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Women's & Gender Studies Appointment, Promotion & Tenure Guidelines

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Women's & Gender Studies Appointment, Promotion & Tenure Guidelines

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May 6, 2015

Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department's system of weighting the relative importance of teaching, scholarship and service (although as a general rule, teaching must always be weighed at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost & Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. *The guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation.* Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate's potential for achieving and/or performing at, the highest academic rank.

I. Introduction

Women's and Gender Studies is both an interdisciplinary field in its own right and one that encourages connections to other interdisciplinary fields and to traditional disciplines. Women's and Gender Studies represents both a way of thinking about gender and society that crosses disciplinary and political boundaries and offers critical analyses of inequities and injustices that arise from difference. Therefore, effectively evaluating candidates for tenure and promotion in Women's and Gender Studies requires that evaluators understand the field as heterogeneous and account for the consequent variability of Women's and Gender Studies scholarly forms, methods, and contributions, as well as pedagogical styles.

This APT document for the Women's & Gender Studies program (WGS) follows the Procedural Requirements for Academic Personnel Decisions as prepared by the Deans Council, endorsed by the College President and approved by the College Senate. This document represents the minimal criteria in the areas of Appointment, Promotion and Tenure and has been developed in accordance with the appointment, promotion and tenure guidelines endorsed by the National Women's Studies Association (NWSA) (available at: <http://www.nwsa.org/files/2013-NWSA-Tenure%20StatementFINAL.pdf>).

Academic personnel recommendations are based on performance in the three faculty roles of Teaching, Scholarship/Creative Activity, and Service. The Office of the Provost & Vice President for Academic Affairs publishes a *Calendar of Personnel Processes* (for each current academic year) along with *Guidelines for Faculty Appointment, Renewal, Tenure, Promotion, and Performance at Rank*. These documents provide College-wide

guidelines regarding personnel recommendations. The other major resource for information on the guidelines and processes used in making personnel recommendations shall be this WGS program APT document.

II. WGS Mission Statement

The Women and Gender Studies Program seeks to promote rigorous and engaged academic study that explores gender and women's issues from a multidisciplinary perspective, across diverse populations, and within a local, national, and transnational context.

III. Purpose of the Document

This document sets forth principles, criteria, and procedures for Qualified Academic Rank (QAR) three-year renewals (in Appendix B), tenure-track renewals occurring during the second and fifth years, application for continuing appointment (tenure) and promotion in the sixth year, as well as promotions anytime thereafter for faculty members in the WGS program at The College at Brockport.

In the case of joint appointments, the joint appointment faculty member would be tenured in the WGS program, unless otherwise negotiated at the time of hire by the parties involved.

Expectations for continued successful teaching, scholarship and service apply throughout a faculty member's career at Brockport, not just for reappointment, tenure, and promotion. The WGS program uses the guidelines for tenure and promotion as the basis for measuring expectations for continuing performance at the Assistant and Associate Professor levels, and the guidelines for promotion to Professor as the basis for measuring continuing performance at that rank (see Section XI of this document).

IV. Constitution of the WGS APT Committee

The Women's and Gender Studies APT committee shall consist of 3 or more tenured faculty. Two APT members will be selected from among and by voting members of the WGS advisory board, and one outside member will be appointed by the Dean of The School of The Arts, Humanities, and Social Sciences. Members of the APT committee shall serve for an initial 3-year term, subject to possible renewal. The APT Committee Chair will be selected by and from the active APT committee members to serve a renewable 1-year term. Should a vacancy arise on the APT Committee, elections shall be conducted promptly, or, in the case of a vacancy among the appointed representative, the Dean shall promptly appoint a replacement.

V. Faculty Personnel Action Process

Personnel actions include the actions of faculty reappointment, continuing appointment, promotion, sabbatical leave, discretionary salary award, and designation of the department chair. Academic personnel actions proceed in the manner described below for review and recommendation, culminating in a personnel action decision by the College President.

- The responsibility of the Program's APT Committee is to provide a clear rationale in writing that evaluates the applicant's performance in three areas—teaching, scholarship and creative activity, and service—using the appropriate criteria outlined in the forthcoming sections.

- The responsibility of the candidate is to provide:
 - 1) a one-to-two page letter addressed to the APT Committee summarizing major achievements in teaching, scholarly and creative activity, and service
 - 2) copies of the candidate's annual reports for the period of review
 - 3) a current curriculum vitae
 - 4) a teaching portfolio addressing administratively mandated elements, including a statement of teaching philosophy
 - 5) a scholarship portfolio documenting scholarly and creative publications, activities and potential
 - 6) a service portfolio documenting service to the program, college, community and the discipline of Women's and Gender Studies and/or related fields

The candidate should strive to demonstrate that his or her performance in the three areas fulfills the appropriate criteria outlined in the applicable sections of this document describing the rank being sought. Application materials should be arranged in a clear and consistent manner and be professional in appearance. See Section X of this document for recommendations on developing the required dossier.

In accordance with College policy, the review process shall take place in the following order:

1. Faculty Applicant/Nominee
2. Program/ Department APT Committee
3. Program/ Department Faculty
4. Program/ Department Director
5. School Dean
6. Provost/Vice President for Academic Affairs
7. College President

In all academic personnel actions, the applicant shall be notified in writing of the recommendation at each point in the process, and be allowed the opportunity to respond in writing to any stage of the review and stop the consideration process at any point prior to the President's decision.

1. Candidates shall submit application materials to the APT Committee Chairperson or designee on or before the due date established by the Provost's Office for the type of review to be completed. APT Committee members shall independently examine and evaluate candidate portfolios. In addition, an external reviewer from on or off campus may be used upon advance request made by the candidate or by the APT Committee with the approval of the candidate. For promotion to Professor the soliciting of external reviewers is encouraged. External reviewers will be provided a copy of this APT document and access to the candidate's portfolio. Candidate portfolios will be kept on file in the department/ program office and checked out via a sign-out procedure to ensure that all APT Committee members review candidate portfolios prior to Committee action.
2. The APT Committee shall then meet and prepare a committee recommendation regarding candidate applications. The Committee will seek to reach its recommendation by consensus. When that is not possible, a simple majority vote will be taken and the results reported in the APT letter. A letter containing the APT Committee recommendation addressed to the Dean, including a clear summary statement of the supporting rationale, will be sent to the candidate and to the Program Director by the date established by the Provost's Office. If the Program Director is the candidate under review, then the letter should be sent directly to the Dean.
3. Following the completion of the APT Committee's review and submission of its recommendation to the candidate, eligible voting members of the WGS Advisory Board shall vote on the Committee's recommendation. Upon reviewing candidate portfolios using the appropriate evaluation criteria outlined in the forthcoming sections, eligible voting Advisory Board members will vote to either approve or reject the APT Committee's recommendation.

The APT Committee shall make candidate portfolios and the APT Committee recommendation letter available for review by eligible Advisory Board voting members at least five (5) business days prior to deadlines. Candidate materials will be kept on file in the Program office and checked via a sign-out procedure to ensure that all voting Advisory Board members review the portfolios prior to voting.

- **Eligible Voting Advisory Board Members:** Advisory Board members eligible to vote are determined by the WGS Program Constitution and By-Laws. Voting is restricted to those members of the Advisory Board with voting privileges.
- **Program Voting Process:** A vote on the APT Committee recommendation will be taken during an Advisory Board meeting. The candidate will be asked to leave the room during voting. The Board may then ask the APT Committee procedural questions about the Committee's review of the application. Eligible Advisory Board members, including members of the APT

Committee, will then vote by secret ballot to register agreement or disagreement with the APT Committee's recommendation. The Program Director shall not participate in this vote but shall, with the Program Secretary, tally the ballots. The result, but not the specific tally, will be announced to the Board at the close of the meeting. The Program Director will inform the candidate of the result as soon as possible after the meeting. In the event that the WGS Program Director is also the candidate being evaluated, voting members of the Advisory Board will appoint a representative to serve in this role for the purpose of tallying and reporting votes.

- **Report of APT Voting Results:** Numerical tallies regarding the votes of the APT Committee shall be reported to the Program Director, who will forward them to the Dean, Provost, and President. The exception would be when the Director is being evaluated. In that case the tally will go directly to the dean. The APT Committee shall provide the Program Director or the Dean with the committee vote tally so that the appropriate individual may forward all the tallies to the above offices. The tally shall not be reported to the candidate, Advisory Board, or any other party.
4. Following the Advisory Board vote on the APT Committee recommendation, the Program Director (or Dean when appropriate) shall make an independent judgment of the applicant's performance in accordance with the deadline set by the Provost's Office. The letter shall include a clear summary statement of the supporting rationale for the recommendation. The Director (or dean when appropriate) may find the recommendations and voting of the APT Committee and Advisory Board useful in arriving at his or her judgment, but is not bound by those recommendations or votes. The APT Committee recommendation and the Program Director's recommendation will be added to the candidate's portfolio and sent to the School Dean for review and recommendation.
 5. The Dean shall examine candidate portfolios as well as the recommendations of the APT Committee, Program Director and Advisory Board vote. He or she will make an independent recommendation to the Provost.
 6. The Provost/Vice President of Academic Affairs shall examine candidate portfolios as well as the recommendations of the APT Committee, Program Director, Advisory Board vote, and Dean. He or she will make an independent recommendation to the President.
 7. The President shall examine the aforementioned recommendations and send a letter to the applicant in accordance with the notification dates determined by the Office of Human Resources and the Provost's Office.

VI. General Principles

Tenure-track faculty in Women's and Gender Studies are evaluated by the general college-wide principle of 50% teaching, 30-35% research, and 15-20% service. However, it is generally understood that many Brockport faculty often take on more than 15-20% service, especially in small departments/programs. Thus, in a program like WGS, it is particularly important for APT committee members to consider the various ways these percentages may be applied to individual candidates. Positive recommendations for personnel reviews usually require performance at rank in all three areas.

The standard teaching load for tenure-track faculty is three courses (of three semester credits each) every semester for faculty demonstrating an active program of scholarship or with major or multiple service responsibilities. College policy assigns additional teaching and/or service to faculty who do not meet expectations in an active program of scholarship; it is the expectation of the WGS program that all of its faculty will be engaged in an active program of scholarship.

Variations from this balance of responsibilities and expectations must be negotiated by the candidate (be it QAR or tenure track), the WGS Program Director and Dean during the candidate's first year of employment at The College at Brockport.

APT committees should consider and recognize teaching, scholarship, and service accomplishments in both WGS and related disciplines collectively, including the scholarship of teaching and learning. Scholarship should either be in WGS or related fields and can take many forms including, but not limited to, women's studies and women's studies related scholarly activity; interdisciplinary scholarship; creative activity; presentations at professional meetings; and publications in professional journals and books.

The discipline recognizes that activism with women and other groups inside and outside of academic institutions produces knowledge and contributes to the development of women's and gender studies scholarship. However, traditional assessment measures for tenure and promotion tend to be individualist in nature, privileging solo-authorship and esoteric topics. WGS, in its commitment to activism and alliance building to eradicate inequality, necessitates collaboration. Therefore, collaborative research, teaching, and service engagement should not be undervalued.

VII. Teaching

The Women & Gender Studies Program recognizes that teaching entails not only performance in the classroom, but an array of activities outside the classroom that support student learning and success. According to the Faculty Roles and Rewards Committee Final Report, teaching:

Encompasses promoting, guiding, facilitating, and evaluating student learning. Faculty members are catalysts for creating and adapting learning environments in and outside the classroom that stimulate students to learn, to be curious, to be critical thinkers, effective writers and speakers, and creative problem solvers. Effective teaching and learning are dependent upon faculty utilizing a variety of teaching techniques and designing and revising curriculum to produce student-learning outcomes. Included within teaching/learning are the professional development processes of attending workshops and conferences and efforts necessary to maintain mastery of subject matter and teaching methodologies. Also included are the teaching-related activities of independent study and thesis supervision, field supervision, mentoring of students, and student involvement in research.

The WGS program defines characteristics of good teaching as practices that enhance the following seven outcomes, described individually and in greater detail below:

1. Student and peer evaluations of teaching

Evaluations of teaching are indicated by Instructional Assessment System (IAS) scores, and, if desired, written student evaluations of courses and teaching methods, for all classes taught during the review period. Candidates for review are also strongly encouraged to solicit peer observation of their teaching at least once per academic year to create a record of faculty peer evaluation.

2. Rigorous standards and high expectations

Rigorous standards and high expectations should be reflected in course objectives, course content, course assignments and other assessment tools, grading patterns, and learning objectives.

3. Student engagement outside the classroom

Student engagement outside the classroom includes mentoring, tutoring, review sessions, independent and directed studies, thesis work, electronic means of interaction, and similar evidence.

4. Knowledge of subject matter and use of effective methodologies and materials

Knowledge of subject matter and use of effective teaching methodologies and materials is reflected in use of innovative instructional approaches, use of classroom technologies, the use of and/or development of current course materials, professional development including participation in CELT-sponsored activities and local and national conferences or conference sessions on pedagogy.

5. Evidence of student learning and success

Student learning and/or success is reflected in performance on examinations and standardized tests, student pass rates, comparisons of student pre- and post-test performance, student self-appraisals, student awards or presentations that are a direct result of a teacher's class or mentoring outside the classroom, and similar evidence.

6. Quality student advisement

Quality student advisement is evidenced by an academic advisement philosophy statement, written testimonials from advisees, either unsolicited or solicited, advisee satisfaction surveys or similar evidence.

7. Student-centered teaching and mentoring

Student-centered teaching and mentoring should be reflected in a wide variety of indicators already discussed above.

A detailed list of required and recommended items for the teaching portfolio, the scholarly and creative activity dossier, and service dossier is provided on pages 12-14 of this document.

VIII. Scholarly & Creative Activity

Due to its interdisciplinary nature, approaches to scholarly knowledge production and transformation in Women's and Gender Studies are highly diverse and divergent. Consequently, the Women and Gender Studies program recognizes that each candidate may tread a unique path in meeting program expectations for scholarly and creative contributions, as defined below. The candidate bears the burden of proof for establishing the value of their scholarly/creative work to the interdisciplinary field of Women and Gender Studies and to other traditional disciplines to which the candidate's work may contribute.

The level of expected performance in the area of scholarly/creative work differs among the ranks of Assistant, Associate and Full Professor (see section XI of this document). At the highest ranks, sustained and increasingly advanced development should be demonstrated over a period of years. Each scholarly/creative work may be credited just once at its highest level of recognition at the time of application. The re-publication/re-representation of a particular work as well as the citation of one's work by others are not recognized as multiple scholarly products, but rather indicators of achieving prominence in one's field.

APT committees should consider scholarly impact and quality as reflected in, for example, citation counts, journal rankings, an editor's solicitation of a candidate's work, positive reviews of artistic performances or juried shows, invited conference sessions, and inclusion of a scholar's work on other professors' syllabi.

Since collaborative work is often more difficult to produce than solo work, co-authored, edited, curated, choreographed, or produced scholarly work will be considered the equivalent of solo-authored work. Co-authored or co-produced work should be accompanied by a letter from the co-creator describing the proportion of the work produced by the applicant and the significance of the applicant's contributions to the finished product.

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, to name a few. Consequently, committees should recognize multiple forms of scholarship, from traditional written products to artistic and creative expressions such as film, performance, digital media, collaborative editorial work, and archival research. In

addition to traditional publishing outlets such as academic presses and journals, scholarship may be produced in such forums as online journals, blogs, op-eds, policy reports, peer-reviewed publications, performances, community action projects, grant applications, consulting, lectures, conference presentations, curriculum transformation projects, and field-defining statements.

Recognizing divergent and diverse contributions should not be approached as a watering down of rigor or as making exceptions to excellence. This kind of devaluation is not only divisive but often reinforces the very norms and inequities that Women's and Gender Studies seeks to change. Rather, due to the interdisciplinary and transformative nature of WGS, the WGS APT committee should embrace a wide range of scholarly contributions.

Some evaluation categories (teaching, service and scholarly/creative activity) may converge, especially in WGS. Therefore, candidates may want to consider how best to categorize these overlapping contributions so that they are well represented in the dossier.

The following general guidelines should apply to evaluation of scholarly/creative work:

Level 1: Major Scholarly Achievements may include, but are not limited to:

- A scholarly book-length monograph
- A textbook
- A feature film or documentary film/video
- An edited book
- A refereed journal article
- An original chapter in an edited book or anthology
- Individual publications of original work such as a short story, essay or poem
- A peer-reviewed literature review or substantial review article
- Refereed electronic scholarly publications
- Significant contribution to a reference work (e.g., encyclopedias, etc.)
- An original chapter-length foreword or introduction to a book
- An edited scholarly journal (could also be considered in service—the burden of proof of the extensiveness of the work rests with the candidate)
- International and national curatorial work
- International and national juried art shows
- Major artistic performances or presentations of creative work (e.g., plays, symphonies, choreographic productions, etc.)
- Other significant media productions demonstrating scholarship and/or creativity
- Major international or national grants or fellowships funded by external sources (e.g., Fulbright, NEH, NEA, NIH, NSF, other federal sources, national foundations)
- Major competitive grants from regional or state agencies
- Substantial community action projects
- Published policy reports (or their electronic equivalent)
- Translation work on books, articles, or other substantial texts

Level 2: Notable Scholarly Achievements may include, but are not limited to:

- Invited reviews of books published in scholarly journals, general publications or notices
- Authoring or managing web sites with scholarly, scientific, or artistic content related to one's field
- Non-refereed proceedings
- Journalistic works about breaking or routine news events
- Invited scholarly/creative works, like training seminars, consulting, or media production
- Regional or local curatorial work in the arts or arts-related field
- Conference presentations
- Submitted and funded internal/on-campus grants
- Minor competitive grants or fellowships funded by external sources including foundations and regional or state agencies
- Other non-refereed electronic publications (blogs, webpages, podcasts, etc.) with a demonstrated substantial audience/readership that advance conversations in the field
- Submitted, but not funded, external grants

IX. Service

Service contributions are important in maintaining the vitality of an academic community. The *Faculty Roles and Rewards Committee Final Report* describes service as follows, where the WGS APT committee interprets all references to "department" to mean the WGS program:

Encompasses governance of the department, the school, the college, the university, or the profession, as well as discipline-based or college mission oriented contributions to the community that are not included in Scholarship. Examples of governance include but are not limited to:

Department – department meetings and committees, advisement, registration, Saturday Information Sessions, and peer review.

School – grade appeals, Deans' committees.

College – Faculty Senate, college-wide committees, college-wide student organizations.

University – University Faculty Senate, SUNY Ad Hoc Committees.

Profession – leadership and other service in discipline-based organizations at local, state, national, or international levels.

Community – work related to faculty member's area of professional expertise or to the mission of the college. This includes outreach, or community activities that enhance the college's reputation, support the school's efforts in advancement, admissions, and student success, and which relate to the faculty member's area(s) of professional expertise.

Service can therefore be demonstrated at multiple levels; however, service to the WGS program is considered a priority since service is essential to maintaining quality curriculum, programs, assessment, advisement, recruitment, and collegial relations.

Each faculty member is expected to contribute to the service needs of the WGS program by accepting a proportionate share of service-related responsibilities. The service needs of the WGS program will invariably ebb and flow from year to year; however, each faculty member should strive to be a good program citizen by contributing the collective tasks required of the program as a whole. Many women's and gender studies faculty are involved in institution-building efforts such as, but not limited to, building alliances with other departments, enlisting affiliated faculty, proposing new courses and curricula, managing cross-listed courses, and generating a fuller comprehension of the field among key institutional stakeholders.

Faculty members should display a clear willingness to participate actively in service at any level; the service role should be commensurate with the faculty's rank and also respond to the changing needs of the WGS Program. The WGS APT committee recognizes that in some cases a smaller number of major service commitments in any given year may involve significantly more work and time than a larger number of minor service commitments. Thus, it is imperative that candidates give context to their service in terms of workload and/or accomplishments, along with significance.

The evaluation of service includes the level of responsibility and leadership required to perform the activity, the faculty member's competence and integrity, and the quality of the contribution. It must therefore be clear what role candidates played within a specific service contribution, particularly at the levels of Associate Professor and Professor. However, the WGS APT Committee also recognizes that the designation of service leadership roles is sometimes beyond the control of individual candidates (e.g., as when leaders are appointed by the College Provost or President).

Candidates bear the burden of proof in demonstrating the significance of their service contributions. The documentation of service contributions may be provided by letters from the WGS Program Chair, other departmental colleagues, committee chairpersons, or representatives of professional and community organizations.

X. Preparation of Dossier

The candidate is expected to prepare a dossier comprising:

- 1) a one-to-two page letter addressed to the APT Committee summarizing major achievements in teaching, scholarly and creative activity, and service
- 2) copies of the candidate's annual reports for the period of review
- 3) a current curriculum vitae
- 4) a teaching portfolio addressing administratively mandated elements, including a statement of teaching philosophy

- 5) a scholarship portfolio documenting scholarly and creative publications, activities and potential
- 6) a service portfolio documenting service to the program, college, community and the discipline of Women's and Gender Studies and/or related fields

Below are recommendations for assembling documentation and supporting materials for teaching, scholarship and service portfolios. The list is neither inclusive nor exhaustive, and faculty should not feel compelled to provide all of the suggested documentation or materials. However, candidates bear the burden of proof in demonstrating levels of performance. Supplemental material should provide evidence of productivity, offer a context for reviewers, and include evaluative comments on the candidate's work.

Teaching

Candidates for review are responsible for submitting a teaching portfolio that must include:

- Statement of teaching philosophy
- Reflective statement on teaching performance (including advisement) during period of review
- Original copies of IAS summaries for representative courses

Recommended supplemental materials may include:

- Other forms of student satisfaction/reaction feedback
- Course grade distributions
- Representative course syllabi
- Representative course tests or other evaluative measures
- Representative graded student papers (with authors' names deleted or obscured)
- Representative course handouts and distributed materials
- Descriptions of teaching and evaluation methodologies employed
- Description of involvement with independent student projects (including independent studies, directed studies and theses)
- Description of tutoring or mentoring efforts or their equivalent
- Description of new course development(s)
- Description of major course revision(s)
- Description of academic advisement activity (including numbers of advisees, advisement office hours and time spent in academic advisement)
- Evidence of quality student academic advisement (for example, letters from former and/or current students, anonymous ANGEL surveys of advisees, and data on student achievements that were the direct result of mentoring, including conference presentations, graduate school admission, and employment in a WGS-related field).
- Peer review of teaching activity (both from within and outside the WGS program)
- Other material as recommended by the WGS program

Scholarly & Creative Activity

Candidates for review are responsible for submitting a portfolio of Scholarly & Creative Activity that must include:

- A reflective statement on scholarship or creative activity during period of review
- Copies of all published scholarly papers or creative work (galleys or page proofs may be submitted for those “in press”)
- Letters from coauthors documenting the proportion of work the candidate contributed to the finished scholarly/creative product

Recommended supplemental materials may include:

- Copies of all papers or creative work “in review,” “in process,” or “in development” (include a statement describing current status of such projects/papers and what was accomplished on the project during period of review)
- Copies of conference programs reflecting presentations, panels chaired, panel participation, poster session activity, etc.)
- Peer review of scholarly work in unsolicited letters or reviews
- Documentation of degree of selectivity, acceptance rates, or journal rankings for materials submitted
- Other material as recommended by the WGS program

Service

Candidates for review are responsible for submitting a service portfolio that must include:

- Reflective statement on service in each of the areas of service: program, College, discipline, and community (to the extent such community service is related to professional expertise)
- Description of activities undertaken and/or completed in service to the program, College, discipline and community
- Descriptions of service activity products and/or outcomes

Recommended supplemental materials may include:

- Letters of commendation, appreciation, or support from relevant authorities or individuals attesting to service activities described
- When available and appropriate, copies or samples of service activity products
- Description of academic advisement activity (including numbers of advisees, advisement office hours and time spent in academic advisement)
- Evidence of quality student academic advisement (e.g., unsolicited letters from students, anonymous ANGEL/Blackboard surveys of advisees, and data on student achievements that were the direct result of mentoring, including conference presentations, graduate school admission, and employment in a WGS-related field).
- Peer review of service
- Other materials as recommended by the WGS program

XI. Standards for Promotion & Definitions of At-Rank

Faculty are normally hired at the Assistant Professor level. In the case of initial appointment as Instructor in Women's and Gender Studies, the candidate seeking promotion to Assistant Professor must have documented evidence of a terminal degree in Women's Studies or a related field.

Definition of At Rank for Assistant Professor

To be considered at rank, Assistant Professors must demonstrate a consistent record of continual progress toward the promotion standards in teaching, scholarly and creative activity, and service described below.

The candidate shall be responsible for providing evidence of meeting the threshold for performance in the three areas. The criteria stated below establish benchmarks for the rank of "Assistant Professor."

Promotion from Assistant to Associate Professor (with tenure)

At each review for renewal, candidates are evaluated on their performance in teaching, scholarship and service especially during the period since initial appointment or last review. A positive recommendation involves a professional judgment by the APT committee as to the candidate's potential for excellence in all three areas. At the time of review for first appointment renewal (typically in the second year), the candidate must show obvious progress toward meeting the minimum criteria for promotion to Associate Professor in the three areas of review. At the second appointment renewal (normally during the fifth year), the candidate's performance and progress in all three areas must be sufficient to suggest confidence that the criteria for continuing appointment review will be achieved the following year.

Teaching

The vision that guides our professional judgment is that Assistant Professors should display competent teaching. As further outlined in Section VII of this document, the WGS program defines characteristics of good teaching as practices that enhance:

1. Positive student and peer evaluations of teaching
2. Rigorous standards and high expectations
3. Student engagement outside the classroom
4. Knowledge of subject matter and use of effective methodologies and materials
5. Evidence of student learning and success
6. Quality student advisement
7. Student-centered teaching and mentoring

To contextualize these factors, the committee weighs heavily the candidate's reflective statement on teaching, statement of teaching philosophy, ongoing course development and revision, and efforts to improve teaching/pedagogical techniques, and considers the number of course preparations per year, student enrollment, and grade distributions.

Specific recommendations for preparing the teaching dossier, including required and recommended items, are listed in Section X of this document.

Scholarly & Creative Activity

Promotion to Associate Professor and achieving tenure requires a minimum of:

- Four Level 1 scholarly contributions or artistic products
 - At least two of the four Level 1 scholarly contributions or artistic products must have been substantially written or produced during the period since appointment to the rank of Assistant Professor at Brockport. In other words, it is expected that at least two Level 1 scholarly contributions or artistic products will occur while at Brockport before the tenure review as a demonstration of ongoing scholarly activity.
- Evidence of ongoing scholarly or creative activity at Level 2

Candidates may wish to make a case that a single Level 1 work constitutes such a substantial scholarly or artistic contribution that it be treated as the equivalent of two or more Level 1 works. For example, an original single-authored monograph or book might constitute two or more Level 1 works depending on its breadth, depth, and quality. In order to plan accordingly, should such a claim be denied by the APT committee, candidates are encouraged to make a case for such a claim and provide evidence to substantiate it as early as possible in the scheduled review process (e.g. at the 2nd or 5th year review, if possible, instead of at the 6th tenure year review). While the onus is on the candidate to substantiate such claims and provide documentation to that effect, the decision ultimately rests with the APT committee.

Specific recommendations for preparing the Scholarly & Creative Activity dossier, including required and recommended items, are listed in Section X of this document.

Service

Promotion to Associate Professor and continuing appointment requires candidates to participate in WGS program activities and committees and demonstrate a willingness to take on leadership roles, if necessary. Candidates should try to participate in at least one College-wide committee before applying for tenure and promotion.

Specific recommendations for preparing the Service dossier, including required and recommended items, are listed in Section X of this document.

Maintaining Rank for Associate Professors

Once a candidate has achieved the level of Associate Professor, s/he must display continued mastery of teaching to remain at rank. Additionally, to remain at rank with an active program of scholarship requires at least one Level 1 scholarly contribution over a three-year period plus evidence of other ongoing Level 2 scholarly contributions to the field. Finally, maintain at-rank in service requires that Associate Professors are actively engaged in service to the WGS program, in addition to fulfilling other standard obligations (e.g., attendance at convocation, graduation, and other ritual events; staffing

open houses; etc.), with increasing participation in College-wide service and/or service to the community and WGS profession.

Promotion to Professor

Candidates for Professor are evaluated on their performance in teaching, scholarship and service especially during the period after appointment and promotion to Associate Professor. Successful candidates for Professor should display a strong, sustained record of accomplishment in teaching, scholarly and creative activity, and service since their previous appointment. A positive recommendation involves a professional judgment by the APT committee as to the candidate's potential for excellence in all three areas.

Teaching

In addition to meeting all the criteria established for teaching as outlined in the section for Assistant Professors on page 15 of this document, Associate Professors seeking promotion to Full must also demonstrate a strong, sustained record of teaching that may include extensive curriculum revision or new course development, mentorship of junior faculty in teaching, or evidence of other continued pedagogical development.

Specific recommendations for preparing the teaching dossier, including required and recommended items, are listed in Section X of this document.

Scholarly & Creative Activity

Promotion to Professor requires:

- Four additional Level 1 contributions since achieving the rank of Associate Professor
 - At least two of these contributions must have been produced within the 5 years prior to application for promotion to Professor.
- Positive external review of scholarly or creative work by solicited reviewers
- A national or international reputation for scholarship in the field, as evidenced by regular, reputable placement of scholarly work

As with promotion to Associate Professor, candidates may wish to make a case that a single Level 1 work constitutes such a substantial scholarly or artistic contribution that it be treated as the equivalent of two or more Level 1 works. While the onus is on the candidate to substantiate such claims and provide documentation to that effect, the decision ultimately rests with the APT committee.

Specific recommendations for preparing the Scholarly & Creative Activity dossier, including required and recommended items, are listed in Section X of this document.

Service

Promotion to Professor requires that candidates contribute substantially to service both within and beyond the WGS program. Candidates should continually add to the vitality of the academic community as a whole through such endeavors as lending her/his accumulated wisdom and experience in the form of institutional knowledge and willingness to take on positions of statesmanship and stewardship, using one's voice in

meaningful dialogues across campus, and/or contributing to campus-wide and/or university-wide service.

Specifically, successful applicants for Full professor should:

- Exceed the minimum expected WGS Program service activities as outlined in the section for Assistant Professors on page 16 of this document
- Demonstrate leadership in service activities within the WGS program
- Show evidence of participation in College-wide service
- Show evidence of participation in discipline or professional level service
- Provides evidence of quality student advisement with an advisee load at or above the WGS program average

Recommendations for preparing the Service dossier, including required and recommended items, are listed in Section X of this document.

Maintaining Rank of Professor

Once a candidate has achieved the level of Professor, to be considered at rank in teaching involves demonstrated mastery of teaching and leadership in the program's teaching mission. To be considered at rank with an active program of scholarly or creative activity requires at least one Level 1 or two Level 2 scholarly contributions over a two-year period. To be considered at-rank in service requires clear evidence of active and effective leadership with identifiable outcomes in the WGS program, the College and/or the larger discipline.

Appendix I: Modified Expectations for Tenure & Promotion for Women's & Gender Studies Program Directors

As the Program Director receives a course release to administer the Women's & Gender Studies program, the standard notion that teaching be weighted at least 50%, followed by scholarship, and then service needs to be modified. The weight for teaching should be reduced and added to service to account for the administrative course release and increased service requirements. The Program Director should therefore be evaluated according to the following weighting: 35 (teaching), 30 (research), 35 (service).

Appendix II: Renewal of QAR Faculty

The QAR faculty member must demonstrate good teaching practices. Faculty members are required to gain experience in the workings of the Department/ Program, School, College and Community by serving on a variety of committees.

The candidate shall be responsible for providing evidence of meeting the threshold for performance in the two areas of teaching and service.

Teaching

- Good student satisfaction surveys (IAS)
- Faculty may include student comments such as those on IAS score sheets and formal letters of support from students.
- Effective course materials as provided in Teaching Portfolio and demonstrated successful learning outcomes.
- Optional Peer reviews, informal and formal, may be included from within the department/program or College.
- Faculty must include a minimum of one (1) peer review of their teaching practices in the classroom in each renewal/ promotion cycle. This shall be conducted by a tenured member of the WGS Program or Advisory Board.

Service

- Attendance at WGS Advisory Board meetings
- Active member of WGS program in terms of committee participation and advising
- Evidence of other service activities