

Policy on Tenure and Promotion Women's and Gender Studies

Criteria and Procedures for Evaluation of Tenure-Track and Tenured Faculty

Women's and Gender Studies is an interdisciplinary field, and faculty members may combine teaching and/or research areas across disciplines. Research should contribute to the body of knowledge that relates to Women's and Gender Studies as outlined by the National Women's Studies Association (*Women's Studies Scholarship: Administrator's Guide to Tenure and Promotion in Women's and Gender Studies*, 2013), especially in relation to the four key concepts that are central to Women's and Gender Studies scholarship, teaching, and service: 1) the politics of knowledge production; 2) social justice; 3) intersectionality; and 4) transnational analysis. It is acceptable that research appear in publications in traditional disciplinary fields, interdisciplinary fields, and/or more specifically in Women's and Gender Studies and Sexuality Studies forums.

The Women's and Gender Studies Program affirms its commitment to excellence in teaching, research/creative activity, and service to both the University and to the profession. The following general formula for these functions is to be used for faculty budgeted in the unit:

40% Teaching
40% Research/Creative Activity
20% Service

This formula, based on a load of two courses per semester, is to be used for tenure-track faculty. The contributions of tenured faculty members need not match these proportions, and there is some flexibility in making contributions in areas of individual strength. Any change in distribution of effort for all faculty members requires written permission from the Dean. At the beginning of the calendar year, faculty members can negotiate with the Director and Committee A concerning the relative weight to be assigned to each function within the following limits:

30-60% Teaching
30-60% Research/Creative Activity
5-30% Service

I. Procedures for Evaluation

The unit conducts three types of faculty evaluation. All tenure-track and tenured faculty members undergo an Annual Review, which summarizes the accomplishments of a single calendar year. Tenure-track faculty still in the probationary period additionally receive a Progress Towards Tenure letter each year, which reviews their cumulative progress to date; as well as a Third Year Review, which is also cumulative.

A. Annual Review

Each tenure-track faculty member shall participate in an annual progress toward tenure review supervised by Committee A and the Director. The review is designed to enhance teaching, to evaluate a faculty member's research progress, and to assist her/him in developing the qualifications and materials necessary for an affirmative tenure recommendation. The candidate will submit a statement on the past year's research, service, and teaching, and will meet with the Director and Committee A who will provide feedback on the faculty member's progress towards tenure.

B. Progress Towards Tenure Review

Committee A will write a Progress Towards Tenure letter each year on the basis of a review of the submitted materials. Unlike the Annual Review, which summarizes and evaluates the work done in one calendar year only, the Progress Towards Tenure Review (hereafter PTTR) is cumulative. While based on the same materials that are submitted and considered each year for the Annual Review, the PTTR evaluates the totality of the faculty member's accomplishments from the start of the probationary period.

C. Third-Year Review

In the spring semester of an untenured faculty member's third year, a review of performance will be conducted by Committee A to evaluate the faculty member's progress toward tenure since the start of the probationary period. The faculty member will be asked to submit a version of the tenure dossier which will include the following: 1) a curriculum vitae; 2) research or creative work published, accepted, submitted, and in progress; 3) evidence of teaching effectiveness as defined below in the "Teaching and Advising" section; 4) a statement of goals in teaching, research/creative activity, and service.

The Director and Committee A will, after consulting the faculty member, appoint three senior faculty members within the program in appropriate fields to read research/creative work and write an assessment of its quality judged on a national scale, and of the candidate's potential for further development as a scholar/creative artist. This *ad hoc* committee should also indicate ways in which the work may be improved or new directions explored.

The Director and Committee A will use the procedures in the "Teaching and Advising" section below to assess the faculty member's progress as a teacher and, if appropriate, to suggest means of improvement. Finally, the Director and Committee A will decide whether or not to appoint the probationary faculty member beyond a fourth year.

The goal of these reviews and of less formal mentoring and advising is to help tenure-track faculty develop professionally and to prepare a solid case for tenure. The evaluation process should be used to advise and aid the probationary faculty member. It is expected that under normal circumstances appointment will be continuous up to the time of the tenure decision unless there is compelling evidence that the faculty member is failing to make satisfactory

progress towards tenure.

II. Process for Tenure/Promotion to Associate Professor

A tenure committee (hereafter TC) will be formed in the spring of the fifth year. The committee shall be comprised of the following tenured members:

- 1 WGS Core Faculty* member;
- 1 person who is from the candidate's home discipline and also a WGS affiliate*, when possible;
- 1 additional member selected by the director or Committee A as appropriate.

External reviewers will be selected on the basis of a combination of lists submitted by the candidate and the TC composed of scholars who have expertise in the candidate's area. Ph.D. advisors and committee members, co-authors, research collaborators, and close personal friends should not be asked to evaluate the candidate. The candidate will have an opportunity to provide the committee with a list of names of potentially biased reviewers.

The TC will finalize the list of external reviewers and send letters requesting service from the reviewers in late spring of the fifth year of the probationary period. The TC will send the candidate's updated curriculum vitae, statement of goals in teaching, research/creative activity, and service, selected reprints of publications, and a copy of this document to the external reviewers. Reviewers will be asked to evaluate the applicant's record of research/creative activity and standing in the discipline. All letters received will be placed in the candidate's online dossier. The dossier must contain letters from at least six reviewers who are outside the University. No more than half of the external evaluators can come from the candidate.

The TC shall compile the online dossier prior to its release for review by eligible faculty members. Members of the Women's and Gender Studies tenured Core Faculty and tenured voting-eligible Core Affiliate Faculty* appointed at the ranks of associate professor and professor are eligible to vote on tenure and promotion to associate professor.

The Director or Committee A, as appropriate, shall add to the dossier all additional items required by college and university regulations, including ballot count, a copy of the promotion/tenure guidelines, copies of letters from outside evaluators, the recommendation of Committee A, and the recommendation of the Director. The dossier is then forwarded to the Dean's office by the appropriate deadline.

III. Criteria for Annual Evaluation of Tenure and Promotion

A. Research and Creative/Scholarly Activity

* The definition, rights and obligations of the WGS status designations "Core Faculty," "Core Affiliate Faculty", and "Affiliate Faculty", are spelled out in the unit's policy document "Faculty Status Rules in Women's and Gender Studies", approved by the faculty on November 20, 2015, and amended January 29, 2016.

It is expected that each faculty member demonstrates a significant scholarly research/creative activity program. Interdisciplinary and collaborative works are valued. Numerically specific criteria regarding acceptable quantity of research are inappropriate in Women's and Gender Studies, in part because of the diversity of research areas and venues for dissemination. Normally, an acceptable quantitative standard of research productivity for tenure and/or promotion will be the publication of one new single-authored book during the probationary period, or one to two peer reviewed journal articles per each year in rank. The number of journal articles is typically determined by the field of specialization and its national disciplinary standards. The program considers the quantity and, more importantly, the quality, of each faculty member's research and scholarship. In evaluating these activities, Committee A will consider factors such as: quality and prestige of journal/publisher, sole versus lead versus co-authorship, the candidate's role in the work product, the pertinence of the work to WGS as a discipline (see the four key concepts outlined in the first paragraph of this document), and the importance of the work. The quality and quantity of research/creative activity will be considered in the evaluation alongside the disciplinary or interdisciplinary nature of the work.

The primary sources of evidence of sustained accomplishment in research and creative activities include, but are not limited to, the following:

1. Articles published in peer-reviewed journals.
2. Peer-reviewed monographs published by a major academic publisher or university press.
3. Book chapters published in peer-reviewed anthologies or edited volumes by a major academic publisher or university press.
4. Papers published in conference proceedings.
5. Grants and fellowships.
6. Research papers and poster presentations competitively selected for presentation at scholarly conferences.
7. Thematic review essays.
8. Public intellectual activity disseminated in a variety of forms including blogs, op-eds, policy reports and community action projects.

B. Teaching and Advising

Teaching performance may include but is not limited to the following areas:

1. Classroom and online teaching on a variety of course levels including undergraduate and graduate courses ranging from small seminars to large lecture classes.
2. Special projects (directed readings, independent studies, internships, studio projects, laboratory instruction).
3. Advising. Faculty may participate formally or informally in advising; this advising extends beyond that of helping students fulfill degree requirements and includes career counseling and mentoring and should be reported.
4. Development of teaching effectiveness, course development, the implementation of innovative teaching techniques, and the uses of new technology in the classroom should

be reported.

5. Direction of graduate theses and dissertations or service on graduate committees.
6. Other teaching-related activities may include: Supervision of graduate assistants, internal and external grants for the improvement of instruction, conducting colloquia, workshops, or short courses, invited lectures in other than assigned courses, supervision of undergraduate research, and team teaching.
7. Successful integration of Women's and Gender Studies and Sexuality Studies methodology into courses.
8. Awards, honors, and citations attesting to teaching excellence.

Evaluation of teaching performance will include peer evaluations, based on classroom visitation by members of Committee A or designated representatives. At least one peer evaluation will be conducted during each year of the probationary period. In addition to peer reviews, the following may also be used in the evaluation of teaching performance:

1. Syllabi, tests, and other materials used in the course(s).
2. Student evaluations.
3. Letters from current and former students.

C. Professional and University Service and Public Outreach Service

Assistant professors are not expected to contribute as much service as senior faculty members. Assistant professors should focus their service efforts within the discipline and the Program. These forms of service contribute to the goals of the Women's and Gender Studies Program:

1. Professional service
2. University service
3. Public service or public outreach/

IV. Procedures for Promotion to the Rank of Professor

A. Criteria for Promotion to Professor

To be considered eligible for promotion to the rank of Professor the criteria will be the same as those for promotion to Associate Professor; however, the level of attainment within these criteria will be greater for promotion to Professor. The candidate for promotion to the rank of professor should, in addition to successful teaching and service, provide evidence of continued growth as a scholar or creative artist and have warranted national recognition for publications, grants, and/or creative efforts. Both quality and quantity are important. The work should have clear relevance to the discipline of Women's and Gender Studies. Research and creative activity before, but particularly after tenure, count as part of the overall record for promotion to full professor. A book or equivalent number of peer-reviewed articles (8 to 10, depending on the expectations of

the faculty member's specific discipline) written and published after tenure is granted will be expected.

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