

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

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

To avoid creating a moving target for candidates for reappointment, the disciplinary standards in effect by the end of a faculty member's first year of employment will be used for reappointment and tenure applications in Years 1–5. Candidates for Promotion will use the Disciplinary Standards in effect in the year in which they apply for promotion.

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Marla L. Jaksch  
Department Chair

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1/23/23  
Date

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*Jane Wong*  
Dean

\_\_\_\_\_  
01-23-2023  
Date

\_\_\_\_\_  
  
Provost

\_\_\_\_\_  
06-22-2023  
Date

The Women's, Gender, and Sexuality Studies Department will next review its disciplinary standards in Academic Year 2027-2028.

**THE COLLEGE OF NEW JERSEY**  
**WOMEN'S, GENDER, and SEXUALITY STUDIES DEPARTMENT**  
**DISCIPLINARY STANDARDS FOR TENURE AND PROMOTION**  
**November 1, 2022**

**I. PURPOSE**

This document articulates disciplinary standards for the evaluation of faculty scholarship in the Women's, Gender, and Sexuality Studies (WGSS) Department. 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 WGSS Promotion and Reappointment Committee (PRC) 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 WGSS 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 WGSS 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 WGSS Department is to empower students as informed advocates and agents of social justice for their communities, workplaces, and the wider world. Using intersectional feminist and queer theoretical perspectives, WGSS 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, WGSS 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 WGSS 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. We have also referred to the principles for assessing WGSS scholarship in a follow-up document, “Women’s Studies Scholarship: A Statement by the National Women’s Studies Association Field Leadership Working Group” (2013) and the white paper, “Women’s Studies as Civic Engagement: Research and Recommendations” (2011).

The WGSS Department at TCNJ combines the various disciplines and sub-specialties provided by faculty whose lines reside solely in WGSS 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 WGSS 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 WGSS combine teaching and scholarship in a variety of ways as they develop curricula, engage students in critical inquiry and discovery, and mentor students’ research. WGSS 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 WGSS calls for a flexible policy concerning faculty collaboration with students in research projects; some of the disciplinary practices incorporated in WGSS are conducive to research partnerships with students, while others are not. WGSS 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, GENDER, and SEXUALITY STUDIES

All full-time tenure-stream members of the WGSS Department are expected to maintain an active program of scholarly activity. While the faculty's scholarship will vary given the

interdisciplinary nature of Women's, Gender, and Sexuality Studies, candidates must meet minimum standards to be recommended for reappointment, tenure, and promotion. Candidates for reappointment and promotion at all levels should describe for the WGSS PRC how each kind of scholarly activity they undertake contributes to their overall program. In evaluating research programs, the PRC must recognize that, given the interdisciplinary nature of our field, scholarship will vary among faculty, and an individual faculty member's research program may include scholarship in both WGSS and another discipline.

Faculty seeking reappointment or promotion must clarify their research programs for the PRC 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 WGSS PRC 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 PRC in evaluating their work:

- Types of Scholarship. This section serves as a guide in identifying types of scholarly inquiry that contribute to the discipline of WGSS.
- Shared Standards (TCNJ). This section provides a rubric for assessing quality, scope of recognition, continuity, and impact in WGSS scholarship.
- Range of Scholarly Activity. This section lists examples of WGSS scholarly activities ranked according to quality and impact.
- 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.** WGSS 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 WGSS "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, WGSS 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:

- 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.
- Curriculum transformation: Much integrative scholarship in WGSS emerges from projects aimed at revitalizing other disciplines by mainstreaming or gender-balancing their curricula.
- 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 WGSS 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 WGSS 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 identified the following standards for evaluating faculty work. The WGSS Department embraces these standards as the foundation for our discipline-specific standards.

**Quality.** As the Reappointment and Promotions Document (RPD) 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 WGSS Department values peer-reviewed work; at the same time, we recognize that high quality work may appear in forms not subject to peer review.

**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.

**Continuity.** Teacher-scholars in the WGSS 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 WGSS 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 reappointment and promotion should articulate to the PRC how such stages address the goals of their research programs.

**Impact.** While peer-reviewed journals and scholarly press books are the primary modes of dissemination for scholarship, the WGSS PRC 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 WGSS 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 WGSS 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. Range of Scholarly Activities

TCNJ's RPD recognizes a broad range of scholarly and creative activities as the foundation of its teacher-scholar model, noting that non-traditional production can embody "a serious and continuing commitment to scholarship" that "complements and enriches teaching of the first order." In "Women's Studies Scholarship" (2013), The NWSA's guidelines for assessing WGSS scholarship (2013) also emphasize the value of recognizing nontraditional production, calling on evaluators to "widen the scope" to account for plural forms of rigor and excellence in research and for the "overlapping and mutually constructive" nature of scholarship, teaching, and program-building.

For the purposes of promotion and reappointment, scholarly production falls into two broad categories: Peer-reviewed or juried, and non-peer-reviewed or non-juried. Following are examples of acceptable scholarly and professional output:

Category One: Significant peer-reviewed or juried contributions to scholarship. Examples:

- Scholarly book (single authored, co-authored, or edited collection, as reflected in a signed contract with a publisher)
- Scholarly articles, book chapters.
- Works of creative writing, professional writing, and journalism (published in highly selective venues recognized for their rigor and professionalism within the field).The design and execution of experiments, exhibits, or performances
- The development of multimedia artifacts and scholarly resources
- Textbook writing and performance writing

Category Two: Significant scholarly contributions (predominantly non-peer and non-juried reviewed). Examples:

- Successful completion of juried academic grants
- Expert testimony or consulting work with business, government, and community partners
- Encyclopedia entries and other works of limited synthesis and aggregation of secondary sources
- Faculty development of peer-reviewed curricula disseminated beyond TCNJ
- Review writing (book review, performance review, review of art)
- The presentation of papers at academic conferences, professional meetings, and other academic events
- Editor of a scholarly book series and/or journal

These examples are not exhaustive. The NWSA urges departments to recognize and value contributions in a wide variety of forms. WGSS scholarship may embrace multiple genres, languages, and collaborations within and beyond the academy and can include forms such as artistic expression, public performance, lab-based teamwork, collaborative editorial work, and archival research. Scholarship may also be produced in such forms as online journals, blogs, op-eds, policy reports, performances, community action research projects, photo-voice exhibitions, curriculum transformation projects, field-defining statements, social media, and alliance work. Non-traditional scholarship must be grounded in theory, applicable to other contexts, and demonstrate methodological rigor. The PRC must prioritize flexibility and fairness in evaluating nontraditional projects. The candidate's articulation of the role of the activity in their overall scholarly program will assist the PRC in such cases.

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.

#### D. Minimum Standards for Assessment of Productivity per Rank

Faculty must meet minimum standards to be recommended for reappointment, tenure, and promotion. To facilitate the candidate's and the WGSS PRC's assessment of productivity level, the minimum standards at each level are described below in terms of achievements from the Range of Scholarly Activity categories listed above.

#### **Reappointment:**



Candidates for reappointment prior to tenure in WGSS must show progress in items from both Category One and Category Two since coming to TCNJ. For example, candidates should provide proof of manuscripts that have been submitted but not yet accepted, communication with a publisher, and presentations at conferences.

**Tenure and/or Promotion to Associate Professor:**

Candidates for tenure and/or promotion to the rank of Associate Professor in WGSS must complete at least eight items since coming to TCNJ, with a minimum of three items from Category One.

Note: a peer reviewed single-authored book alone, in publication (as reflected in a signed contract with a scholarly publisher), is considered the equivalent of several articles and fulfills all the requirements for scholarly production in Category One. The equivalency will be determined between the PRC and the candidate when a faculty has a book contract in hand.

**Professor:**

Candidates for promotion to the rank of Professor are expected to demonstrate a sustained record of engagement in scholarship, professional activity, or creative work in the categories listed in the Range of Scholarly Activity beyond that demonstrated at the time of promotion to the rank of Associate Professor. Candidates for Professor will have achieved national, and possibly international, recognition in their field, which may be documented by some or all of the following: reviews and citations, invitations to prestigious conferences, leadership in disciplinary organizations, professional evaluation by peers, and receipt of grants or fellowships. Other scholarly activities will be taken into account when considering a reduction of scholarly activity.

Candidates for promotion to rank of Professor in WGSS must complete at least seven items in the Range of Scholarly Activity since tenure and promotion to Associate Professor, with a minimum of two items from Category One.

Note: a single-authored book, alone, in publication (as reflected in a signed contract with a scholarly publisher) fulfills all the requirements for scholarly production in Category One. The equivalency will be determined between the PRC and the candidate when a faculty has a book contract in hand.

**IV. PROCEDURES**

The WGSS program's PRC will follow the procedures described in the college's 2022 Reappointment and Promotion Document.