

# Gender Studies Criteria for Retention, Promotion and Tenure: Elaborations on the University Criteria

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Adopted Spring 2022

This document is to serve as a guide for retention, promotion and tenure review and evaluation of faculty with a tenure-line in Gender Studies.

The Gender Studies program is an interdisciplinary field that examines how ideologies regarding sex, gender, sexual orientation, gender identity and expression have influenced and been influenced by institutions, political and cultural practices, scientific and technological advancements, artistic expressions, belief systems, and work and social environments. As is noted in the University Mission Statement,

The faculty, staff, administrators, and students of California State University Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural and artistic enrichment of the region.

The gender studies faculty serve this mission through engaged pedagogies; a curriculum that serves disciplinary specialists and the liberal arts foundation of the University; personalized advising and mentoring; research, scholarship, and creative activities that enhance student learning, our discipline, and our communities; and service to campus and broader communities.

The criteria for review, after Extent and Appropriateness of Professional Development has been established, are Teaching Proficiency; Research, Scholarship and Creative Activities; and Participation in University Affairs. Each faculty member under review should be aware that the primary mission of California State University Stanislaus is *teaching* and the faculty member must regularly demonstrate proficiency throughout the probationary period and engage in professional development related to any areas of teaching where proficiency is not demonstrated. While candidates should substantiate their performance in all three areas, tenure and promotion is merited by evidence of (1) the quality of teaching and (2) a *significant impact* in either the area of RSCA or University Affairs/Service.

The categories below list a wide range of possible criteria for consideration. These lists are not exhaustive and no faculty member is expected to address every element in every area. Arrangements of the lists do not indicate an order of importance. Each faculty member should, in concert with the DRPTC and the program Director, chart his or her own career path and provide evidence of particular contributions to each area. Because teaching, RSCA, and service are interrelated activities, often activities cross categories, and the faculty member may cite achievements and contributions in more than one area.

The National Women's Studies Association (NWSA) serves as the pre-eminent US-based professional organization for scholars of Women's and Gender Studies. In 1999 the NWSA produced "Defining Women's Studies Scholarship," a report that provides guiding information regarding scholarship, teaching and service in women's (and to some extent gender) studies – helping to clarify discipline-specific expectations and standards that at times differ from those in other fields.<sup>1</sup> Building upon feminist theories and pedagogies, and the 1997 Carnegie report "Scholarship Reconsidered," the NWSA report serves as a grounding document for the development of the CSU Stanislaus Gender Studies elaborations.

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<sup>1</sup> Marjorie Pryse, Defining Women's Studies Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards. Accepted by the NWSA Governing Council, June 1999. [o82511c.membershipsoftware.org/files/DefiningWSScholarship.pdf](http://o82511c.membershipsoftware.org/files/DefiningWSScholarship.pdf)

It is important to note that the 1999 document was developed when the field was primarily identified as “Women’s Studies,” and that adjustments have to be made to more fully address the expansion of the field into “Gender Studies,” and to address changes in academia since 1999. Our elaborations are also in large part modeled after/copied directly from those developed by the CSU Stanislaus Department of English (approved 2010).

The Gender Studies program strongly encourages contributions to teaching, scholarship, and service that promote and interrogate issues of equity, diversity, inclusion, empowerment, and social justice. These contributions should be considered as an integral and valued part of the candidate’s professional activity and not an additional RPT criterion. Reviewers at all levels should take these contributions into account in their evaluations and comment on them in their recommendation letters. Additionally, the department recognizes that social identities can differentially impact faculty workload (e.g., mentorship of under-represented students) and evaluations (e.g., gender bias in student feedback). Candidates are encouraged (but not required) to offer evidence or narratives that provide insight into these issues, and all reviewers should be mindful of these differential impacts, while being careful to not infer or over-interpret issues that the candidate does not explicitly express<sup>2</sup>.

## **Area 1: Professional Preparation**

Key documents:

1. Professional Data Sheet
2. Evidence of licensure/continuing education if appropriate

In addition to demonstrating expertise in one or more subfields/disciplines of gender studies, a terminal degree is required to obtain tenure and promotion. If appropriate, faculty must maintain licensure or engage in continuing education as needed to remain current in one’s discipline or be certified to engage in professional/scholarly work.

## **Area 2: Teaching Proficiency**

Key documents:

1. Teaching narrative
2. Indicators of teaching proficiency
3. Sample syllabi and course-related documents
4. Other documentation of teaching and curriculum/program development activities

Each candidate’s Teaching Narrative will explain the faculty member’s teaching philosophy and the ways this informs pedagogical practices, provide an overview of his or her teaching activities, describe the faculty member’s contributions to the achievement of the gender studies mission and learning outcomes, and describe the ways in which his or her teaching and advising are influenced by feedback and professional development activities.

The NWSA (1999) identifies as “**Exemplary Teaching**” specific activities that “move beyond the regular assignment of teaching load” to address the specific vision and pedagogy of women’s and gender studies. These activities include:

- Coordinating or significantly participating in undergraduate teaching collective effort [i.e. assessment];
- Course designed or substantially revised, including cross-listed course;
- Directing the Gender Studies program
- Establishing and supervising student internship programs/experiences;
- Integrating various instructional technologies into the gender studies curriculum;
- Mentoring and advising of students;

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<sup>2</sup> The Gender Studies program adapted the language of this paragraph from the 2021 Elaborations developed by the Stan State Department of Biological Sciences.

- Ongoing and labor-intensive development of interdisciplinary coursework;
- Ongoing development of innovative approach(es) to pedagogy;
- Participating actively in a campus curriculum transformation project
- Particular mentoring effort for students from traditionally underrepresented or marginalized group; and/or
- Presentations to the campus community related to the teaching of gender studies and/or pedagogies/supports for students based on intersectional identities including sex, gender, sexual orientation and gender identity.
- Service on MA and/or PhD exam, thesis, and/or dissertation committee.

Faculty may demonstrate teaching effectiveness in a variety of ways, which may include (but is not limited to) some (not most/all) of the following:

- Analysis of course/program data in the Stan State Data Dashboard
- Assessment of student learning outcome summaries/examples
- Class or student performance observations by faculty inside or outside of the program (only at the instructor's request, this is not mandated by the program)
- Creation of print or other media (i.e. microlectures, infographics, podcasts) reflecting scholarly expertise in gender studies concepts that may be utilized in one's own or other courses and/or shared publicly
- Contractually-mandated student perceptions of teaching (mandatory)
- Examples of graded student work and/or student portfolios
- Faculty-designed student perceptions of teaching
- Faculty statements addressing teaching philosophy, methods, student learning, development activities, curricular innovations, etc.
- Feedback from alumni/alumnae and/or graduate programs attended by program alumni
- Feedback from Internship and/or Service Learning supervisors
- Feedback from students via interviews conducted by faculty, student representatives and/or the DRPTC upon the faculty member's request
- Formal or informal course reviews (i.e. QLT or Quality Matters)
- Performance of traditional classroom responsibilities and adherence to departmental and University-wide academic standards
- Presentations and/publications related to the Scholarship of Teaching and Learning (SoTL)
- Quality of syllabi and course preparation (suitability of readings, assignments, learning outcomes, currency, inclusivity, etc)
- Quality of support provided to those engaged in undergraduate or graduate research
- Reports/Responses generated from campus/curricular partners
- Teaching awards or grants
- Written student feedback outside of course evaluations (emails, cards, letters of support)
- Other means deemed appropriate by the candidate in consultation with the DRPTC

Each candidate's file must include the contractually-required student perceptions of teaching but may include more if the faculty member chooses to include them. The current SPOT survey asks students to assign a rating from 1 (Strongly Agree) to 5 (Strongly Disagree) to each of nine statements, and to offer narrative responses to four topics. In order to demonstrate minimum proficiency, the mean score on each of the ratings should be a 3 or lower. Means above a 3.0 should be accounted for in the candidate's teaching narrative. The teaching narrative should also address any themes emerging from the students' narrative comments. Should the response rate for SPOT evaluations fall below 50% of the enrolled students in a course, the survey results might not reliably reflect student experiences in the course and the candidate should provide supplemental evidence in the file to demonstrate the quality of course design and facilitation.

The department recognizes that identities such as race, ethnicity, sexuality, gender, and class can differentially impact faculty workload (e.g., mentorship of under-represented students) and evaluations (e.g., gender bias in student feedback). Additionally, critical conversations and pedagogy focused on social (in)justice issues, including racism and oppression, may challenge some students' lived experiences and

beliefs; this may result in lower ratings on student evaluations and feedback. Faculty are encouraged to contextualize and explain such student feedback within their narrative.

### **Standards for Tenure and Promotion to Associate Professor:**

The Candidate's file will demonstrate sincere and sustained engagement and proficiency in teaching throughout the review period. SPOT evaluation results must demonstrate reasonable student satisfaction with the quality of courses and quality of instruction. Because teaching is the primary means by which faculty are evaluated, probationary faculty are expected to engage in at least three of the "exemplary teaching" activities noted above at some point during the probationary period.

In order to be eligible for "early" promotion, faculty must at minimum demonstrate effectiveness in three or more of the "exemplary teaching activities" and meet or exceed minimum proficiency on the SPOT survey responses.

## **Area 3: Research, Scholarship and Creative Activities**

Key Documents:

1. Scholarship Narrative
2. Documentation of publications, creative works, presentations, etc.

Each candidate's Scholarship Narrative will present the overall research agenda, demonstrate engagement in scholarship throughout the review period, provide an overview of the scholarly activities, note any participation by students in the scholarship, and explain how the scholarship supports student learning and teaching. As an interdisciplinary field, the types of activities that faculty may engage in are varied, and thus it is important for candidates to provide information within the narrative that situates the RSCA within gender studies and any other relevant disciplines.

A candidate electing to demonstrate *significant impact* in Area 3 will provide a Scholarship narrative that additionally demonstrates sustained engagement in scholarship throughout the review period, and steady progress toward or achievement of "significant" scholarly work as defined by the NWSA (1999). The NWSA identified three categories of scholarly contributions: Significant Peer-Reviewed Contributions to Scholarship, Significant Scholarly Work, and Scholarly Work of Importance. Collaborative (co-authored/edited) texts and creative works are valued within gender studies, and shall count as Significant scholarly works if the faculty member is a major contributor. If the faculty member is a minor/sub-contributor in a co-authored/edited work, it will typically count as Important scholarship.

### **A. Significant Peer-Reviewed Contributions to Scholarship**

- Chapter in peer-reviewed anthology published by a scholarly or peer-reviewed press;
- Complex external publication or significant report concerning the development of women's/gender/queer/trans/masculinity studies, as reflected in a program administrator's work with a particular program;
- Coordinator/Co-Coordinator of a scholarly symposium and/or conference addressing topics tied to gender studies;
- Designer and director, community project involving multiple sites, requiring coordination across differences, taking place over at least a two-year period, and resulting in a substantial report;
- Designer and director, curriculum transformation project involving multiple disciplines, requiring coordination across differences, taking place over a two-year period, and resulting in a substantial written report;
- Editor/Co-Editor, academic press, monograph series, peer-reviewed journal and/or national newsletter, for a year or more;
- Editor/Co-Editor, collection of the syllabi of other women's/gender/queer/trans/masculinity studies teachers, with critical and framing structures;
- Editor/Co-Editor, collection of the work of other scholars or of literary and creative writers with explicit and extensive critical and framing structures;

- Editor/Co-Editor, encyclopedia;
- Editor/Co-Editor, special issue of a peer-reviewed journal;
- Exhibit, installation, film, and/or performance of feminist/queer/trans/masculinist creative arts;
- Invited speaker at a national or regional research or professional conference.
- Peer-reviewed journal article in women's/gender/queer/trans/masculinity studies, including articles about teaching;
- Peer-reviewed journal article utilizing feminist, queer, trans, and/or masculinity scholarship published in any disciplinary journal;
- Principal investigator, grant project with external funding;
- Scholarly, theoretical, or creative monograph published by a scholarly or peer-reviewed press;
- Significant work as a consultant or volunteer to non-governmental organization (NGO), to an agency of the United Nations, or to international women's, feminist, trans, queer, men's organizations, and/or
- Textbook in women's, gender, queer, trans, and/or masculinity studies.

## **B. Significant Scholarly Work**

- A review article for a peer-reviewed journal;
- Article in non-peer-reviewed journal in any discipline;
- Article in women's/gender/queer/trans/masculinity studies, including article about teaching, that appears in a non-peer-reviewed journal;
- Conducting research that includes student participation
- Designer and director, community project with a demonstrable impact on a community group
- Development of a course that promotes growth in women's/gender/queer/masculinity studies and/or fills a major gap in offerings (e.g. a course in global perspectives or an interdisciplinary methodology course);
- Discipline-related contributions to technology-based media
- On-going manuscript reviewer for an academic journal, academic press, or other publishers of scholarly works (i.e. popular press, online resources);
- Principal investigator, grant project with internal funding;
- Publication of a course syllabus or course activity/lesson in an edited collection (including peer-reviewed online sources);
- Report for NWSA or other professional organization that receives national distribution
- Scholarly paper/workshop/panel addressing a sex/gender/trans/sexuality-based topic or applying a pedagogical or sex/gender/trans/sexuality-based theory presented at an academic or activist conference;
- Service as a consultant to another women's/gender/queer studies program or department that results in ongoing contact and program development;
- Service as an expert witness/consultant to legal proceedings that address issues of scholarly expertise.

## **C. Scholarly Work of Importance**

- Article or column for non-specialists or popular media;
- Brief article and/or commentary for a publication that is not peer-reviewed;
- Encyclopedia entry, reference book entries, annotated bibliographies, or literary notes;
- Grant submitted on behalf of gender studies program or tied to individual research projects;
- Invited speaker at another institution or community group;
- Individual manuscript reviewer for an academic journal, academic press, or other publishers of scholarly works (i.e. popular press, online resources);
- Ongoing designer and caretaker, web home page and/or discussion list for gender studies-related program;
- Organizer and discussion leader, ongoing or high profile lecture/discussion series;
- Organizer, ongoing series of special events concerning social, historical, cultural, environmental, and/or medical issues of interest to gender studies;

- Program administrator and/or program coordinator of internal annual report and/or academic program review; and/or
- Review article for a non-peer-reviewed publication.

### **Standards for Tenure and Promotion to Associate Professor**

It is expected that all probationary faculty seeking promotion to Associate Professor complete at least one activity indicated in Category A as a “Significant Peer Reviewed Contribution” and no less than three total completed activities from among the three lists (A-C). Those seeking to demonstrate *significant impact* in scholarship or other equivalent activities can be evaluated by the extent to which the candidate’s research and writing have contributed to knowledge in the field. A *significant contribution* by a faculty member at this teaching university is approximately equivalent to 40 pages of scholarship, or the artistic equivalent, that fits the criteria in either categories A or B above.

In order to be eligible for “early” promotion, faculty must meet or exceed the standards for promotion to Associate Professor, including those for significant impact if that is the chosen area of emphasis.

## **Area 4: Participation in University Affairs**

Key Documents:

1. University Affairs Narrative
2. Documentation of presentations, awards, contributions, publications, etc.

Each candidate’s University Affairs Narrative will demonstrate engagement in university affairs throughout the review period, provide an overview of the participation in activities, and explain how the participation supports the teaching and learning mission of the university. Examples of university service include, but are not limited to:

- Any work that helps create, maintain, or improve the programs and processes that constitute the infrastructure of the university
- Developing/supporting programming and resources for program alumni/ae
- Direction and participation in assessment of student learning
- Lectures, presentations, workshop or seminars on campus or in the community
- Organizing or participating in community-oriented programs and festivals
- Participating in department, college, university or system governance
- Participation in any program or sustained activity related to mentoring, retention and/or student recruitment
- Participation in university-sponsored programs/institutes
- Professional consulting in the community
- Research and/or writing related to accreditation
- Serving as chair or member of department, college, university or system committees
- Serving on local boards and committees as a representative of the university/college and/or discipline
- Taking on administrative roles in the university
- Work related to public schools and educational programs
- Writing grants for student- or university-oriented programs or activities

As with teaching, the NWSA (1999) identifies forms of “Exemplary Service” that go beyond the “college- and university-wide participation on committees and in governance” – forms that are particularly connected to the aims of women’s and gender studies.

### **Exemplary Service in Gender Studies**

- Advising undergraduate gender-related extracurricular student group;
- Coordinating an ongoing community-based or non-profit organization workshop;
- Coordination of alumni relations in gender studies;

- Engaging in fundraising activities on behalf of gender studies and/or a community or campus organization
- Explaining women's/gender/queer/trans/masculinity studies to the general public by appearing on radio/tv/online talk or interview program or in written interview
- One-time consultant to other women's/gender/queer/trans/masculinity studies program or department for the purpose of program review;
- Providing ongoing leadership within the academic institution and/or community groups concerning gender studies and related issues (i.e. program director);
- Securing and making arrangements for one-time external speaker and/or installation on campus or in the community;
- Serving actively on NWSA regional or national committee or task force, or on a women's/gender/queer/trans/masculinity caucus of other disciplinary organization;
- Serving as academic representative to community-based feminist/women's/queer/masculinity-related group; and/or
- Serving as elected officer to NWSA regional or national organization, or to a women's/gender/queer/trans/masculinity caucus of another disciplinary organization;
- Serving as an advocate for members of the campus community on intersectional issues related to sex, gender, sexual orientation and/or gender identity.

### **Standards for Tenure and Promotion to Associate Professor:**

All faculty are expected to engage in at least two service activities at some point during the probationary period. Faculty who wish to demonstrate *significant impact* in service are expected to engage in at least two of the “exemplary” gender-related service activities in addition to sustained service engaged in at the program, college or university-level. *Significant impact* can be evaluated by the extent to which a faculty member shows a high level of commitment to department, college, university, and/or system service. Activities that extend to participation in the wider community and discipline can be important contributions in this area. Evidence should be presented that demonstrates how the candidate takes initiative in getting program or committee work completed, and is recognized as a significant contributor or leader in departmental/college/university/system/discipline governance, assessment, accreditation, improvement and/or change.

In order to be eligible for “early” promotion, faculty must meet or exceed the standards for promotion to Associate Professor, including those for significant impact if that is the chosen area of emphasis.

### **Standards for Promotion from Associate Professor to Full Professor**

Promotion from Associate Professor to Professor will be based on the requirements above, but at this stage the faculty member must be able to demonstrate leadership in Teaching, RSCA, or Service.

Leadership in the area of Teaching can be demonstrated by success in mentoring students (admission of students to selective programs, publications or professional presentations by students, etc), publication of teaching materials or articles on teaching, presentation of teaching research at conferences, leading workshops or doing presentations for the Faculty Development Center, mentoring junior professors, or serving as director of an academic program. In addition, while in rank those seeking to emphasize Leadership in Teaching are expected to have significant, on-going contributions in four or more of the “exemplary teaching” activities noted in Area 2, recognizing that some years/terms may involve higher engagement than others.

As a component of the overall RSCA activity indicated above, while in rank faculty choosing to emphasize Leadership in the area of RSCA must complete at least 50 pages of text, or the artistic equivalent, from among the activities in Area 3, category A (Significant Peer-Reviewed Contributions to Scholarship) while in rank.

While all faculty are expected to engage in some service activities, faculty who wish to demonstrate Leadership in Service/University Affairs would have a leadership role in the university, be instrumental in policy or program development, and/or have made some other significant contribution to the improvement of university life or the presence of the university in the community. Further, while in rank Leaders in Service/University Affairs are expected to engage in at least two of the “exemplary service in gender studies” activities indicated in Area 4.

Those seeking “early” promotion to full professor must have met or exceeded the criteria for leadership in either Teaching, Research, or Service/University Affairs, while also meeting or exceeding satisfactory progress in each of the other two areas.

## **Program Support and the Obligations of the Candidate**

Probationary faculty in the Gender Studies program will be paired with a faculty mentor, in their field of study if possible, who will answer questions, give advice, and lend support during the probationary period. The candidate may consult with the mentor in the creation of the WPAF, and the mentor could be available to review teaching-related documents and/or conduct classroom observations. The DRPTC, Director of Gender Studies, and/or Department Chair will confer with the candidate after each review to establish strengths and weaknesses and to help the candidate develop strategies and plans related to the next review. Ultimately, it is the responsibility of the candidate, not the program or department, to work, plan, and prepare for the review.

## **Workplace Considerations**

Though the department has high expectations in all areas under review, we are aware that as teaching workloads increase there is an inevitable decline in productivity in other areas. The underlying assumptions about workload for this document acknowledges that 80% of the faculty workload is typically consumed by teaching-related activities, affording approximately 20% of faculty workload devoted to RSCA, service, and professional development.

The program recognizes that faculty performance and effectiveness in teaching, service, and research may be impacted by various mitigating circumstances, and therefore exercises appropriate flexibility when evaluating a candidate's suitability for retention, promotion, and/or tenure. Mitigating circumstances may include:

1. Heavy teaching loads which may include large classes, many preparations and new preparations, writing intensive courses, service-learning courses, field work courses, COIL courses, and online or hybrid courses.
2. Insufficient availability of/access to appropriate resources (financial, technological, programmatic, library, lab spaces and technologies, grants, etc);
3. Emergency or unplanned circumstances, such as natural disasters, pandemics, labor disruptions/strikes, legislative policy changes, system/campus mandates, or civic unrest that affect teaching, scholarly, or service activities, conference presentations, travel for research activities, and related aspects of scholarly development.