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**Department Teacher Scholar Model  
Women's & Gender Studies Department  
College of Arts and Humanities, West Chester University of Pennsylvania**

Approved May 2016 by Department vote.

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**Purpose of the DTSM**

The following document is a work in progress, and is subject to ongoing review and revision by the department. It is a working model for what the Department of Women's & Gender Studies values in the areas of teaching, scholarship, and service. This document is not a prescription for success nor is it a checklist for promotion and tenure. It urges faculty to use their scholarly and creative activities to make learning intellectually exciting, and encourages collaborative activities between faculty and students. The model outlined below cannot supersede the Collective Bargaining Agreement (CBA), local APSCUF agreements, or individual Statements of Expectations. In accordance with the CBA, teaching, scholarship, and service are characterized by review and evaluation by peers.

**Department Overview**

The Women's & Gender Studies Department serves undergraduate majors and minors. For almost fifty years, Women's and Gender Studies has integrated the valuable life experiences of those people who have been traditionally neglected in academia: women, people of color, LGBTQA people, indigenous people, and people of the global south. It has served the University generally by offering courses meeting a number of general education requirements, including writing emphasis, diverse communities and interdisciplinary designation. Student learning outcomes are geared toward a focus on critical thinking, ethical decision-making, and awareness of structural inequalities. By definition, the field of Women's and Gender Studies is interdisciplinary. Regardless of particular disciplinary focus or particular course, the departmental curriculum encourages students to learn about, analyze, and apply the following concepts:

**Intersectionality:** How categories of identity (race, class, gender, age, ability, sexuality, nationality, etc.) and structures of inequality are historically and currently experienced, represented, and resisted by people

**Transnational Feminisms:** How the theoretical issues examined through intersectional feminism are produced in specific cultural global contexts

**Gender:** How gender operates in our lives—as women, men, and those for whom those categories do not apply

For these reasons, the department recognizes that scholarship, teaching, and service can and will take diverse and often overlapping forms. The department also recognizes the need to respond to the changing face of Women's & Gender Studies, and its relationship to other

academic disciplines and non-academic activity by adapting its departmental curriculum as new questions and challenges arise. Hence we regard the Women's & Gender Studies Department Teacher-Scholar Model as a living document and will consider it revisable whenever circumstances warrant in order to ensure that its content adequately and accurately expresses and reflects our department's values and mission.

### **Teaching and/or Professional Responsibility**

Because the Women's & Gender Studies Department directs its activities toward not only the advancement and growth of Women's & Gender Studies as academic disciplines, but also contributes significantly to the general education curriculum and to the curricula of other academic programs and schools at WCU, we value flexibility in our faculty to help the department to meet these diverse needs. The department encourages the use of a diverse array of teaching techniques, including collaborative learning and team-teaching, but it is recognized that every instructor has his or her own unique strengths and that it would be inappropriate to legislate matters of preferred teaching style. The department endorses the following non-exhaustive list as characteristics of effective teaching and pedagogical development in our department:

- Adoption of feminist pedagogies, which will manifest differently in different courses, both with respect to content and to mode of delivery (e.g. distance courses, hybrid on-campus/online courses, team-teaching, service learning, etc.)
- Student evaluations that reflect the relationship between the course material and the student group (e.g. general education and core courses for majors/minors students are not expected to show the same sorts of scores)
  - Acknowledging, at the same time, that student evaluations, especially at the general education level, have a tendency to reflect student bias as often as student learning
  - And, recognizing that, given the field's overtly political approach to knowledge and power, women's and gender studies scholars often face resistance in the classroom that shows up in student evaluations in unpredictable ways
- Thoughtful, critical response to suggestions for improvement taken from peer observations and student evaluations
- Activities which encourage students to attend conferences, submit work to scholarly journals, etc.
- Activities which increase feminist, pedagogical and/or administrative effectiveness
- Activities (conferences, workshops, seminars, courses, etc.) which extend the faculty member's skills in new areas of learning and technology
- Ongoing review and evaluation of syllabi to comply with department and university standards, and to improve courses
- On-going participation in assessment
- Development of new courses and redesign of existing ones to meet current needs

## **Scholarly Growth**

As an interdisciplinary and feminist department, Women's and Gender Studies faculty often represent a wide array of areas of expertise. We recognize and affirm as a department that scholarly growth will and should be expressed in diverse ways by department faculty in order to reflect different methodologies appropriate to those areas. Our definition of scholarship is inclusive, and can involve both traditional academic research and creative projects.

Borrowing freely from "Women's Studies Scholarship: A Statement by the National Women's Studies Association Field Leadership Working Group"<sup>1</sup> we acknowledge that evaluation of faculty is itself a system of power in higher education, one that too often results in maintaining the status quo, both in terms of institutional demographics and disciplinary logics. It is thus often necessary to widen the scope of what "counts" as models of research and accounts for a more expansive sense of where and how such work should take place. To that end, evaluation of scholarship in the Women's & Gender Studies Department should 1) account for inclusive forms of research that occur in multiple locations, and not just the traditional forms; 2) recognize that, given the field's overtly political approach to knowledge and power, women's and gender studies scholars often face resistance in assessment of their research. In addition, 3) women's and gender studies faculty are often busy with the work of institution building: large women's and gender studies departments with multiple tenure lines and fully-fledged degree programs, from the undergraduate to the doctorate, are not the norm nationwide. Despite their importance for the field and for local institutions, faculty contributions to institutionalizing women's and gender studies are often undervalued when it comes time for promotion and tenure review, both for full-time women's and gender studies faculty and all the more so for jointly-appointed and affiliated faculty.

The field of Women's & Gender Studies has long understood the false divides among the traditional categories of scholarship, teaching and service. However, assessment measures for promotion and tenure often approach these as separate activities. This continuum needs to be more adequately accounted for in assessing faculty. For example, teaching and community engagement maybe intertwined and also generate new ways of approaching scholarship. The Women's & Gender Studies Department identifies such scholarship as legitimate and valued through this Teacher-Scholar Model.

Across the multiple disciplines that influence the field of Women's and Gender Studies, specific forms of scholarship have traditionally been considered as evidence of faculty scholarship. We include these forms in this Teacher-Scholar Model:

- Publication of chapters, introductions, encyclopedia articles, and other segments of scholarly books
- Publication of books, including textbooks
- Publication in refereed journals
- Publication of edited scholarly anthologies

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<sup>1</sup> Accessed 3/14/16: <http://www.nwsa.org/files/2013-NWSA-Tenure%20StatementFINAL.pdf>

- Presentations at scholarly conferences, workshops, panels, and/or colloquia at local, regional, national, and/or international levels
- Participation in conferences as a panel chair, facilitator, area chair, organizer, or member of a conference committee
- Service on a scholarly journal in an editorial capacity
- Book reviews in scholarly or general periodicals
- Leadership in professional organizations
- Activities which increase the faculty member's skills in applying technology to scholarship

Many in higher education recognize that the traditional scholarly monograph should no longer maintain its central place in tenure and promotion consideration (Ahlberg, 2010). We wish to recognize and value a wider range of contributions as scholarship. Moreover, 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. NWSA's white paper "Women's Studies as Civic Engagement: Research and Recommendations" explains, "Women's Studies is a discipline with roots in the civil rights, student, and women's movements of the 1960s and 70s. As a result of this legacy, the discipline's practitioners have developed scholarship that contributes to a social justice mandate, implicitly working for synergies between knowledge production and its applications beyond the academy."<sup>2</sup> Since feminist scholarly work takes many forms, we want to echo that view, and suggest the following characteristics of women's and gender studies scholarship:

Scholarship may embrace multiple genres, languages, and collaborations within and beyond the academy and may appear in forums beyond traditional publishing outlets such as academic presses and journals. This can include forms such as:

- Artistic expression
- Public performance
- Lab-based teamwork
- Collaborative editorial work
- Archival research
- Community action projects
- Curriculum transformation projects
- Field-defining statements
- Alliance work
- Policy reports
- Grant applications
- Consulting
- Lectures
- Conference presentations

and appear in forums such as:

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<sup>2</sup> Accessed 4/14/16: [http://www.nwsa.org/files/WomensStudiesasCivicEngagement2011Revised\\_Finalpdf-1.pdf](http://www.nwsa.org/files/WomensStudiesasCivicEngagement2011Revised_Finalpdf-1.pdf)

- Online journals
- Blogs
- Op-eds
- Social media

Committees should consider that an editor's solicitation of a candidate's work, an invited conference sessions, or the inclusion of a scholar's work on syllabi, for example, demonstrate scholarly impact.

### **Service**

Faculty in the Women's & Gender Studies Department serve at the department, college, university, and community levels in a variety of ways that reflect the diversity of their experience and scholarly expertise. As emphasized above, the field of Women's & Gender Studies has long understood the false divides among the traditional categories of scholarship, teaching and service. However, assessment measures for promotion and tenure often approach these as separate activities. This continuum needs to be more adequately accounted for in assessing faculty. For example, teaching and community engagement may be intertwined and also generate new ways of approaching scholarship. Because of the size of our department, we recognize that a great deal of our faculty's service activities will take place in the department, though we value and encourage the contributions of our faculty at the university or system level. All faculty in the department:

- Are expected to begin their service careers with departmental service, and as they move towards tenure and promotion will increase their involvement to include campus-level service.
- Will participate actively in department meetings, and in departmental and university committees.
- Are encouraged to extend their service to include professional and/or community activities and organizations related to their area of expertise.
- Will be encouraged to develop new programs and/or courses as department and university needs evolve.
- Are encouraged to engage in activities that show leadership in the community in areas relevant to the faculty member's scholarly and/or creative activity

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This document may be changed by majority vote of the department.

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