

WOMEN'S STUDIES

College of Arts & Sciences

University of Colorado, Boulder

Approved by WMST Faculty on February 25, 2004

The Women's Studies Program explains by means of this policy statement the procedures and standards that it will use in evaluating tenure-track personnel for reappointment, tenure and promotion. This statement complies with policies of the Board of Regents as described in its Standards, Processes, and Procedures (SPP) document, and is consistent with the University of Colorado Administrative Policy Statement entitled, "Procedures for Written Standards and Criteria for Pre-Tenure Faculty."

1. Rules of the Regents. Rules of the Regents, as given in the University of Colorado electronic *FACULTY HANDBOOK*, define the basic requirements for reappointment, tenure, and promotion. These basic requirements cannot be overridden or superseded by programmatic rules or interpretations.

The University requires comprehensive review at the end of the last appointment prior to a mandatory tenure decision. According to the Rules of the Regents, the comprehensive review involves full consideration of all credentials (see the on-line version of the *FACULTY HANDBOOK* at (<http://www.cu.edu/faculty/fac/handbook/>) and can, if negative, result in the rejection of a faculty member for renewal of appointment. The question to be considered by the Program and by administrative review committees for the comprehensive review is whether or not the candidate is making satisfactory progress toward tenure.

According to the *FACULTY HANDBOOK*, the award of tenure, which is typically concurrent with promotion to associate professor, requires that a faculty member be able to demonstrate excellence" in either teaching or research and "meritorious" achievement in the other category. It is also expected that the candidate demonstrate meritorious service. Promotion to the rank of full professor requires that a candidate have (1) a record that, taken as a whole, is judged to be excellent; (2) a record of significant contribution to both graduate and undergraduate education, unless individual or programmatic circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other; and (3) a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, and service.

The purpose of the programmatic evaluation is to apply general standards of performance in teaching, research, and service to the discipline that is Women's Studies (see below).

2. Allocation of Effort. The standard allocation for the Program is 40% teaching, 40% research, and 20% service. This allocation is assumed to apply to each candidate unless specific, formal agreements are made to the contrary; any such agreements must be reported to the Dean and must be in accord with the Program's "differentiated Workload Policy Statement." The allocation of effort will be considered to apply as an average over the months of any given academic year. The Faculty Handbook urges assistant and associate professors considering differentiated workloads to be cognizant of the "potential negative impact that such a decision may have on future promotion decisions" (Laws of the Regents, Sec. 4 A.3).

3. Evaluation of Teaching. The question to be considered by the Program in its evaluation of teaching is as follows: Is the faculty member's demonstrated performance in teaching consistent with the general standard for reappointment, promotion, or tenure as described by the Rules of the Regents and by the October 2003 College of Arts and Sciences "Personnel Evaluations" memorandum.

The evaluation of teaching will be based on undergraduate, and where appropriate, graduate, instruction. Instruction includes both formal classroom instruction and teaching that takes place outside the classroom including advising, independent study or research projects, honors theses, or activities promoting faculty-student interaction. Graduate instruction includes classroom teaching, serving on student committees, writing and grading comprehensive exams in cognate disciplines.

For comprehensive review, the candidate should demonstrate that her or his courses are coherently organized, thoughtfully presented, and deal with significant issues in women's studies. Furthermore, the candidate will be expected to demonstrate a commitment to teaching, evidence of that will involve positive interaction with students inside and outside of the classroom, concern with curriculum, and ongoing efforts to improve course design and presentation.

For the awarding of tenure and promotion to associate professor, the candidate must be judged a meritorious teacher. The candidate must demonstrate competence as an undergraduate teacher in both lecture and seminar courses. The candidate may also demonstrate meritorious teaching in graduate education.

"Excellence" in teaching will presume a higher standard of performance and contribution in the following categories: skill in both lecture and seminar, significant contribution to the undergraduate and, as field appropriate, graduate training, and a positive impact on college or program curriculum. It may be measured by peer evaluation and attested to by awards, and/or by FCQs exceeding the program average.

To be judged eligible for promotion to full professor, peer review must indicate that the candidate has made a significant contribution to both graduate and undergraduate education, unless particular circumstances require a stronger emphasis on one or the other. It is expected that the candidate will demonstrate skill in both lecture and seminar teaching and that the candidate's maturity and stature as a scholar will be reflected in his or her classroom teaching.

The candidate must show continued updating, innovation and improvement of teaching since her or his previous review. Evidence of this should be demonstrated by most, if not all of the following: descriptions of the development or improvement of course work; peer assessment of syllabi, class performance, and class handouts with a view to evaluating improved oral and written communication and course organization; new course development; the candidate's meeting a higher standard in student teaching evaluations; success in competition for internal or external grants to support curriculum development or teaching innovation, and/or participation in various programs to improve teaching.

The following indicators will be used to evaluate teaching quality within the program: Faculty Course Questionnaires; peer evaluations (which can include but are not limited to classroom visits and assessment of course materials); student evaluations based on a systematic means (these can include but are not limited to focus groups, randomly selected student letters, or student questionnaires); and course materials. Other evaluation criteria include contributions to curriculum development; supervision of undergraduate research including honors theses; UROP

projects and independent studies; contributions to the graduate certificate program; committee and advisory work with graduate students in cognate disciplines; citations and awards for teaching excellence; teaching portfolios; and involvement in teaching programs such as the Faculty Teaching Excellence Program and the Presidential Teaching Scholars Consultation program. Normally, textbooks will be assessed as contributions to teaching.

4. Evaluation of Research. The question to be considered by the Program in its evaluation of research is as follows: Is the faculty member's performance in research consistent with the general standard for reappointment, promotion, or tenure as described by the Rules of the Regents and by the most recent College of Arts and Sciences "Personnel Evaluations" memorandum.

It is expected that all research contributes to a coherent scholarly corpus dealing with a question or set of questions deemed significant in the field or discipline. Books and articles are expected to make an original scholarly contribution to women's studies. Each should stand on its own and, cumulatively, make a significant contribution to the discipline by reinterpreting the subject or defining new areas of scholarly endeavor in women's studies.

At the time of comprehensive review, the candidate is expected to have made satisfactory progress toward meeting the publication standards required for tenure and promotion to associate professor. Normally this will mean that original scholarly work has been accepted for publication or published. Significant progress may also be demonstrated by positive external and internal peer review of a book manuscript in progress, or by receipt of grants and fellowships from recognized funding agencies.

The candidate for tenure and promotion to associate professor should, demonstrate a successful record of publication and a commitment to continued research which give promise of continued scholarly contribution. The published work should show substantial intellectual growth and development beyond the dissertation. The distinction between "excellent" and "meritorious" research will be rooted in the quality of the work as determined by internal peer review. and/or external evaluation by experts in the candidate's field.

The candidate for promotion to full professor must demonstrate evidence of growth as a scholar since promotion to associate professor as shown by publication based on substantially new research activity beyond that for which the candidate was previous promoted.

Achievement in research is an important component of the Program's evaluation of faculty members who are under review for reappointment, promotion, or tenure. Work that is peer reviewed will be generally weighted more highly than work that is not. Publication of a book or books by a press or presses with rigorous standards of pre-publication peer review or of articles in peer-reviewed journals will be considered especially significant. Other publications will be given less weight. These include edited books, book chapters, policy reports, substantial book reviews and encyclopedia articles. An additional measure of research achievement is fellowship and grant support. Women's Studies seeks to consider disciplinary/field-specific environments regarding publishing venues (e.g., where the best work in the field is being published).

As a means of facilitating the evaluation, faculty members should maintain a record of their research activity by creating a research portfolio. The research portfolio should include much, if not all, of the following data: (1) copies of all publications, both books and articles; (2) evidence of extramural support for research projects; (3) published book reviews of the candidate's work; (4) citations or prizes or awards for articles or books; (5) contracts for books, copy edited drafts of manuscripts, reader reports or publisher evaluation of manuscripts; (6) peer evaluations of

articles, chapters, or books or draft manuscripts of same; (7) evidence of a pattern of active, regular participation at scholarly conferences; (8) indicators of scholarly reputation such as citations of the candidate's work by other scholars, invitations to lecture at other institutions or to participate in conferences or colloquia, requests to evaluate faculty members at other institutions for promotion or tenure, etc. In addition to the foregoing, a candidate may submit other evidence of achievement in research that seems appropriate for promotion, reappointment, or tenure.

We base our qualitative evaluation of the candidate's research on the Carnegie Foundation's conceptual framework of the standards of scholarly work as guidelines for evaluating scholarship in Women's Studies. The guidelines offered by the foundation for evaluating scholarship are as follows:

1. Disciplinary goals
2. Scholarly engagement
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique (Glassick et al., 24-25).

In what follows we explain what these standards mean in the context of women's studies scholarship.

1. Disciplinary Goals

The goals of the research should further the understanding of women and girls and of gender, as this intersects with other categories of analysis such as race, ethnicity, class, sexuality, disability, age, religion, nationality and citizenship.

2. Scholarly Engagement

In evaluating the research, we look for evidence that the work engages with other scholarship in women's studies. Additionally, work may address the interface between the scholarship in women's studies and other fields.

3. Appropriate Methods

"Appropriate methods" means "procedures appropriate to the specific project" and, for women's studies scholarship, may include research methods from other disciplines. Appropriate methods have three dimensions. First, they are epistemologically appropriate to the goals of the project. Second, they should reflect awareness of the implications of the scholar's social location for the research project. Third, they should be not only epistemologically appropriate but also ethically responsible.

We recognize a diversity of research methods including approaches in the Arts, Humanities, Social Sciences, and Natural Sciences. Thus, we value quantitative methods, as well as qualitative methods. As an interdisciplinary program we recognize that some scholars may employ more than one of these methods. We recognize a diversity of research methods.

4. Significant Results

The research is expected to make an original scholarly contribution to the field of women's studies. It may also contribute to the scholarship in other fields. A significant contribution may include reinterpreting the understanding of a subject, defining new areas of scholarly endeavor, creating new links in interdisciplinary research, and contributing to the evaluation and development of policies affecting women.

5. Effective Presentation

The work should be clearly written and present complex ideas in a form that is accessible to other scholars.

6. Reflective Critique

"Reflective critique," the sixth criterion for assessing scholarship, "involves the scholar thinking about his or her own work, seeking the opinions of others, and learning from this process so that scholarship itself can be improved" (Glassick et al., 33). Examples of this can include responses to peer reviews of published and unpublished work, as well as conference and paper presentations.

5. Evaluation of Service

The question to be considered by the Program in its evaluation of service is as follows: Is the faculty member's performance in service consistent with the general standard for reappointment, promotion, or tenure as described by the Rules of the Regents?

Evidence related to service will consist of a description of the service and of its duration and significance. Candidates for promotion, reappointment, and tenure should compile this information on a continuous basis. At the time of evaluation, evidence of service may be obtained from the candidate, the Program, or from external sources. For promotion to full professor, the candidate's overall service performance must contribute to a record that, taken as a whole, is judged to be excellent.

A candidate's service expectation may be met through the following: participation in activities on behalf of professional organizations, publications, and societies; work on campus or university committees or projects; and professional activities which contribute to off-campus organizations and communities as well as to policy formation and change.

Service to professional organizations may include editorial work and refereeing done for professional journals or societies, lectures given at other institutions, evaluations done of other programs or of faculty members who are being considered for promotion and tenure at other institutions, membership on executive boards or other committees of regional, national or international professional organizations, holding office in a professional society, organizing a major conference.

Service to campus may include membership on or chairing of Women's Studies, campus or university-wide committees, writing a report or proposal for the Program or other campus units, assuming administrative duties (e.g., Honors, Graduate Certificate) within the Program,

organizing campus or university-wide programs, advising student groups, giving campus lectures or workshops.

Professional activities, which make off-campus contributions, may include participating in fora or committees, which make policy recommendations at the local, regional, national or international level, providing professional advice to community organizations, serving as a board member of organizations related to one's professional expertise or specialization.

BIBLIOGRAPHY

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