

**College of Arts and Sciences
Women's and Gender Studies Program**

Rank and Tenure and Review Procedures and Criteria

I. PROCEDURE

A. Promotion and Tenure

Evaluation of Application for Promotion and Tenure

Faculty in the Program of Women's and Gender Studies are evaluated for promotion and tenure using the procedures described in *The Faculty Manual of Saint Louis University* and the College of Arts and Sciences Rank and Tenure Procedures in section II.A.6 of the *College Policy Binder*. The procedures stated below apply to faculty with either a full-time appointment in the Program or a joint appointment in which the Program is the tenure home. They address pertinent matters not covered or fully specified in these university and college documents; these have precedence over Program procedures in case of conflict.

Addition to Candidate Dossier

Tenure and promotion candidates will prepare a "candidate statement" as the first substantive part of their dossier. The candidate may characterize her or his general approach to various elements of the dossier: teaching, advising, research, service and collegiality, and explain, for example, a period of research leave or relevant work done prior to Saint Louis University.

Time Guidelines

December 1: Candidates will indicate to the Director their intention to apply for tenure and promotion the following fall. A written statement of intent must be received by April 1.

January 15: Candidates will present to the Director a list of up to ten names of prospective evaluators. The candidate will receive from the Director a comparable list of possible reviewers (with suggestions solicited from colleagues) by January 30. The candidate will explain any known possible conflicts of interest. Both the candidate and the Director can veto individuals on the respective lists. The resulting lists should have at least seven names. By February 15, the Director will merge the two lists, selecting at least two from the list compiled by the candidate. There should be at least three letters from outside evaluators. The candidate will not know who is selected, as the reviews are conducted with confidentiality.

May 15: The candidate will provide the Director with a curriculum vita, a draft of their candidate statement, copies of all published materials and all material with a scheduled publication date.

September 1: The candidate will submit the dossier, containing material and adhering to the outline specified in the *College Policy Binder*. The Director will solicit letters from two undergraduate students, two graduate students, and two colleagues associated with the Program. The candidate may suggest the names of students and colleagues from whom to request letters.

Program Rank and Tenure Evaluation Committees

The Program Rank and Tenure Committee will include all program faculty with the rank of professor (in the case of a candidate for promotion to professor), or all tenured professors and associate professors (in the case of a candidate for promotion to associate professor with tenure) with primary or joint appointment in Women's and Gender Studies. To provide a committee of seven members, additional faculty with secondary appointments will be selected by the Director, with the approval of the Dean. In the case of joint appointments, at least one member of the committee should be from the candidate's second appointment, if possible. The Program Director is to preside over Committee meetings, but is not a member and will not have vote.

Rank and Tenure Committee Process

Participation in tenure and promotion discussion and voting is a serious obligation from which a faculty member is not lightly excused. All members of the committee will be invited to state their views individually on the applicant's candidacy. Sufficient time will then be allotted for general discussion. Following these statements and discussion, the Director will state her or his own views on the applicant's candidacy.

A vote will be taken by secret ballot. The Director will count the ballots, assisted by two colleagues, and declare the results.

Following this meeting a senior member of the committee in the majority will summarize in writing the nature of the discussion at the meeting, including any serious reservations expressed about the candidate. This will be circulated among the meeting participants to ensure the accuracy of the summary. Final responsibility for this summary, however, rests with this senior member.

Director Responsibilities:

- The Director will inform the candidate of the result in general terms. S/he will not communicate to the candidate the actual count of the vote. In cases of a negative vote, the candidate may choose to withdraw or to have the dossier go forward.
- The Director will write a separate confidential recommendation on the applicant's candidacy to the Dean of the College of Arts and Sciences.
- The Director will forward the candidate's dossier, replete with all letters, the vote, and summary of the committee meeting, to the Dean of the College of Arts and Sciences.

B. Review of Progress of Untenured Faculty:

In their third year in the Program untenured faculty members will be formally evaluated by a review of progress committee. The three members of this committee will be selected by the Director from those eligible to serve on a rank and tenure committee, as specified above, with teaching and research interests close to those of the candidate. The committee chooses its chair. By the end of the first semester of that year, non-tenured faculty will present to the Director:

- A curriculum vita;
- Copies of publications and other scholarly materials;
- A list of fellowships and awards;
- Evidence of teaching effectiveness (syllabi, representative student evaluations, and written assessments of classroom visits by peers and senior faculty members); and
- A professional statement detailing progress in all areas of evaluation for tenure as well as future plans.

The committee will be given time to read and evaluate this dossier, and then meet to prepare their report for the Director, offering both a general overall evaluation and specific suggestions for the candidate's subsequent formal tenure review. This is due by January 20.

After consultation with the committee members, the Director will send the report to the candidate. The Director will meet with the candidate to discuss the report, and together they will develop plans for the following semesters in the areas of teaching, research, service and collegiality. If the candidate has a joint appointment, the Director will consult with the other unit, and ensure that the candidate is acquainted with any relevant memorandum of understanding. The Director will submit an evaluative summary of the candidate's progress to the Dean and the candidate. The Director will also submit the final report of the candidate's progress to the Dean and the candidate.

II. CRITERIA

A. For Promotion to Associate Professor with Tenure

Candidates for tenure and promotion must provide evidence of consistent competence in teaching and mentoring, sustained and substantial research productivity, collegial relationships, and significant contribution in the area of service.

Teaching: The Women's and Gender Studies Program views the education of its students as its principal mission. Faculty teaching responsibilities range from arousing curiosity in beginners to aiding advanced students in producing original work. Good teaching requires establishment of an environment where students with different backgrounds, strengths, identities, and viewpoints are respected and able to learn. It extends beyond the classroom, to encompass mentoring, guidance for student interns, and participation on students' examination, thesis, and dissertation committees. Successful

faculty members will keep abreast of pedagogical and other scholarly advances in Women's and Gender Studies and related fields and will integrate these into their classrooms. Frequent updating or modification of courses and course materials, along with the development of new, relevant, and interesting courses that enhance and expand the Program's curricular offerings, are important teaching endeavors that the Program encourages. Faculty should be available to students, and provide them with multiple ways of learning and of demonstrating learning. Encouraging interdisciplinary connections, intersectional analysis, and conversation between theory and practice, is especially important in the discipline of Women's and Gender Studies.

Faculty members are expected to develop and submit for review a teaching portfolio along with supporting documentation that includes, in no particular order:

- A narrative providing their teaching philosophy, approach, and expectations;
- Student course evaluations;
- Descriptions of innovative and effective teaching methods;
- Course syllabi, assignments, projects, papers, and examinations;
- Any substantial continuing education pertaining to teaching;
- Any publications primarily on pedagogy; and
- Written assessments of classroom visits by peers, senior faculty members or Reinert Center for Transformative Teaching and Learning professionals.

Women's and Gender Studies candidates for tenure and promotion must provide high-quality mentoring to their students. They must demonstrate a reasonable knowledge of the policies and procedures of the Program that apply to mentoring of both undergraduate and graduate students. In no particular order, mentoring effectiveness will be evaluated by a number of factors, including:

- The number of students mentored;
- Mentoring efforts for students from traditionally underrepresented groups;
- Quality of student portfolios (in the case of majors);
- Support for students applying for internships, jobs, graduate school admission or scholarships;
- Encouragement and assistance for students presenting work at conferences;
- Letters from previous students;
- Involvement with campus organizations;
- Presence on student committees; and
- Other assistance to students in obtaining opportunities for academic or professional growth and success.

Scholarship: Criteria for excellent scholarly achievement in the field of Women's and Gender Studies include substantial accomplishment and a strong ongoing research program. Due to the interdisciplinary nature of Women's and Gender Studies, journals and other venues in Women's and Gender Studies, in closely related fields, and with another interdisciplinary focus, are treated equally. While the following list offers

guidelines in rough order of recognition of achievement, it may require adjustment to do justice to a candidate's area of expertise:

- Authorship of a peer-reviewed book by an academic or reputable commercial press;
- Co-authorship of same, which may count differently depending upon documented degree of participation;
- Authorship of a peer-reviewed article;
- Co-authorship of same, which may count differently depending upon documented degree of participation;
- Editorship or co-editorship of a scholarly book or journal, which may count differently dependent upon breadth, complexity, originality, inclusion of the editor's own original work or a substantial introduction, and, where co-edited, documented degree of participation;
- Authorship or co-authorship of a chapter in an edited volume; and
- Authorship of non-peer reviewed work, including book reviews, encyclopedia articles, and unpublished papers presented at conferences.

The above listing is delineated according to traditional print categories. Electronic and digital publications are equally acceptable, as long as they meet appropriate scholarly standards such as peer review and archiving. In cases of co-authorship the candidate will provide documentation of degree of participation; these may count differently depending on degree of contribution.

As a general guideline, tenure requires the publication of four to six refereed articles, or a book and one or two refereed articles not incorporated in the book. Work will ultimately be evaluated on the quality of scholarship and/or creative endeavor. To be considered a published work the item should have at least a scheduled publication date.

In addition to publications, evidence of an ongoing research program and of establishment in the profession may include:

- Presentations at professional meetings;
- Recognition by professional colleagues, such as awards and invitations to speak or collaborate;
- Reviews of one's work;
- Referee work for granting agencies, presses, or journals;
- Grant applications, and success in obtaining grants and fellowships; and
- On-going empirical work.

Beyond individual publications, the Program expects to see evidence of a degree of intellectual coherence to the candidate's work—a core of interests and expertise likely to lead to continued development and growing accomplishment.

Service: In any academic unit, but especially in a small academic unit, service is essential to the carrying out of the Program's mission. Candidates must show evidence of

responsible and constructive service on Program and college committees and projects, and may also present evidence of service to the university, student groups, the local community, and the profession. All Women's and Gender Studies faculty serve on the Advisory Board and are expected to chair one committee. Service that strengthens our relationship with other academic units is essential to our survival as an interdisciplinary program. Evidence of impact of service is needed where available.

Collegiality: Constructive, civil, and trustworthy relations with faculty, students, and administrators are critical to effective advancement toward the collective goals of the Program. Letters from colleagues and other indications of collegial actions (such as assisting in the research, teaching, and service projects of other faculty and students) will be given due weight by the Director and by the Program Rank and Tenure Committee.

B. For Promotion to Professor:

For promotion to Full Professor a faculty member must show evidence of continued and expanded progress and development in all of the above areas: teaching, research, service, and collegiality. These accomplishments must be significantly beyond those expected for promotion to Associate Professor.

Additional scholarly or professional articles and books, an influential body of research, a high level of professional leadership, and a national or international reputation in one's research areas or specialties can all be considered as evidence of research excellence. Teaching will continue to be evaluated according to the criteria listed above for promotion to Associate Professor. In service, more responsible roles are encouraged for more senior faculty members. In addition to these accomplishments, the Program expects evidence of an ability and willingness to mentor junior faculty effectively.

C. For Granting of Emeritus/a Status:

Faculty with the rank of Full Professor and Associate Professor may request the status of emeritus/a prior to their retirement based on significant contributions to the program during their service at Saint Louis University and plans to remain professionally active following retirement. The service period may include periods while holding joint and secondary appointments. The Program, by vote of the Women's and Gender Studies Advisory Board, may recommend to the Dean that this be granted.

Sent by WGST Governance Committee to University R&T Oct 2014
Approved Fall 2014