

GENDER STUDIES TENURE SPECIFICATIONS & CRITERIA

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Mission

Gender Studies is an inter-discipline, encompassing diverse inquiries, problems, theories, and methods. It analyzes structures, operations, relations, and representations of *gender* – that is, culturally produced and historically or cross-culturally variable forms of sexuality, masculinity and femininity. Interdisciplinary inquiry into gender discloses new analytical theories, problems, and findings germane to many disciplines and multi-disciplines, and also constitutes a body of theory in its own right. Thus, research, teaching, and service missions entail reciprocal intellectual relationships between gender studies and other knowledge areas.

Academic backgrounds of Gender Studies faculty at Indiana University may include the arts and humanities, the social sciences, the natural sciences and the professions, including law, medicine, business, public policy, social work, health, and education. Gender Studies aspires to build a distinguished, interdisciplinary, and innovative faculty with a strong research profile, a vigorous curriculum and multiple contexts for service to Indiana University, the profession, and the wider community.

Gender Studies research and teaching are inextricably connected. Deploying diverse methodologies, theories, and knowledge traditions, faculty analyze gender within a number of interrelated areas and thematic clusters. These include health, subjectivity, sexuality, embodiment, and reproduction; institutions of knowledge, law, science, technology, space and design; cultural production, criticism, policy, and regulation; discourses of difference and intersection forged by sex, race, class, religion, ethnicity, ability, sexual orientation and culture; and feminism as politics, philosophy, discourse, policy framework, and jurisprudence, as compared with other gender politics stances.

In general, the rankings for Gender Studies' evaluation of tenure candidates' performance in research, teaching, and service will have four tiers: outstanding, excellent, effective, and poor.

Tenure Specifications and Criteria

In all that follows, Gender Studies will evaluate its candidates for tenure in conformity with requirements of the Dean of the Faculties and the College of Arts and Sciences.

In accordance with its mission, Gender Studies expects that in most cases, outstanding research will be the focus of its candidates for tenure. In line with a 1983 BFC resolution, endorsed by the Dean of Faculties, teaching performance is also given significant weight in tenure cases. Because Gender Studies is inherently interdisciplinary and diverse, the definition of research excellence for promotion must be appropriate to each individual case, balancing the criteria of both their discipline of training and the criteria of Gender Studies as a field. In all cases, the candidate's total record should be assessed by comprehensive and rigorous review by peers carefully selected to reflect the candidate's training and individual career history.

Alternatively, in cases where outstanding teaching is the focus of a candidate's case for tenure, the research record must show excellence in coherent development, and significant contributions to relevant fields.

Gender Studies faculty members are expected in any tenure case to have a record of service which is at the minimum effective, and is preferably excellent, whether the chief basis for tenure is outstanding

research or teaching. In the extremely rare case of tenure sought on the ground of outstanding service, Gender Studies would expect to see the level of research and teaching performance meet the criteria of “excellent.”

Finally, the Dean of the Faculties provides for the option of devising specific provision “for variations in the ranking of importance for individuals who have formal unit approval of a mission that varies from the general unit’s mission and the statement of the circumstances under which variations from these perceptions may be expected” (DOF, 1998: 29). These expectations will normally be laid out in detail during the candidate’s third-year pre-tenure review.

RESEARCH

Outstanding Research/Creative Activity

In an interdisciplinary context, the fairness of the criteria chosen for peer review of research and creative activity is a crucial issue. The exact balance between the disciplines selected for the peer review should be determined through extensive discussion among the members of the promotion committee and the candidate well before the formal review process begins. If the candidate believes that the disciplinary criteria for promotion chosen by the promotion committee are inappropriate, she/he may ask the departmental executive committee to intercede as mediators.

Relevant scholarly work may be published in the form of interdisciplinary publications, and/or in separate publications in more than one disciplinary area. Some of the work should directly address the audience of gender studies as a discipline. Tenure on the ground of outstanding research is based on the totality of the scholar’s record, but greater emphasis will be placed on the record of work done since being hired at Indiana University, except in very unusual circumstances. A candidate for tenure is expected to have established themselves as an important scholar in one or more fields of research or creative activity. They are expected to show a clear promise of achieving national and international prominence as one of the leading scholars in an established field of inquiry or creativity by the time they are tenured. This is normally established by demonstrating a significant program of research or creative activities which move beyond the scope of the candidate’s dissertation research. This can be documented by grant proposals, publications, research activities or other substantial activities which promise significantly greater depth, breadth, or topical development beyond the project which formed the basis for the dissertation project. The assessment of publications or creative work will in all cases be based on the standards appropriate to the candidate’s area of research and mode of inquiry.

The standards for establishing an outstanding record of research and creative activity will include:

1. A sole-authored book (not an edited anthology, document set, or translation), published by a reputable university or trade press; OR
2. A series of interconnected or otherwise related articles in widely recognized refereed journals; OR
3. Other substantial and equivalent peer reviewed publication or creative work demonstrating comparable originality, significance, rigor, and substantial effort (e.g., film-making, exhibition(s), major inquiry and report, etc.)

Any of these materials shall be deemed *strong* documentation of the candidate’s record of outstanding research and would be required for basing a tenure decision on research and scholarly activity. Some significant portion of this evidence would also be desirable in cases of tenure sought primarily on the

basis of outstanding teaching or service.

Additional supporting evidence of research or creative work

4. Articles in refereed journals and/or chapters in anthologies or parts of jointly authored books, especially those which foreshadow new directions in scholarship;
5. Editing anthologies, scholarly journals, monographs or book series, and/or related publications; compiling, annotating, or introducing original documents or source material; or translation, annotation, and editing significant foreign language texts;
6. Substantial review essays published in refereed journals;
7. Sponsored or invited reports with substantial scholarly content;
8. Catalogues for exhibitions or other creative work/events;
9. Assessable drafts of book(s) and/or articles in progress.
10. In applied fields where it is appropriate, a substantial body of technical reports, policy documents, project designs, or program evaluations may serve as the best evidence of a candidate's research and creative activity in the context of work within government, non-governmental, or international agencies and organizations.
11. the award of significant external and internal research grants, fellowships, prizes, honors, and related recognitions.

Any of these materials contribute to an assessment of a candidate's research/creative performance, especially insofar as they document an ongoing or developing program of scholarly/creative work, and the wider reputation and recognition which the candidate's work has achieved. In tenure cases based on outstanding teaching or service, such awards can document research/creative activity at the level of excellence required in such cases. In terms of an outstanding research case for tenure, such materials shall be *supplementary* to the above *strong* evidence of outstanding research [1-3]. Moreover, a significant body of such additional supporting evidence of research/creative work would be *essential* for tenure cases based on outstanding teaching or service.

Gender Studies Criteria for evaluating quality of research/creative activity

With the potential diversity of research records and profiles among faculty seeking tenure and promotion, Gender Studies must use distinctive criteria for evaluating candidates' research and creative work. This accords with the Dean of Faculties Academic Guide (1998) requirement that each unit specify particular criteria for outstanding research and teaching relevant to its mission. Gender Studies tenure and promotion criteria center on interdisciplinarity and significance.

* Interdisciplinarity: Outstanding research, creative work, and scholarly activity in Gender Studies tenure candidates can be demonstrated in a number of ways, significantly influenced by the academic background and project focus of the candidate.

In general, outstanding work in Gender Studies will display conceptual originality in project design, research questions, methods, and/or interpretive frameworks, with particular focus on critical

interrogation of relevant gender issues or themes. Such work may be located primarily within one particular discipline, or more than one field, but normally it will have significant salience for gender studies as well as for scholars concerned with gender in another discipline or field.

In order to illuminate a problem or investigation most creatively, interdisciplinary scholars are free to – indeed, will often need to – extend beyond disciplinary conventions. We expect the candidate's statement to specifically address the issues of disciplinary position and the conditions of knowledge, discourses, or disciplinary consensus applicable to their scholarship.

Significance: Outstanding interdisciplinary scholarship/creative work can be demonstrated by any of several dimensions, including:

- the number of fields addressed and/or affected by the work; the range of audiences for the work; the ‘cross-over’ nature of the project, its relevance to a variety of scholarly groups or sub-fields. Measures or impact such as citation analysis can and should be used whenever it is possible and relevant.
- the importance of the candidate’s research/creative activity to the state of knowledge or scholarly debate within gender studies.
- the depth of the candidate’s achievement in applying the insights of gender studies to the interrogation, revision, or reconfiguration of gender-related scholarship within one or more traditional disciplines.
- other specific achievements in research/creative work involving the analysis of gender, including analytical integration, innovative methodology and means of presentation, the inspiration of new inquiries by other scholars, and other impacts on relevant scholarly fields and/or the general public or targeted audiences of practitioners or professions.

TEACHING

Outstanding Teaching

Degree/curricula design or revision, the range and record of teaching, mentoring students, pedagogical publications, national teaching recognition, peer review, and student data constitute elements of the superior teaching record.

- * Outstanding teaching can be demonstrated by degree/curricula design or revision, the range and record of teaching, the quality of student mentoring, pedagogical publications in major interdisciplinary and disciplinary journals, national or international teaching recognition, peer review, and student evaluation data. Student evaluations alone must be interpreted with extreme care, and should always be supplemented by peer reviews of teaching. Strong student evaluations are not sufficient for demonstrating outstanding teaching.
- * Degree Program and Curricula Design, Revision, Syllabi, and other Course Materials: In view of the developing character of gender studies, all Gender Studies faculty contribute appropriate new curricula and revision of existing courses to the unit’s instructional offerings. Candidates for tenure and promotion on the basis of outstanding teaching should demonstrate major programmatic contributions to the unit’s teaching profile and activities. Evidence of significant curriculum design and revision will furnish strong documentation of outstanding teaching.
- * Pedagogical Publications: Faculty may make invaluable contributions to teaching through conference papers, professional panels, reports, surveys, articles, and textbooks related to

teaching gender studies. Peer evaluations of this material are useful evidence for the promotion evaluation. Such materials establish strong evidence of outstanding teaching.

- * **Teaching Range and Record:** In the years before tenure, Gender Studies faculty generally will instruct courses at all levels, demonstrating a record of facility and effectiveness with diverse student cohorts. Evidence of this range should be a part of the basic teaching record. Contributions to courses and student advising at undergraduate and graduate levels at IUB, other IU campuses, and at other colleges and universities constitute an important part of the candidate's record. Effectiveness at diverse levels will provide strong documentation of outstanding teaching. In some cases, however, a candidate for tenure may have taught a restricted range of courses due to programmatic requirements of the Gender Studies department, or because of commitments to other departments in the case of positions shared between departments. In these cases, teaching at diverse levels is not a requirement for demonstrating outstanding teaching.
- * **Peer Review:** Reports of colleagues who have attended the candidate's classes are essential evidence of the quality of teaching. The record should include observations at various levels of teaching by more than one colleague, and it should also include retrospective interviews with students, and letters of support written by past students. Such evidence will provide strong evidence of the strength of outstanding teaching.
- * **Student Data: Enrollments, Evaluations, Performance:** Relevant data may include: patterns of enrollment and characteristics of enrollees; trends in student evaluations of the candidate's instruction of the years before application for promotion; and comparative grade reports, and other areas of performance excellence, advising, technological and presentation innovations, and evidence of student learning. Awards to graduate and undergraduate students for work done under the supervision of the candidate will also provide evidence for outstanding teaching. Positive data support an assessment of strong support for outstanding teaching, but cannot establish such a record on their own.

Gender Studies Criteria for Evaluating Teaching

Gender Studies criteria center on interdisciplinarity, innovation, integration, inspiration, and the stimulation of critical learning; appropriateness of teaching materials/methods for class level and rigor in standards and grading.

- * **Interdisciplinarity** is a primary characteristic of excellence in Gender Studies teaching: it is reflected in teaching which uses diverse theories and methods to address and question established dogma, asks new questions in the gaps within existing knowledge, and develops creative approaches to producing and presenting knowledge. It fosters engagement and self-reflection among students. In general teaching in gender studies should transcend the limits of established disciplines.
- * **Innovation** in teaching includes a faculty member's command of new developments in fields relevant to her/his teaching, and regular updating of syllabi, presentations, and pedagogical approaches.
- * **Integration** – the ready integration of diverse materials, theories, methods, and content in the process of exploring gender-related problems or issues. Outstanding performance in this area will be evident in syllabi, course materials, websites, lectures, seminar discussions, and written work

produced by students, especially majors and graduate students. Effective intellectual integration is a key criterion of outstanding teaching in Gender Studies.

- * Inspiration and Stimulation of Critical Learning is another key criterion for outstanding Gender Studies teaching, as manifest in syllabi, lectures, class discussions, grading comments, and student papers and projects.
- * Appropriateness of Teaching Materials and Methods for Class Level is a particularly critical quality of outstanding instruction.
- * Rigor, Constructiveness, and Equity in Evaluation of Student Work, is especially important with the wide variety of students in the Gender Studies classroom, drawn from many College departments and other schools on campus. It is important for Gender Studies faculty to adopt rigorous and constructive criteria for student performance.
- * Other issues may arise because of the diversity of backgrounds of Gender Studies faculty. These will be outlined on a case-by-case basis, forwarded as a supplement to the tenure dossier.

SERVICE

Gender Studies specifications of material to be considered as evidence of outstanding service:

Service to Gender Studies at an outstanding level may be demonstrated by various activities including: donor relations and development; student recruitment, admission, advising, administration, departmental promotion and representation within and beyond the campus; organizing speaker visits, colloquia, conferences and similar events; collaborative departmental submissions to the College or campus, and policy or procedural revision. Since the college has advised departments that the service obligations and expectations of pre-tenure faculty should be lighter than faculty post-tenure, the criteria for outstanding service in tenure cases are considerably less than those expected at the time of promotion to full professor. Outstanding service for tenure constitutes a level which would be considered average for post-tenure faculty, bearing in mind also that many GS faculty have administrative commitments to more than one unit.

Service to the College and the University includes membership of College and University committees, working groups, and consultative bodies; presentations to special groups and events; giving advice and expert assistance to planning, development, recruitment, and outreach initiatives; assisting colleagues in other departments and schools and on other campuses; chairing or directing area studies or other interdisciplinary programs, centers and institutes. Such service can be documented with correspondence, reports, minutes, presentation transcripts, programs, and similar evidence. Again the expectations of pre-tenure faculty for service to the University are considerably lower than those for tenured faculty. Documentation of a high level of such service activities is strong evidence of outstanding strength of service in tenure cases, and a higher level yet is required for a judgment of outstanding strength in balanced tenure cases based on teaching, research and service.

Professional Service includes service to a candidate's scholarly field(s). Evidence could include: appointment to national boards, professional bodies, councils, and offices in societies related to research and scholarship. (Such appointments, of course, also indicate the candidate's national visibility and reputation.) Also service as a scholarly assessor, reviewer, and referee, to university and relevant commercial presses, granting agencies, and scholarly journals; presenting public lectures, conference keynotes and addresses, and related dissemination of scholarly work. (Such invitations may also reflect

national research reputation). When not related to the candidates original research and creative activities, are contributions to encyclopedias, dictionaries, biographies and obituaries, and to other reference or field service works; book reviews; scholarly conference/caucus reports, newsletters, and related service publications. While leadership roles in professional service are not expected of pre-tenure faculty, strong participation in national organizations, scholarly seminars and professional reviewing are taken as evidence of outstanding professional service.

Community and Public Service: The research expertise of Gender Studies faculty can result in requests from groups external to the university for public presentations, consultation, advice, and service on governing boards and executive committees, as well as public appearances in mass media. These can be documented by correspondence, minutes, programs, recordings, and other means. Any such service will contribute to an outstanding level of service for tenure cases. Documentation of such service activities are strong evidence of outstanding strength of service in balanced tenure cases based on teaching, research and service.

Gender Studies Criteria for evaluating Service

These center on the extent, quality, significance, and effectiveness of service, and the impact, relevance and importance of the groups to which service has been rendered..

* Extent of service may be evaluated with quantitative measures. Service which reflects the interests and agendas of Gender Studies as a field are most valued. For tenure cases based on outstanding service, candidates will demonstrate outstanding effort in governance, development, recruitment, and promotional activity in the department and University and significant high-profile service activities in scholarly organizations and to public organizations.

* Quality of service includes: the caliber of presentations, documents, communications, and approaches to donors, students, executives, faculty peers, community leaders, mass media, etc..

* Significance of service activities will be evaluated in relation to their demonstrated advancement of Gender Studies' mission and impact at the university, local, national and international levels.

* Effectiveness may be demonstrated both by measurable outcomes, changes, improvements, and landmarks in the activities in question (e.g., in fund raising, endowment, new donors, enhanced/diversified student recruitment) and by contributions to the unit's culture, morale, or esprit de corps.