

Criteria for Promotion to Associate Professor with Tenure  
Department of Gender, Women's and Sexuality Studies  
APPROVED: April 1, 2013

Our ambition for faculty members in GWSS is that throughout their careers, they will be inspired to use their talents and training to have a genuine impact—on students, on their research areas, on the intellectual community of the University, and on the communities of which they are a part—locally, nationally, and internationally. To achieve these goals, faculty teach, advise, and mentor students at the undergraduate and graduate levels; produce and widely circulate scholarly and/or creative work; and contribute service to the Department, the College, the University, and the profession. The Department encourages faculty members to be innovative and risk-taking, and we recognize the unique challenges a faculty member confronts in a field that values teaching difficult subjects, such as gender and sexual difference and social justice issues; conducting interdisciplinary and/or collaborative work; pursuing publicly engaged scholarship and teaching; and experimenting with new forms such as digital scholarship.

This document outlines departmental standards and expectations in these areas, as these are applied during the tenure and promotion process from Assistant Professor to Associate Professor. For candidates with appointments split between GWSS and another department, these tenure expectations should be discussed at the point of hiring and reflected in a memorandum of understanding (MOU) negotiated among the departments, the College, and the faculty member.

- I. **Teaching.** The departmental expectations in this area for Assistant Professors seeking promotion to the Associate level include the following:
  - a) Faculty members are expected to regularly update existing courses and/or develop new courses by maintaining active familiarity with current scholarship and methodologies in their fields.
  - b) Faculty members are expected to teach core courses or distribution requirements as needed.
  - c) Faculty members are expected to teach classes that are appropriately sized, consistent with the nature and level of difficulty of the subjects offered and the available classroom and teaching facilities.
  - d) Faculty members must conduct course evaluations in all organized courses in accordance with current departmental and College policy and must keep them on file as evidence of teaching effectiveness in all faculty reviews. On average, student evaluations should reflect a positive assessment of the instructors' communication and organizational skills and of their effective delivery of course content. Recognizing that high standards or challenging

subject matter may affect student evaluations, we balance student responses with comments written by faculty colleagues who have observed a faculty member's class.

- e) Faculty members are expected to mentor and/or advise undergraduates when asked to do so by the students themselves, by the Director of Undergraduate Studies, or by the DEO. Faculty members are also expected to mentor graduate students working in their areas of scholarly emphasis.
- II. **Scholarship.** The Departmental expectations in this area for Assistant Professors seeking promotion to the Associate level include the following:
- a) Faculty members are expected to produce a sustained record of research or creative work related to their specializations and to begin establishing a national scholarly reputation. In the interdisciplinary field of Gender, Women's, and Sexuality Studies, a sustained record of productivity may take diverse scholarly or creative forms that are peer-reviewed or juried in highly select venues.
  - b) Faculty members must demonstrate a sustained effort to circulate their scholarship in their professional communities and/or through public engagement.
    - 1) Professional commitment may be demonstrated by editing journals and book series, participating in peer-reviewed conferences, or organizing panels, conferences, and workshops. Evidence that a faculty member's scholarship or creative work has impact could include invited lectures, participation in conferences and workshops, and invitations to share expertise or join collaborations with academic or community partners.
    - 2) Faculty members may also be recognized for public engagement that encompasses innovative forms of making knowledge "about, for, and with" diverse publics and communities. Publicly engaged creative scholarship often involves complex projects carried out by teams of experts from both the campus and the community. Such projects may result in peer-reviewed articles in scholarly journals, public performances, exhibitions, screenings, readings, community based public dialogs, and new or revitalized teaching approaches, but may also yield outcomes as varied as policy recommendations for local governments.
      - a. Faculty are encouraged to use the model of scholarly portfolios to document public academic engagement. Portfolios include "a framing statement that narrates the arc of the work, locates it relative to one or more disciplines or

fields, explains its contributions to the public good, establishes its originality, and points to future directions.” It also “documents projects through a variety of relevant materials, e.g., public and scholarly presentations, multi-media and curricular materials, individual and co-authored publications, site plans, policy reports, participant interviews, workshops, and planning and assessment tools.” The faculty member solicits letters from community partners “inviting them to assess: significance of the project; contributions to theory and professional practice; nature and quality of the relationship; and impact.” The portfolio is included in materials provided to external reviewers. (Imagining America, *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University* [2008], p. 2).

b. The criteria by which publicly engaged scholarship portfolios will be evaluated include “clear goals; adequate preparation; associate methods; significant results; effective presentation; and reflective critique” (*Scholarship in Public*, p. 9).

c) The faculty member’s performance pattern should clearly indicate a commitment to scholarship (as outlined above) sufficient to sustain productivity into the distant future.

III. **Service.** The Department expectations for Assistant Professors seeking promotion to the Associate level include:

a) Participation in the departmental governance of Gender, Women’s and Sexuality Studies and contributions to the development and maintenance of academic programs in the Department of Gender, Women’s and Sexuality Studies.

b) Service on departmental committees and/or assisting the administration with various functions and tasks. The Department expects faculty members to accept responsibility, deal constructively with issues at hand, and work effectively with others.

c) Memberships in professional organizations and to participate in conferences, as described in II B above.

Guiding principles: We recognize that one of the great strengths of Gender, Women’s and Sexuality Studies is the intellectual, methodological, and creative diversity of faculty, whether they be humanistic or social scientific scholars, publically-engaged

scholars, creative artists, or some combination of the three. Nevertheless, based on our experience and knowledge, there are standards of excellence and accomplishment for the review and evaluation of each member of the faculty.