

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

**Rank and Tenure and Review Procedures and Criteria  
Approved by CAS Rank and Tenure Committee: 28 April 2020**

**I. PROCEDURE**

**A. Promotion and Tenure**

**Evaluation of Application for Promotion and Tenure**

Faculty in the Department 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. The procedures stated below apply to faculty with either a full-time appointment in the Department or a joint appointment in which the Department is the tenure home. They address pertinent matters not covered or fully specified in these university and college documents; these latter documents have precedence over Department procedures in case of conflict.

**Candidate Part of the Dossier**

Tenure and promotion candidates will prepare a "candidate statement" as the first substantive part of their dossier. The candidate may characterize their general approach to various elements of the dossier: teaching, advising, research, and service in the Department, to the College, to the University, and to the profession.

**Time Guidelines**

December 1: Candidates will indicate in writing to the Chair their intention to apply for tenure and promotion the following fall.

January 15: Candidates will present to the Chair a list of up to ten names of prospective evaluators. The candidate will also submit the names of any potential evaluators with whom the candidate has a possible conflict of interest and who therefore would not be appropriate evaluators.

January 30: The Chair will independently compile a list of up to ten potential evaluators, soliciting names from colleagues as needed.

February 15: The Chair will merge the two lists, selecting at least two names from the list compiled by the candidate, for a total of seven names. From this list, the Chair will successfully solicit agreement from at least three people to serve as outside evaluators. The candidate will not know who is selected, as the reviews are conducted with confidentiality.

May 15: The candidate will provide the Chair with a curriculum vita, their candidate statement, copies of all published materials allowed within the negotiations at the time of

hire, and all material with a scheduled publication date. The Chair will then send this compiled material, along with the Department's tenure and promotion guidelines, to the outside evaluators for review.

September 1: The candidate will submit the dossier, containing material and adhering to the outline specified by the CAS Rank and Tenure Procedures. Also by September 1, the Chair will have solicited and received letters from two undergraduate students (one from a list provided by the candidate and the second chosen by the Chair); two current or recently graduated graduate students (one from a list provided by the candidate and the second chosen by the Chair), if the candidate has worked with graduate students; and two colleagues associated with the Department (one selected by the candidate and the second chosen by the Chair).

### **Department Rank and Tenure Evaluation Committees**

The Department Rank and Tenure Committee will include all tenured primary and joint appointed faculty with the rank of professor (in the case of a candidate for promotion to professor), or all tenured primary and joint appointed associate and full professors (in the case of a candidate for promotion to associate professor with tenure). If necessary to provide a committee of five members, additional faculty with secondary appointments will be selected by the Chair in consultation with the CAS 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 Department Chair 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 Chair will state their own views on the applicant's candidacy.

A vote will be taken by secret ballot. The Chair 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. 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 who will also circulate the final version.

### **Chair Responsibilities:**

- The Chair will inform the candidate of the result in general terms. They 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 Chair will write a separate confidential recommendation on the applicant's candidacy to the Dean of the College of Arts and Sciences.
- The Chair 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 by October 1.

#### **B. Review of Progress of Untenured Faculty:**

An important duty of the Department Chair is to look after the best interests of the Department's untenured faculty. The Chair should make sure that the untenured faculty member is aware of what is expected of them as a member of the profession and as a faculty member at Saint Louis University in the three essential areas of teaching, scholarship, and service. The Chair should be sure that the untenured faculty member is familiar with the tenure requirements and process at Saint Louis University. The Chair should assist and encourage an untenured faculty member to overcome any deficiencies in their work. At the onset of the untenured faculty member's first semester, and with the agreement of the candidate, the Chair will select a more senior departmental colleague to mentor the untenured faculty member.

In their third year in the Department, untenured faculty members will be formally evaluated by a review of progress committee. The three members of this committee will be selected by the Chair 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, the non-tenured faculty will present to the Chair:

- 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 Chair, offering both a general overall evaluation and specific suggestions for the candidate's subsequent formal tenure review. This will be completed by the end of February.

After consultation with the committee members, the Chair will send the report to the candidate. The Chair 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, and service. If the candidate has a joint appointment, the Chair will consult with the other unit, and ensure that the candidate is acquainted with any relevant memorandum of understanding. The Chair will submit a final report of the candidate's progress to the Dean and the candidate and, in cases of joint appointment, the other unit.

## **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, and significant contribution in the area of service.

**Teaching:** The Women's and Gender Studies Department views the education of its students as essential to the mission of the department. 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 Department's curricular offerings, are important teaching endeavors that the Department 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;
- Samples of 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 Department 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;
- Sample 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.

Though there may be some variance based on such factors as the disciplinary background of the candidate, the length and significance of publications, etc., the usual expectation is for candidates to have five refereed articles, or a book and one refereed article not in the book. For faculty from disciplines for which these standards would be inappropriate, the standards shall be agreed upon at the time of hire and approved by the Provost. 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 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 Department 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 Department's mission. Candidates must show evidence of responsible and constructive service on department and college committees and projects, as well as evidence of service to the university and the profession. Service may also include student groups and the local community. 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 Department. Evidence of impact of service is needed where available.

### **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, and service. These accomplishments must be significantly beyond those expected for promotion to Associate Professor.

**Scholarship:** The usual expectation is for candidates to have five refereed articles beyond the materials submitted at the time of promotion to associate professor, or a book and one refereed article not in the book. It is also expected that the quality of the scholarship be significantly higher than what is expected for the level of associate

professor. 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:** Teaching will continue to be evaluated according to the criteria listed above for promotion to associate professor. A faculty member is expected to keep up with developments in their field. Normally, this is demonstrated in the documented efficacy of one's teaching. Activities should broaden over time, as manifested in a willingness to shape new courses and to assimilate new theoretical constructs which might be relevant to the faculty member's area of research.

**Service:** More responsible roles are encouraged for more senior faculty members. In addition to these accomplishments, the Department 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 based on ten years of service, significant contributions to the Department during their service at Saint Louis University, and plans to remain professionally active following resignation from employment at SLU. The service period may include periods while holding joint and secondary appointments. The Department, by majority vote of the faculty of the Women's and Gender Studies Advisory Board (an advisory body comprised primarily of invited affiliated faculty from various departments and including all WGS faculty), may recommend in a letter to the Dean that this be granted.