

The Department of Women's and Gender Studies
The College of New Jersey
Disciplinary Standards for Reappointment, Tenure, and Promotion


The attached disciplinary standards have been reviewed and approved by the Committee on Faculty Affairs, the Council of Deans, and the Provost.



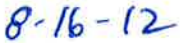
Department Chair



Date



Dean



Date



Provost



Date

The Department of Women's and Gender Studies will next review its disciplinary standards in the Academic Year 2017.

**THE COLLEGE OF NEW JERSEY
WOMEN'S AND GENDER STUDIES DEPARTMENT
DISCIPLINARY STANDARDS FOR TENURE AND PROMOTION
2012**

I. PURPOSE

This document articulates disciplinary standards for the evaluation of faculty scholarship in the Women's and Gender Studies (WGS) Department. In particular, it is designed to serve 1) as a guide for faculty, to help them to plan and effectively articulate the conduct and communication of their scholarly, creative and professional activities; 2) as a guide for the WGS Reappointment, Promotion and Tenure Committee (RPTC) in evaluating faculty progress towards reappointment, tenure, and promotion; and 3) as a means of ensuring a supportive environment for faculty working to achieve the goals and missions of the WGS Department, the School of Humanities and Social Sciences, and the College.

11. FOUNDATIONS: THE TEACHER-SCHOLAR AND THE DISCIPLINE

The TCNJ Mission Statement describes the institution as a "community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education." Towards that end, the WGS Department has adopted a series of discipline-specific standards that serve the missions of both The College and the School of Humanities and Social Sciences "to educate lifelong learners, thoughtful leaders, and compassionate human beings prepared for world citizenship."

The mission of the WGS Department is to empower students as informed advocates and agents of social justice for their communities, workplaces, and the wider world. Using feminist and queer theoretical perspectives, WGS teacher-scholars attend to factors of social difference, such as gender, sexuality, race, ethnicity, class, ability, religion, and nationality. By critically analyzing cultural assumptions, social norms, and the systems that structure societies, WGS aims not only to produce new knowledge, but also to question and reshape what counts as knowledge. Central to our focus is how ideas and practices about gender and sexuality mold identities, institutions, nations, and global exchanges.

The history of our field has particular implications for the career paths of teachers and scholars. Initially titled Women's Studies, our field is a developing discipline that has existed only since 1969. It emerged from a broad-based movement for social, cultural, and political change, and WGS scholarship sustains this link between academics and engagement with the wider world. We have grounded our standards in the National Women's Studies Association's statement titled "Defining Women's Studies Scholarship" (1999), which addresses faculty roles and rewards. This document points out that, from the beginning, Women's Studies "has combined research areas and borrowed methodologies across the lines of other disciplines, in part to answer questions that other disciplines have not asked and in part to develop methodologies for asking questions in new ways." The document describes the expansion of interdisciplinarity as an initiative "of particular relevance to recognizing and assessing women's studies teaching, research, and service" in the twenty-first century.

The WGS Department at TCNJ combines the various disciplines and sub-specialties provided by faculty whose lines reside solely in WGS and faculty who have joint appointments with other departments across the college. Faculty diversity is essential to our disciplinary conceptions of intellectual community and academic excellence. To foster this diversity, we strive to uphold principles of fairness and flexibility in evaluating faculty contributions to the goals and missions of the Department, the School of Humanities

and Social Sciences, and the College. No one set of evaluative criteria applies uniformly to the professional achievements of all WGS scholars. Standards for tenure and promotion must reflect this diversity and respect differences in training and scholarly production among its members. The framework we describe is intended to fit various types of scholarly programs.

Teacher-scholars in WGS combine teaching and scholarship in a variety of ways as they develop curricula, engage students in critical inquiry and discovery, and mentor students' research. WGS faculty at TCNJ have a strong record of mentoring students toward such outcomes as conference presentations, publications, and competition awards. These activities are valued as part of the teaching component of applications for tenure and promotion, while co-authorship of published work counts toward the research component. The multidisciplinary nature of WGS calls for a flexible policy concerning faculty collaboration with students in research projects; some of the disciplinary practices incorporated in WGS are conducive to research partnerships with students, while others are not. WGS therefore supports, encourages, and highly values faculty co-authorship with students, but does not require it as a standard for career advancement.

III. EVALUATING SCHOLARSHIP QUALITY IN WOMEN'S AND GENDER STUDIES

All full-time tenure-stream members of the WGS Department are expected to maintain an active program of scholarly activity. While the faculty's scholarship will vary given the interdisciplinary nature of Women and Gender Studies, candidates must meet minimum standards to be recommended for reappointment, tenure, and promotion. Candidates for retention and promotion at all levels should describe for the WGS Reappointment, Promotion and Tenure Committee (RPTC) how each kind of scholarly activity they undertake contributes to their overall program. In addition to individually authored works, co-authored research is highly regarded by the RPTC. The candidate should describe her/his role in the collaboration. (See section D below for assessment of the productivity of scholars engaged in collaborative work.)

Faculty seeking retention or promotion must clarify their research programs for the RPTC by articulating short- and long-term goals and objectives, methodologies, specific venues for communicating scholarship, and the contexts in which their program is intended to have an impact. While external indicators of the quality of disciplinary scholarship (such as peer review) provide valuable guidance, the collective expertise of the WGS RPTC represents the best resource for evaluating faculty scholarship.

The following four sections combine TCNJ and NWSA standards to offer guidelines for candidates in planning and presenting their research programs and for the RPTC in evaluating their work:

- A. Types of Scholarship. This section serves as a guide in identifying types of scholarly inquiry that contribute to the discipline of WGS.
- B. Shared Standards (TCNJ). This section provides a rubric for assessing quality, scope of recognition, continuity, and impact in WGS scholarship.
- C. Tiers of Scholarly Outlets (NWSA). This section lists examples of WGS scholarly activities ranked according to quality and impact.
- D. Assessment of Productivity per Rank. This section provides a guide for expected levels of productivity for tenure and promotion at each rank.

A. Types of Scholarship

Both TCNJ and the NWSA have adopted the paradigm of four overlapping types of scholarly activities set out in a 1997 Carnegie report titled "Scholarship Assessed." The following application of this

paradigm to our discipline is drawn from the NWSA report.

The scholarship of discovery: new ways of knowing. WGS scholarship emerges from questions that researchers across other disciplines have failed to ask, determined “to give free rein to fair and honest inquiry, wherever it may lead.” Scholarship of discovery in WGS “encourages scholars, theorists, artists and cultural interpreters to address a range of human differences and global issues in their work,” raising questions not only about gender, but also about race, class, sexuality, and other features of social difference.

The scholarship of integration: cross- and interdisciplinarity. As an interdisciplinary field of research, WGS seeks to overcome the fragmentation of the disciplines, alter the contexts in which people know, give meaning and perspective to isolated facts, and bring new insights to bodies of knowledge. The NWSA lists three areas of faculty work that contribute to the scholarship of integration:

- 1) Critical cross-cultural interdisciplinarity: Instead of bias-free objectivity, feminist integrative scholarship self-reflexively identifies the scholar’s standpoint and seeks to integrate multiple standpoints and hybrid methodologies.
- 2) Curriculum transformation: Much integrative scholarship in WGS emerges from projects aimed at revitalizing other disciplines by mainstreaming or gender-balancing their curricula.
- 3) Program development: Integrative scholarship also emerges from the ongoing process of articulating, developing, and writing curricula for interdisciplinary undergraduate and graduate programs.

The scholarship of application: connections to everyday life and social structures. Scholars in WGS sustain the historic link between activism and academics by applying theory and knowledge to consequential problems through action-oriented research and cultural production. Scholarly or creative activities that are published or juried result from these modes of scholarship. The NWSA lists the following examples:

- Developing global or international perspectives to prepare students for governmental and non-governmental organization work;
- Applying feminist theory to create new models for organization and for processes of dialogue within community and nonprofit organizations;
- Working with community groups to develop better understandings of the relationship between gender and race structures and social institutions, such as law enforcement and the courts;
- Applying feminist theory to social and public policy analysis.

The scholarship of teaching: feminist pedagogy. Feminist pedagogy creates a scholarship of teaching because of its critical perspective and because it situates “connected learning” at the heart of research. The classroom has been central to WGS since its beginnings, and a wide-ranging scholarly literature of pedagogical theory and practice continues to emerge from this focus. Scholars in the field have led in transforming the traditional classroom and instituting critical pedagogies by engaging students as active learners, linking learning to the personal and political, raising ethical questions, rethinking the relationship between rationality and affect, and questioning dominant values and social systems.

B. Shared Standards (TCNJ)

The College has delineated four overarching standards for evaluating faculty work: quality, scope of recognition, continuity, and impact. The WGS Department embraces these standards as the foundation for our discipline-specific standards.

1) **Quality.** As the Promotion Document (2011) notes, it is generally expected that scholarly, creative, and professional work "will be submitted to an appropriate jury of peers for rigorous evaluation. The quality of work is defined by its significance in one's field of inquiry and necessarily requires such peer review to validate the work's significance." The WGS Department values peer-reviewed work; at the same time, we recognize that high quality work may appear in forms not subject to peer review. In the next section, titled "Tiers of Scholarly Outlets," we adopt the NWSA's guidelines for assessing the quality of differing forms of dissemination.

2) **Scope of Recognition.** Individuals may demonstrate the scope of recognition of their work through evidence such as reviews, citations, republication in anthologies, reissuing of editions, acceptance rate of journals published in, invitations to present and publish papers and give featured or keynote speeches, honors and awards.

3) **Continuity.** Teacher-scholars in the WGS Department are expected to have an ongoing, thoughtfully developed program of professional scholarship and to disseminate the results of these activities. Because of the interdisciplinary nature of the field, a research program in WGS may include steps the faculty member takes to extend their knowledge of theory and practice into new areas. We acknowledge that staying engaged and vital as a teacher-scholar may mean a change of focus, adopting new methodologies, and networking in new subfields or across disciplinary lines. We are committed to valuing and supporting individual paths of professional growth. Candidates for retention and promotion should articulate to the RPTC how such stages address the goals of their research programs.

4) **Impact.** While peer-reviewed journals and scholarly press books are the primary modes of dissemination for scholarship, the WGS RPTC also gives weight to other modes of dissemination that are suitable for the candidate's research program. Differing forms of activities for teacher-scholars in WGS are directed toward differing impacts, from developing students' capacities as engaged scholars and citizens to advancing dialogue in a particular theoretical field to enhancing capacities of organizations and communities. The impact of faculty work in WGS will be evaluated based on recognition of this diversity. Faculty members are expected to choose outlets for dissemination of scholarly, creative and professional work that are appropriate to the impacts articulated in their stated goals. Examples are described in the next section.

Evidence for impact of peer-reviewed publications can be presented (1) for journal publications, by citing the acceptance rates, organizational affiliation, or circulation of the journal; (2) for books, by describing the academic standing of the publisher, scholarly reviews of the book, press run sizes, course adoptions and citation frequencies.

The impact of invited presentations and publications may be evaluated based on the academic standing of the publisher or the scope and nature of the organization extending the invitation, or leadership roles in advancing discussions of an area of research.

The impact of professional consulting activities, including community based or action research, may be evaluated based on such factors as the number and scope of research reports, the importance of the consulting work to the client, and the frequency or range of clients.

The impact of public scholarship may be evaluated based on evidence such as the audience and scope of a project or publication, awards and nominations, and the form and status of dissemination of the results of research, such as local, regional, and national media.

C. Tiers of Scholarly Outlets (NWSA)

Like the Carnegie Report, NWSA recommends a variety of ways in which research may be presented, including both traditional and nontraditional forms. The NWSA statement provides a list of examples of scholarly projects, divided into three tiers based on the complexity of the projects as well as the level of time, resources, and effort required to complete them. This list is included below not as comprehensive but as a guide to WGS candidates and the RPTC in evaluating the quality and impact of the candidate's scholarly projects. Outcomes in which the candidate has had a collaborative role, such as co-author or co-editor, are valued in the same tier as those on which the candidate has worked individually. Publications in electronic media will be evaluated by the same criteria as those in print media.

Faculty research programs are expected to result in a core body of peer-reviewed publications such as those listed in the first tier. In addition, candidates at all levels are expected to engage in second-tier activities, particularly presenting their work to the academic community at professional conferences. These activities may be supplemented by additional activities specific to the candidate's research program.

1) First tier: Significant peer-reviewed contributions to scholarship. Examples:

- The scholarly, theoretical, or creative monograph
- Textbook
- Edited collection of the work of other scholars or of literary and creative writers with extensive critical and framing structures
- Editor, encyclopedia
- Editor, peer-reviewed journal and/or national newsletter, for at least a year
- Editor, special issue of a peer-reviewed journal
- Editor, academic press series
- Edited collection of the syllabi of other WGS teachers with critical and framing structures
- Peer-reviewed journal article, including articles about pedagogy
- Chapter in an edited volume
- Exhibit, installation, and/or performance of feminist creative arts
- Complex external publication or significant report concerning the development of the field as reflected in a program administrator's work with a particular program
- Principal investigator, grant project with external funding
- 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
- Invited speaker at a national or regional research or professional conference

2) Second tier: Significant scholarly work. Examples:

- Paper presented at a professional conference
- Article in non-peer-reviewed journal
- Publication of a course syllabus in an edited collection
- Report for a professional organization such as NWSA that receives national distribution
- Principal investigator of a grant project with internal funding
- Designer and director of a community project with demonstrable impact on a community group

3) Third tier: Scholarly work of importance. Examples:

- Brief article or commentary for a publication that is not peer-reviewed
- Encyclopedia entry
- Grant submitted on behalf of the department
- Invited speaker at another institution or community group

- Article or column for nonspecialists or popular media

D. Assessment of Productivity per Rank

TCNJ's Promotions and Reappointment Document (2011) provides the following table to serve as a guide for differentiating between qualifications by rank. The types of activities listed are intended to serve as examples, not as a comprehensive list of requirements. The candidate as well as the WGS RPTC should refer to this table in assessing whether the body of scholarship meets expectations for the rank that the candidate is seeking.

Associate Professor	Professor
Publishing in selective peer-reviewed venues.	Continuing to publish in selective peer-reviewed venues.
Presenting at juried or peer-reviewed local, state, and regional conferences or professional organizations.	Giving invited presentations at juried or peer-reviewed regional, national, and international conferences or professional organizations.
Having book manuscripts under contract for publication.	Having one or more published books.
Writing grant proposals.	Writing and obtaining grants.
Engaging in consulting activities or other professional practice demonstrating recognition of one's scholarly/creative work at least at the local or state level.	Taking a leadership role in consulting activities or other professional practice, demonstrating recognition of one's scholarly/creative work at the regional, national, and/or international level.

To facilitate the candidate's and the RPTC's assessment of productivity level, the minimum standards for tenure and promotion are described below in terms of word counts for published or accepted works. Given the interdisciplinary nature of WGS, some candidates may produce significant contributions that cannot be evaluated in word counts (such as exhibits or performances). The RPTC must prioritize flexibility and fairness in evaluating such projects. The candidate's articulation of the role of the activity in her/his overall scholarly program will assist the RPTC in such cases.

The following word counts apply to the text of publications, excluding reference notes.

For multiple-authored works, the proportion or nature of the candidate's contribution should be specified. Publications for which the candidate is the primary author or an equal collaborator will count the same as for sole authorship, while publications for which the candidate has contributed less than half of the research and writing will be proportionally credited. The same criteria will apply regardless of whether the candidates' collaborators are colleagues or students.

Candidates for tenure should have publications and/or formally accepted work totaling a minimum of 20,000 words since their appointment to TCNJ.

Candidates for associate professor must show evidence of a continued program of scholarly activity beyond that required for tenure. The Department expects candidates to have published a minimum of 25,000 words.

Candidates for professor must show evidence of a sustained program of scholarly activity beyond that required for associate professor. WGS candidates for professor must have published a minimum of 50,000 words since their appointment to TCNJ, of which a minimum of 25,000 words must have been published since promotion to Associate Professor.

IV. PROCEDURES

The WGS program's RPTC will follow the procedures described in the college's 2011 Reappointment and Promotion Document.