of consideration, WGQS-specific criteria for achievements in teaching mean that, in WGQS, superior teaching may include substantive engagements and/or experiments with feminist, queer, and/or trans\* and intersectional approaches to pedagogy, even if such engagements and/or experiments do not always have their predicted outcomes.
  - iii. Relatedly, given these and related areas of consideration, faculty undergoing evaluations in WGQS are strongly encouraged to address and, as possible, document such matters in their WPAF materials focused on teaching. In particular, it is incumbent upon faculty to explain the nature, scope, and/or complexity of; articulate any unexpected outcomes that result from; and/or detail the significance and/or impacts of any engagements and/or experiments with feminist, queer, and/or trans\* and intersectional approaches to pedagogy (as noted in Section IV.b.ii. above) in their WPAF materials.
  - iv. Similarly, evaluators should be mindful of these matters with regard to WGQS teaching achievements and performance when participating in WGQS faculty performance evaluations.
- c. Professional Achievement
  - i. Consistent with policy in the College of Liberal Arts, professional achievement counted towards promotion and/or tenure in WGQS must include "scholarship equivalent to at least two articles published in well-respected and rigorously peer-reviewed scholarly journals in the relevant area" (College of Liberal Arts Policies and Procedures [2022], Section 7.1.5.5;

consult also Section 7.1.5.3 for an overview of common features of what constitutes scholarship). Scholarship prior to employment at Cal Poly should be included on faculty CV, but active involvement in professional achievements and publications completed during appointment at Cal Poly are expected. In at least one of the minimum two required professional achievements in scholarship, the candidate must be first author or lead creator/contributor. These required professional achievements in scholarship may include (but are not limited to):

1. Sole author of a peer-reviewed book or textbook (in most cases, a book of this type satisfies the CLA minimum requirements for scholarship)
  2. Co-authored, peer-reviewed book or textbook
  3. Editor or co-editor of a peer-reviewed book or textbook
  4. Editor or co-editor of a single and/or special issue of a peer-reviewed journal
  5. Essay contributions as sole author or co-author to a peer-reviewed edited volume
  6. Sole authored or co-authored articles in peer-reviewed journals or peer-reviewed scholarly websites
  7. Entries in a peer-reviewed scholarly encyclopedia
  8. Book reviews in peer-reviewed journals
- ii. Given the cross- and interdisciplinary and intersectional nature of WGQS, the WGQS Department at Cal Poly also recognizes many additional forms of scholarship as valid and meaningful modes of WGQS professional activity and achievement, such as (but not limited to) creative writing and practice; public/civic engagement and/or scholarship; film and video production; organizing and/or curating major exhibitions, performances, festivals and/or related events; the production and dissemination of nationally recognized teaching resources; and/or funded grant proposals sponsored by statewide, national, and/or international organizations/agencies.
1. However, these and related forms of professional engagement will only be counted toward professional achievement requirements for retention, promotion, and/or tenure if they can be demonstrated to have undergone some form of rigorous peer review. The duty to establish the equivalency of peer-review in professional activities counted as scholarship/professional achievement rests with the candidate and must meet college and university requirements of peer review or external validation of the work. Equivalency “should be well established in the professional development plan [and] through prior reviews and feedback from the DPRC, department chair, and dean” (College of Liberal Arts Policies and Procedures [2022], Section 7.1.5.8; see also Sections 7.1.5.3; 7.1.5.5-7; 7.1.5.9-13).

- iii. In addition, given the importance of cross- and interdisciplinary partnership and collaboration in WGQS, the WGQS Department recognizes that many faculty pursue professional activity and achievement that is co-created with partners from various professional arenas (e.g., additional academic departments, disciplines, and/or institutions; public/government agencies; non-profit organizations; civic engagement and activism).
    - 1. However, for partnerships and collaborations to be counted toward professional achievement requirements for retention, promotion, and/or tenure, it is incumbent upon faculty to explain the nature, scope, and/or complexity of; specify their particular contributions to; and detail the significance and/or impacts of any such collaborations in professional activity and achievement in WPAF materials.
  - iv. Given these and related areas of consideration, WGQS-specific criteria for professional achievement mean that, in WGQS, superior scholarship and professional achievement can include substantive experimental and/or collaborative approaches to scholarship, including work that draws upon multiple and/or disparate methodologies, and/or is created and/or disseminated via multi-modal means/venues/genres/platforms/languages.
  - v. Relatedly, given these and related areas of consideration, faculty undergoing evaluations in WGQS are strongly encouraged to address and document such matters in their WPAF materials focused on professional achievement, with particular attention to documentation expectations and requirements outlined in Sections IV.c.ii.1 and IV.c.iii.1 above.
  - vi. Similarly, evaluators should be mindful of these matters with regard to WGQS professional activity and achievement when participating in WGQS faculty performance evaluations.
- d. Service
- i. Service is expected of all tenure-line faculty members appointed in the WGQS Department. Furthermore, as faculty rise in rank, so do expectations for service. Tenure-line faculty are expected to serve on WGQS Department committees and regularly attend WGQS Department Teaching Faculty meetings; this is the work of all tenure-line faculty members.
  - ii. WGQS faculty may provide service to the college and/or university in many ways, including (but not limited to) serving on college or university committees; participating in college- or university-sponsored events; serving on committees with college- or university-wide representation; serving on the Academic Senate; taking on a leadership role in the faculty union; participating in college- or university-level assessment and review functions; participating in University programs and task forces; and advising student clubs.
  - iii. However, given the commitments of WGQS as a field of academic and civic engagement, WGQS faculty may have service engagements and profiles very different from those of their campus peers. Similar to Section IV.b.1 above, it is imperative that WGQS faculty are recognized for the scope and impacts of

their service and are not penalized for WGQS-specific demands and/or challenges often involved in service, including but not limited to the following areas of consideration:

1. Given WGQS commitments to civic engagement, diversity, equity, and social justice, WGQS faculty are often solicited for service contributions on diversity, equity, and inclusion committees and projects across campus, which frequently means that WGQS faculty receive a higher-than-average quantity of service requests compared to colleagues in many other departments and programs, with such requests often coming from high-stakes campus units and/or constituencies.
  - a. In WGQS, this solicitation for service engagement from tenure-line faculty often starts during the probationary period, sometimes as early as a faculty member's first year.
  - b. In addition, lecturer faculty in WGQS are sometimes solicited for service contributions on committees and projects across campus. Although such work is not required of lecturer faculty, if they do elect to perform such service, they are encouraged to explain how it relates to their primary assignment, and reviewers should consider their contributions accordingly.
2. WGQS faculty are often tasked with higher-than-average amounts and types of "informal" service that can be difficult to quantify and document (e.g., providing support to staff and/or faculty who have experienced discrimination, harassment, and/or retaliation; providing support to students not enrolled in WGQS classes but who report experiences of various forms of oppression to WGQS faculty).
3. The WGQS Department recognizes that some tenure-line faculty have service commitments across multiple departments (e.g., via official joint appointment or MOU) that need to be accounted for in determining quantity and scope of their service contributions.
  - a. In some of these cases (e.g., faculty with official MOU for teaching and/or service in WGQS), service to the WGQS Department may count as college-level service. In such cases, as relevant or necessary, MOU and/or other documents should be referenced by faculty undergoing evaluation and should be consulted by evaluators.
4. As is often the case in WGQS programs, many of the WGQS Department's service needs may be in the area of program development and institution building. Given the very small size of the department overall, with the small number of tenure-line faculty (including jointly appointed and/or MOU faculty) in the department, WGQS-appointed and active affiliated faculty members may experience higher-than-average service demands.

- iv. Given these and related areas of consideration, WGQS-specific criteria for achievements in service mean that, in WGQS, good, very good, and superior performance in service may include many different types and levels of service, including (but not limited to) “informal” service commitments as noted in Section IV.d.iii.2 above.
  - v. Relatedly, given these and related areas of consideration, faculty undergoing evaluations in WGQS are strongly encouraged to carefully address and, as possible, document their service in their WPAF materials focused on service.
  - vi. Similarly, evaluators should be mindful of these matters with regard to WGQS service achievements and performance when participating in WGQS faculty performance evaluations.
- e. Early Promotion
- i. Consistent with CLA and university policy, early promotion will be considered only in exceptional circumstances. A candidate for early promotion must provide evidence of superior performance in teaching and scholarship, and the candidate should demonstrate at least good to very good service to the department, college, and/or university. “Superior” should be understood to mean a quantity (in scholarship) and quality (in scholarship and teaching) of work that substantially surpasses expectations for promotion on the standard timeline (per College of Liberal Arts Policies and Procedures [2022], Section 7.3.6).
  - ii. In addition, WGQS-specific considerations and criteria for faculty performance evaluations, as enumerated in Sections IV.a through IV.d above, should shape documentation of eligibility for early promotion by candidates in WGQS as well as assessment of early promotion candidacy in WGQS by evaluators.



## MEMORANDUM

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DATE: Tuesday, May 16, 2023

TO: Cynthia Jackson-Elmoore, Provost  
Academic Affairs

FROM: Elizabeth Adan, Chair  
Women's, Gender & Queer Studies Department

SUBJECT: Updates to the Women's, Gender & Queer Studies Department Policies Document

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The Women's, Gender & Queer Studies Department has made updates to our department-specific policy document, as follows:

- Updates to eligibility for participation in WGQS Department shared governance, in Section I.
- Addition of a new Section IV on WGQS Considerations and Criteria for Faculty Performance Evaluations.

Department Faculty Date approved: Monday, May 15, 2023.

Department Chair Approval

[Elizabeth Adan \(May 16, 2023 16:49 PDT\)](#)

Elizabeth Adan, Ph.D., Chair,  
Women's, Gender & Queer Studies Department

05/16/2023

Date

The subject document, approved by the Women's, Gender & Queer Studies department faculty in May 2023, is approved for immediate implementation. Please provide the Select department Department faculty access to the document as soon as possible.

Philip Williams, Dean,  
College of Liberal Arts

05/17/2023

Date



OFFICE OF THE PROVOST AND  
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

## MEMORANDUM

**To:** Philip Williams, Dean  
College of Liberal Arts

**Date:** September 13, 2023

**From:** Cynthia Jackson-Elmoore, Ph.D. *CJE*  
Provost and Executive Vice President for Academic Affairs

**Copies:** Elizabeth Adan  
Kathryn Rummell

**Subject:** Revised WGQS Department Policies Document

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The subject document, approved by the Women's, Gender and Queer Studies Department faculty in Spring 2023, is approved for immediate implementation. Please provide the Women's, Gender and Queer Studies Department faculty access to the document as soon as possible.