

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

Rank and Tenure Procedures and Criteria

Women's and Gender Studies Faculty approval: September 20, 2019
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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 external evaluators. The candidate will also submit the names of any potential external evaluators with whom the candidate has a possible conflict of interest (e.g., current research mentors; co-authors on papers or grants within the last five years; and faculty's own past mentees) and who therefore would not be appropriate evaluators.

January 30: The Chair will independently compile a list of up to ten potential external evaluators, soliciting names from colleagues as needed. The Chair will instruct the external reviewers to evaluate applicants through the material provided them.

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 external evaluators, based on their availability and ability to offer multiple perspectives on the candidate's work. The reviewers will evaluate applicants on the basis of material provided them. The candidate will not know who is selected, as the reviews are confidential.

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, and college-level guidelines, along with the Department's tenure and promotion guidelines, to the external 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) and 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.

December 1: Date by which the complete dossier must be submitted to the University Committee on Academic Rank and Tenure.

Department Rank and Tenure Evaluation Committee

The Department Rank and Tenure Committee will include all tenured department faculty with the rank of professor (in the case of a candidate for promotion to professor) or all tenured associate and full professors (in the case of a candidate for promotion to associate professor with tenure). In the case of joint appointments, at least one member of the committee should be from the candidate's second appointment, if possible. For a faculty member seeking promotion from instructor to assistant professor, a committee of three tenured associate and/or full professors will be assembled. The Department Chair will name a Committee Chair to preside over committee meetings.

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. The Department Chair will not be an active participant in the committee's deliberations.

A vote will be taken by secret ballot. Only those present can vote; however, present can mean in person or online. The Committee Chair will count the ballots, assisted by two

colleagues, and declare the results. The Committee Chair will communicate its recommendation to the Department Chair, via the Department-level Form available online on the Office of Faculty Affairs' promotion and tenure resources website. This form will not be shared with the candidate or wider department but will be viewed by the CAS Rank and Tenure Committee and all subsequent reviewers.

After this meeting, the Committee Chair will summarize in writing the nature of the discussion at the meeting. The summary must include the rationale for any votes that do not support promotion and/or tenure and will be circulated among the meeting participants to ensure the accuracy of the summary. Final responsibility for this summary, however, rests with the Committee Chair, who will also circulate the final version. The summary of the department's deliberation and vote will be added to the dossier and forwarded along with all required materials. The Department Chair's **separate** evaluation is added to the dossier and will be viewed by the CAS Rank and Tenure Committee and all subsequent reviewers.

The Department 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 Tenure-Track Faculty:

An important duty of the Department Chair is to look after the best interests of the Department's tenure-track faculty. The Chair should make sure that the tenure-track 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 ensure that the tenure-track faculty member is familiar with the tenure requirements and process at Saint Louis University and is familiar with department- and college-level promotion and tenure guidelines. The Chair should assist and encourage a tenure-track faculty member to overcome any deficiencies in their work. At the onset of the tenure-track faculty member's first semester, and with the agreement of the candidate, the Chair will select a more senior departmental colleague to mentor the tenure-track faculty member.

A progress committee will formally evaluate tenure-track faculty members in a Midpoint Review after their third year. 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 tenure-track faculty will present the following 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 process will be completed by the end of February.

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. The Dean will then communicate with the candidate about recommendations made at the Dean's and prior levels of review.

II. CRITERIA

A. For Promotion to Associate Professor with Tenure

Candidates for tenure and promotion must provide evidence of consistently high performance in teaching and mentoring (as measured by student end-of-course evaluations, contributions to curriculum reform, and nominations for or wins of college teaching awards, sustained and substantial research productivity, and significant contribution to service (as measured by participation in departmental planning, events, and committees; college- and university-level committee work; and acts of professional service to the wider profession.

Teaching:

The Women's and Gender Studies Department views the education of its students as essential to its mission. Faculty teaching responsibilities range from arousing curiosity in beginners to aiding advanced students in producing original work. Good teaching requires 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. Regular updating of courses and course materials or development of new, relevant, and interesting courses as needed to enhance and expand the Department's curricular offerings are important teaching expectations. Faculty should be available to students in person and/or online and provide

them with multiple ways of learning and of demonstrating learning. Interdisciplinary connections, intersectional analysis, and praxis are especially important to the discipline.

Faculty members 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 focused on pedagogy; and
- Written feedback from 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;
- Quality of student portfolios (in the case of majors);
- Documentation of outreach to and meetings with mentees;
- Ensuring that mentees are advised appropriately in alignment with DegreeWorks requirements for the major or minor;
- Support for students applying for internships, jobs, graduate school admission or scholarships;
- Connecting students to appropriate on-campus resources for academic support, mental health, and diversity and belonging;
- Encouragement and assistance for students presenting work at conferences;
- 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 a peer-reviewed book, which may count differently depending upon documented degree of participation;
- Authorship of a peer-reviewed article;
- Co-authorship of a peer-reviewed article, 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. 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;
- 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.

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.

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. 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.

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:

Eligible faculty of any rank who plan to remain professionally active after their resignation from employment at SLU may request the status of emeritus based on ten years of service, significant contributions to the Department and to the college, university, and profession during their service at Saint Louis University. The service period may include periods while holding joint and secondary appointments. The candidate's letter should include a statement summarizing how they believe their SLU career was distinguished.

Candidates seeking emerita status should submit their applications to the department chair, who will then forward the materials to the college rank and tenure committee and then to the dean for their respective recommendations. All materials with recommendations will then be forwarded to the Provost, who ultimately decides whether to grant emerita status. Proceedings will be confidential, as with review of promotion and tenure dossiers.