

WOMEN'S AND GENDER STUDIES DEPARTMENT
GUIDELINES FOR DEPARTMENTAL PEER EVALUATIONS AND FOR PROMOTION AND TENURE

In evaluating materials submitted by candidates for annual evaluation or for promotion or tenure, the DPEC committee, using reasonable discretion, shall follow these guidelines:

I. Teaching Effectiveness

The Department of Women's and Gender Studies expects all of its faculty to be effective teachers. The primary measure of teaching effectiveness is the quality of student learning. While teaching methods and philosophies will tend to vary among faculty, in order to facilitate and promote student learning, the department expects a faculty member to:

- possess or develop appropriate expertise with the content of courses being taught;
- consider the impact of pedagogical practices employed in the classroom;
- plan and organize courses, units, and/or individual lessons so that students will have the opportunity to successfully engage with course and program learning outcomes;
- give students a variety of assignments and regular, substantive feedback, in order to adequately assess their learning;
- provide academic support to students outside of class, via office hours and email correspondence;
- advise students, both formally and informally, relative to both their academic programs and their career goals;
- stay current with respect to pedagogical practices, use of technology, and recommended course content;
- reflect upon all aspects of his or her teaching in order to improve student learning.

Documentation of teaching effectiveness may include:

- sample course syllabi;
- samples of materials used in courses (e.g., handouts, classroom activities or demonstrations, assessment rubrics, projects, etc.), including materials that addresses course or program learning outcomes;
- sample assignments used in courses (essay prompts, exams, group projects, etc.), including samples of student work with instructor feedback;
- evidence of integration of new technologies in the classroom;
- evidence of new pedagogical approaches, new assignment designs, new methods of feedback, etc.
- classroom observation reports completed by colleagues;
- student course evaluations from all courses taught during the period of review, along with a written reflection on these evaluations;
- contributions to student advising, including emails sent to advisees, advisee sign-up sheets, individualized major proposals, etc.

Any documentation included in a faculty member's file should be explicitly referenced in the self-reflection narrative.

In reviewing a candidate for promotion or tenure, the Department may consider the above-listed items. The candidate may include other items for the Department to consider, though whether such items are considered is at the discretion of DPEC members.

Given the WGS curriculum's focus on inequality, social identities, and intersectional forms of difference, the WGS department recognizes that women faculty and faculty of color often face resistance and challenges to authority when teaching such sensitive subject matter. The DPEC committee will review student course evaluations within a broader framework which recognizes the ways in which structural sexism, racism, classism, and heterosexism may shape classroom dynamics and student-teacher interactions. Please see the attached appendix which includes an annotated bibliography of key studies that document the issues that women faculty and faculty of color face in the classroom.

With this in mind,

For tenure and promotion to Associate Professor, the Department of Women's and Gender Studies would normally expect

- documentation of teaching effectiveness as described above;
- evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member's reflection and analysis of the course over a period of time.

For promotion to Professor the Department of Women's and Gender Studies would normally expect, during the period of time following promotion to Associate Professor,

- documentation of teaching effectiveness as described above;
- evidence of how a course taught in more than one semester has been developed and refined based upon the faculty member's reflection and analysis of the course over a period of time;
- evidence of initiative in teaching (e.g., creation of a new course, implementation of a new pedagogical approach, use of new assessment methods, etc.).

II. Scholarship and Professional Activities:

The Department of Women's and Gender Studies expects its faculty to be actively engaged in scholarship and professional activities, although the nature of such activities can vary substantially depending on the individual faculty member's interests.

Scholarly Publications and Related

- Article in a peer-reviewed journal
- Chapter in an edited volume
- Editor of a full-length work
- Editor of a special issue of a journal
- Full-length monograph

- Textbook
- Textbook supplements such as workbooks, instructors' manuals, study guides, test banks, etc.
- Forthcoming publications
- Completed manuscripts

Professional Publication

- Book
- Critical essay
- Encyclopedia or reference book entry in a scholarly reference

Scholarly Contribution

- Service as a member of an editorial board for a refereed journal
- Reviewer of scholarly books, films, etc.
- Reviewer of teaching-related books, films, etc.
- Reviewer of paper and panel proposals for regional and national conferences
- Reviewer of scholarly articles for a referred journal

Honors/Awards

- Recipient of fellowship
- Recipient of grant award
- Recipient of teaching award
- Recipient of research award
- Acceptance to institute with competitive application

Leadership in Professional Associations

- Organizer of conference program
- Service as member of the executive board
- Service on committees that report to the executive board

Paper Presentation

- Conference paper delivered at regional or national professional association annual meeting

Conference Participation

- Organizer and/or participant in short course
- Organizer and/or participant in seminar series
- Participant in roundtable
- Respondent for a panel
- Chair of a panel

Professional Development

- Continued participation in discipline-related activities, such as conference attendance, enrollment in a workshop, or non-competitive institute

Talks and Guest Lectures

- Speaker at a college-sponsored lecture series
- Guest lecturer for course taught by a colleague
- Guest lecturer for class or organization at another post-secondary institution (or at a high school, if applicable)
- Guest speaker for local, regional, statewide, or national organization

Public Intellectual Activities

- Professional consultation with a company or group/organization in the faculty member's area of expertise
- Interview or citation in a mass medium where the faculty member is presented as an expert
- Writing an op-ed piece or article published in mass media where a faculty member shares their academic expertise
- Publication in *reputable* online sources, e.g., open-access journals, web sites that are clearly related to the faculty member's research and/or teaching areas, etc.

With these guidelines in mind,

For tenure and promotion to Associate Professor, the Women's and Gender Studies Department would normally expect:

- Evidence of continuing engagement in scholarship and professional activities, which would normally include dissemination of scholarly work (e.g., at a conference), completion of an article or book to be submitted for publication (or acceptance thereof), publication of an item as listed above, or something similar.

For promotion to Professor, the Women's and Gender Studies Department would normally expect, during the period of time following promotion to Associate Professor:

- Evidence of continuing engagement in scholarship and professional activities beyond the specific projects completed prior to promotion to Associate Professor, and/or
- Evidence of continuing professional development in this area

III. Service

The Women's Gender Studies department expects all of its faculty members to participate in the institutional work of Keene State College, both within the department and at the school or college level. In the first year of appointment, faculty members are expected to contribute to departmental service only. From the second year forward, faculty members are also expected to contribute to service at the school and college level. The Women's and Gender Studies department recognizes, however, that as an interdisciplinary field of study, many of our faculty have joint appointments and serve in multiple departments or programs.

Service within the department includes:

- developing or updating curricula;
- coordinating multi-section courses;
- conducting learning outcomes assessment;

- organizing and/or participating in group advising sessions;
- organizing and/or participating in new student orientation;
- organizing and/or participating in the college open house;
- serving as department representative on certain committees;
- taking notes at department meetings;
- maintaining information about external student opportunities (e.g., summer programs, internships, graduate school, study abroad opportunities);
- writing departmental documents (assessment reports, curriculum proposals, advisory opinions);
- serving on departmental search committees;
- actively participating in departmental meetings;
- participating in community service that contributes to the mission of the department;
- other activities as needed to conduct departmental business.

Service at the school and college level includes:

- serving on school or college committees;
- serving on accreditation teams;
- serving on campus-wide search committees;
- presenting at college-wide events related to service activity;
- presenting at conferences related to service activity;
- pursuit, acquisition, and/or administration of grants;
- development of college-wide curricula (e.g., Integrative Studies Program, College Honors Program);
- serving on DPECs for faculty outside the department;
- advising student groups;
- other activities that the department may suggest or privileges.

Leadership positions include:

- serving as department chair;
- fulfilling leadership roles on school or college committees, accreditation teams, or campus-wide search committees;
- fulfilling leadership roles in KSCEA;
- fulfilling other leadership roles as needed to conduct department, school or college business.

The Department of Women's and Gender Studies also recognizes voluntary contributions of professional expertise to the community outside Keene State College.

Documentation of service may include:

- Letters from colleagues describing service contributions;
- Documents produced as part of service contribution;
- Descriptions of the results of service contribution.

With this in mind,

For tenure and promotion to Associate Professor, the Women's and Gender Studies Department would normally expect:

- Evidence of regular departmental service, as described above;
- Evidence of contributions to service in at least one capacity at the school or college level, as described above, during the second year of appointment;
- Evidence of contributions to service in at least two capacities at the school or college level, as described above, each year following the second year of appointment.

For promotion to Professor, the Women's and Gender Studies Department would normally expect, during the period of time following promotion to Associate Professor:

- Evidence of continuing regular contributions to departmental service, as described above;
- Evidence of contributions to service in at least two capacities at the school or college level, as described above, each year.
- Service in at least one leadership position, as described above.

Many thanks to the Keene State College English and Mathematics Departments, whose guidelines served as models for our own.

APPENDIX

WGS GUIDELINES FOR DEPARTMENTAL PEER EVALUATIONS AND FOR PROMOTION AND TENURE

Duncan, Patti. "Outsiders, Interlopers, and Ingrates: The Tenuous Position of Women of Color in Women's Studies." *Women's Studies Quarterly*. 30.3-4 (2002): 155-168.

Duncan describes the resistance to issues of race and ethnicity within the women's studies classroom. As a discipline that has historically excluded issues of women of color, women's studies has only recently integrated courses that focus on race and ethnicity. As such, women of color who are hired to teach their department's only course on race and ethnicity, usually titled "Women of Color," often face resistance from primarily white women's studies major.

Harlow, Roxanna. "Race Doesn't Matter, But ...": The Effect of Race on Professors' Experiences and Emotion Management in the Undergraduate College Classroom." *Social Psychology Quarterly*. 66.4 (2003): 348-363.

Harlow examines how and to what degree race shapes professors' perceptions and experiences in the undergraduate college classroom. She analyzes how students' social and cultural expectations about race affect professors' emotional labor and management, shaping the overall nature of their jobs. The findings suggest that black professors' work in the classroom is different and more complex than that of their white colleagues because negotiating a devalued racial status requires extensive emotion management. Social constraints affect the negotiation of self and identity in the classroom, influencing the emotional demands of teaching and increasing the amount of work required to be effective.

Hendrix, Katherine Grace. "Student Perceptions of the Influence of Race On Professor Credibility." *Journal of Black Studies*. 28 (1998): 738.

Based on a study she conducted at a large, predominantly white, undergraduate university in the Northwest U.S., Hendrix examined the impact of race and course content on student perceptions of professor credibility. Based on nonparticipant observations in six different courses, individual semistructured interviews, and open-ended questionnaires, Hendrix argues that students applied more stringent credibility standards to professors depending on a combination of professor race and subject matter. In particular, Black professors who taught about issues related to the Black community were given more credibility than Black professors who taught about issues unrelated to their racial identity. More broadly, Hendrix notes that although students stated that they would not automatically factor one race over another, Black professors had to work harder to establish their credibility.

Lazos, Sylvia R. "Are Student Teaching Evaluations Holding Back Women and Minorities?: The Perils of 'Doing' Gender and Race in the Classroom." *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Ed. Gabriella Guitierrez Y

Muhs. Ed. Yolanda Flores Niemann. Ed. Carmen G. González. Ed. Angela P. Harris. Utah State University Press, 2012.

Lazos critiques the use of student teaching evaluations as the primary criteria for teaching effectiveness. She argues that rather than reflecting teaching effectiveness, student teaching evaluations are shaped by 1) whether or not they liked the professor; 2) whether their expectations about the course were met or they felt unsettled; or 3) how well they imagined they were doing in the course. Lazos argues that unconscious bias, stereotypes, and assumptions about role appropriateness shape the way that students perceive women and minority professors. Her article reviews several empirical studies which demonstrate the subjectivity and bias of student teaching evaluations.

Messner, Michael A. "White Guy Habitus: Challenging the Reproduction of Privilege in the Classroom." *Men and Masculinities*. 2.454 (2000): 457-469.

Sociologist Michael Messner draws on his own experience as a white, heterosexual male to argue that his racial and gender privilege positively impacts his student teaching evaluations. Using his experience of co-teaching women's studies courses over a period of eleven years, he argues that while he is generally perceived as objective, unbiased, flexible, open-minded, and good natured, his colleagues who are female and faculty of color are often described as having an agenda or chip on her/his shoulder, being rigid or dogmatic, or being grumpy or angry. He argues that members of privileged groups rarely recognize the "institutional processes or interactional dynamics that reproduce our privileges and others' subordination" (464).