

**Defining Women's Studies Scholarship:**  
**A Statement of the**  
**National Women's Studies Association**  
**Task Force on Faculty Roles and Rewards**

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## I. Introduction and Statement of Purpose

In response to an invitation from Robert M. Diamond, Assistant Vice Chancellor of the Center for Instructional Development at Syracuse University, the National Women's Studies Association (NWSA) agreed in early 1998 to convene a Task Force to define the broad range of scholarly and professional work for faculty in Women's Studies. The invitation to NWSA emerged from "Developing Discipline-Specific Definitions of Faculty Work," a sub-project of the National Project for Institutional Priorities and Faculty Rewards directed by Robert Diamond and initially funded by the Lilly Endowment and the Fund for the Improvement of Postsecondary Education. In the report that follows, the National Women's Studies Association makes a disciplinary statement on behalf of women's studies faculty and program administrators addressed as well to members of promotion and tenure committees and administrators outside of women's studies.

Since the founding of the first women's studies program in 1969-70 (Boxer, *When Women*, 1), women's studies as a developing discipline has initiated national conversations in higher education. For example, even before the Carnegie Foundation for the Advancement of Teaching published *Scholarship Reconsidered* (Boyer, 1990) and *Scholarship Assessed* (Glassick et. al, 1997), in which they challenged a reward system that values research and publication over teaching and encouraged institutions to "broaden the scope of scholarship" (Glassick et. al., 9), NWSA dedicated itself to transforming education and recognizing that teachers from K-12 through the Ph.D. are engaged in a pursuit with a common mission. Rather than viewing the traditional categories of scholarship, teaching, and service in declining order of importance, women's studies has understood each of these categories in their relationship to new forms of pedagogy that would emphasize student-centered learning and the relationship between cognitive and affective modes of intellectual development. Furthermore, the discipline recognizes activism by and on behalf of women outside academic institutions as producing a great deal of knowledge and contributing a significant perspective within women's studies scholarship. And women's studies reveals the gaps that emerge in other disciplines' understandings of knowledge when scholars and researchers take into account gender, race, class, sexuality, region, ethnicity, and ability as important research variables, subjects of story and art, and constraints on objectivity. Above all women's studies promotes access to institutions and to paradigms of knowledge for persons historically underrepresented in Western traditions of scholarship and knowledge production.

NWSA's charge to the Task Force on Faculty Roles and Rewards was to articulate the specific ways in which women's studies scholarship may be demonstrated and assessed for purposes of tenure and promotion of feminist faculty both within women's studies and in other disciplines. Feminist scholars in other disciplines often work in emerging paradigms for those disciplines and with research questions that may challenge foundational assumptions. Such scholars may affiliate with women's studies in order to expand their community of inquiry, and their work often goes unrecognized by scholars outside of women's studies. Consequently, in directing this statement, *Defining Women's Studies Scholarship*, to

- women's studies faculty and program administrators,
- feminist researchers in other disciplines,
- faculty outside of women's studies who serve on promotion and tenure committees and therefore evaluate women's studies' scholarly and professional work, and

- college and university deans and vice presidents who serve as administrative levels of tenure and promotion review,

the NWSA Task Force on Faculty Roles and Rewards presents guidelines for scholarly recognition of feminist and women's studies scholarly and professional work that offer full and fair assessment of women's studies faculty across the departmental and disciplinary divisions that mark the terrain of higher education.

In taking on this project, we recognize that women's studies is yet a very young discipline; that we are still witnessing a remarkable amount of growth; and that any statement of definition in 1999 risks premature consolidation of theoretical ideas in women's studies. It has not been our intention to restrict the direction of further development but rather to acknowledge that the work of definition, clarification, and in some cases translation of women's studies professional work for colleagues outside women's studies has been needed for some time. To ensure the most benefit in using this document for faculty development, the Task Force recommends that each women's studies program or department adapt the language of the statement to the mission and nomenclature prevalent in their institutional structures as well as their evaluation and reward procedures. We intend what follows to produce a set of flexible guidelines that may be interpreted for local use rather than a grid of standards by which all faculty must measure the value of their work.

## **II. Contexts for Recognizing and Assessing Women's Studies**

Both variations in institutional structure within the more than 700 colleges and universities in which women's studies courses are taught as well as national initiatives that indicate directions for development of the discipline create contexts for recognizing and assessing women's studies teaching, scholarship, and service. In particular, both institutional variations and a program's resources for responding to national initiatives may facilitate or constrain a particular faculty member's opportunities for interdisciplinary course development and research.

Satisfying promotion and tenure criteria may be more difficult for a faculty member who holds a joint appointment in women's studies and another discipline. The Task Force urges recognition of the different and sometimes contradictory expectations for jointly-appointed faculty so that particular institutional demands (and variations) do not themselves pose arbitrary barriers to reappointment and continuing appointment. The Task Force also recommends that faculty appointed both to women's studies and another program or department receive written guidelines for achieving tenure as a joint appointment.

### **A. Institutional Variations**

Variations may be found along numerous vectors:

- the kind and size of institution: community college, four-year liberal arts college, regional state college or other smaller college, comprehensive college or university with some graduate programs, or research university with an array of M.A. and Ph.D programs;
- the institution's expected teaching load;
- how long the women's studies program or department has existed, how it articulates its mission and understands its history;
- whether the program or department offers a major, minor, concentration, electives, and/or general education courses at the undergraduate level;
- whether the program or department offers an M.A. or Ph.D. in women's studies or opportunities for students to design individualized M.A. and Ph.D. concentrations in women's studies;
- the number of core courses offered in women's studies;
- variations in the number of courses which are cross-listed with other disciplines;
- whether faculty have chosen to remain affiliated or have created a formal program, with or without departmental status;
- how the program or department distinguishes between "core," "joint" and "affiliated" women's studies faculty;
- whether women's studies holds tenure lines and how many;
- the extent to which women's studies controls its own curricular offerings or must rely on the goodwill of other departments to free joint or affiliated faculty for women's studies-related courses, either core or cross-listed;
- whether or not the institution houses a research center as a site from which to generate external funding applications (and whether this research center is part of women's studies or a separate administrative unit);
- whether the program or department is called "women's studies," "gender and women's studies," "black women's studies," "ethnic and women's studies," or some other variation, and how it defines itself with regard to other interdisciplinary programs that may be discrete units such as multicultural/diversity studies, Africana studies, Asian studies,

Chicana studies, Judaic studies, Latin American and Caribbean studies, Native American studies, etc.;

- whether or not women's studies has institutional autonomy, is a sub-unit of another department (e.g. history or American studies), or is housed under an umbrella unit that may also contain other interdisciplinary or area studies programs;
- whether or not women's studies has a voice or a vote in the tenure decision of joint or affiliated faculty; and
- whether or not the institution also houses a women's center separate from but working in conjunction with the women's studies program or department.

## **B. Current National Initiatives**

As both NWSA annual conference discussions, program administrators' meetings, and recent publications indicate, there are several initiatives and projects on the national agenda for women's studies. The extent to which a particular women's studies program or department participates in these initiatives depends on that program's mission, resources, and many of the other institutional variations noted above. National initiatives of particular relevance to recognizing and assessing women's studies teaching, research, and service include:

### 1. globalizing women's studies;

For both individual programs and through grant funding and research centers, the national trend during the 1990s has been to move toward globalizing the core curriculum and including global perspective requirements for women's studies undergraduate majors. While some faculty have research credentials in this area, on many campuses this initiative requires flexibility for those faculty whose research fields lie elsewhere to develop expertise in global issues as a teaching field. Internationally, the newly established World Organization of Women's Studies (WOWS), of which NWSA is a charter member, has served to strengthen this trend.

### 2. continuing to diversify women's studies core faculty and curricular offerings;

Women's studies has developed its theory base by examining the interconnected effects of race, class, sexuality, physical ability, region, and ethnicity on women's lives, and attracts a diverse range of students. Therefore, including as part of the core curriculum courses that bring racism, classism, homophobia, and other vectors of women's oppression into focus continues to hold priority in program development nationally. Developing a multicultural faculty helps ensure the discipline's commitment to understanding these interconnected vectors, and many programs or departments are still working towards this goal.

### 3. responding to growth in graduate education;

Nationally the number of M.A. programs in women's studies has increased dramatically in the 1990s, with significant increase in the number of institutions now offering the Ph.D. (As of Fall 1998, there were nine Ph.D. programs in the U.S. and Canada, with two additional programs planned; see "Established and Proposed Women's Studies Ph.D. Programs.") Programs in liberal arts colleges or smaller institutions that do not offer graduate programs are still affected by this increase to the extent that their students wish to prepare for graduate work in women's studies upon graduation. And graduate programs are also responsive to other national initiatives (see Guy-Sheftall).

#### 4. and expanding the interdisciplinarity of research and teaching.

Women's studies is a developing discipline that has only existed for thirty years. From the beginning it has combined research areas and borrowed methodologies across the lines of other disciplines, in part to answer questions that other disciplines have not asked and in part to develop methodologies for asking questions in new ways. As women's studies enters its fourth decade, scholars, theorists, and teachers are working to "consider, elaborate, and promote interdisciplinary Women's Studies scholarship" (Allen and Kitsch, 293).



### **III. Documenting Feminist and Women's Studies Scholarship**

The 1997 Carnegie Report, *Scholarship Assessed*, sets out a new paradigm “that views scholarship as having four separate but overlapping dimensions: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching” (Glassick et. al., 9). Intended to expand the traditional understanding of research, the four dimensions allow for more complexity in defining disciplinary work. The paradigm helps to define disciplinary work in women's studies because it expands what counts as research, understands transformative teaching as a form of scholarship, and views community and professional organizations as potential sites for the production of knowledge as well as for opportunities for service.

However, in order to assess women's studies scholarship fully, it is necessary to add to this paradigm a feminist perspective on research, teaching, and service, since this perspective constitutes the organizing assumption for the discipline. What constitutes feminist scholarship, both within the disciplines and across disciplinary borders, is research or creative work that raises new questions and/or formulates theory that furthers our understanding of science, social science, history, the humanities and arts, education, public and social policy, and paradigms of knowledge in applied and professional fields. It does so in such a way that girls and women, and theories and analyses of their social and historical treatment, are brought to the center of the scholarship and the classroom instead of remaining ignored, marginalized, or relegated to footnotes. In evaluating women's studies scholarship, evidence of feminist thinking, indeed of the plurality of “feminisms” in women's studies work that recognizes the contributions of scholars and theorists across racial, cultural, economic, and sexual differences, is both a salient and desirable feature.

Before proceeding to discuss guidelines for evaluating specific scholarship (section IV) and to provide concrete examples for understanding what constitutes scholarship, teaching, and service in women's studies (sections V, VI, VII), the Task Force sees value in applying the Carnegie Foundation's paradigm for viewing faculty work to the discipline of women's studies. The discussion that follows is intended to serve as a communicative bridge between women's studies and other disciplines. It articulates some of the ways in which women's studies has contributed and continues to contribute to the transformation of higher education.

#### **A. The Scholarship of Discovery: New Ways of Knowing**

*“ . . . knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead. . . contributes not only to the stock of humanknowledge but also to the intellectual climate of a college or university.”* (Glassick et. al., 9)

Women's studies as an intellectual field has emerged from questions that researchers have either ignored or not thought to ask, the absence of which has often limited the scope, reliability, and applicability of science and social science research and of expression and interpretation in the arts and humanities. Often the failure or refusal to ask these questions eliminates women and girls from data sets, misses the significance of gender as a variable, or ignores women's contributions to history and culture. It maps knowledge as if it might be contained within the questions disciplines have traditionally asked, when actually the omission of questions concerning women and gender produce serious gaps and inconsistencies in what scholars have believed they knew or could know. In addition, because similar gaps and inconsistencies result from the omission of questions concerning race,

class, sexuality, and other features of social difference from research and art, the feminist scholarship of discovery encourages scholars, theorists, artists and cultural interpreters to address a range of human differences and global issues in their work. The “determination to give free rein to fair and honest inquiry, wherever it may lead” has characterized interdisciplinary scholarship in women’s studies for thirty years.

## **B. The Scholarship of Integration: Cross- and Interdisciplinarity**

*“ . . . involves faculty members in overcoming the isolation and fragmentation of the disciplines. The scholarship of integration makes connections within and between the disciplines, altering the contexts in which people view knowledge and offsetting the inclination to split knowledge into ever more esoteric bits and pieces. Often, integrative scholarship educates nonspecialists by giving meaning to isolated facts and putting them in perspective. The scholarship of integration is serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research ” (Glassick et. al., 9).*

At least three distinctive areas of faculty work contribute to the dimension of the scholarship of integration.

### 1. Critical Cross-Cultural Interdisciplinarity

Instead of postulating a bias-free objectivity as the foundation for research, women’s studies and feminist scholarship emphasize identifying the standpoint(s) from which the researcher, critic, or artist does her or his work and learning to practice what Sandra Harding terms “self-reflexivity.” Thus feminist theory increasingly moves beyond what Friedman has called “the transgression of traditional disciplinary boundaries in faculty work” (Friedman, 301) to view integrative scholarship and cultural production as both critical and cross-cultural. Pryse terms “critical cross-cultural interdisciplinarity” a “hybrid or mestiza methodology” that “is both necessary and sufficient to produce transformative knowledge” (Pryse, 4-5).

Marilyn Boxer stresses “the labor-intensive and costly work essential to good interdisciplinary teaching and research” (Boxer, “Remapping,” 389). What makes this work particularly labor-intensive is that women’s studies peer-reviewers expect researchers from privileged groups to develop what Sandra Harding has described as a “competency-based” anti-racism, anti-sexism, and anti-imperialism (Harding 1991, p. 293; 1995, pp. 123-124, 126). Working to achieve such “competency-based” claims for the integration of “mestiza” standpoints and methodologies may challenge cultural values of both students and researchers and therefore requires investment and effort that is not easily quantified.

### 2. Curriculum Transformation

The second of the four Carnegie dimensions of scholarship, integration, most closely reflects the interdisciplinary dimensions of women’s studies. It also reflects the significance of feminist inquiry in other disciplines, a process that has both influenced and been influenced by interdisciplinary work. A great deal of feminist scholarship is produced in disciplines other than women’s studies and the work of feminist scholars has been crucial for transforming many of those disciplines. As Friedman writes, “the boundaries between traditional disciplines are anything but fixed. Indeed, the frontiers of any discipline are likely to lie at the interstices between itself and other disciplines” (Friedman, 320). The feminist scholarship of integration can actually serve to revitalize all the disciplines.

Much of the scholarship of integration in women’s studies since the early 1980s has focused on

transforming knowledge in the traditional disciplines and integrating this knowledge into the curriculum. With grants from government agencies and private foundations as well as universities, projects “described variously as mainstreaming, integrating, transforming, or gender-balancing the curriculum” (Boxer, *When Women*, 59) aimed to increase the curricular impact of the new scholarship on women. By 1992, according to Boxer, there were almost 200 curriculum transformation projects and in 1993, a National Center for Curriculum Transformation Resources on Women was established at Towson State University. One of the projects of the NCCTRW has been to publish a catalog that includes “a list of curriculum consultants in many disciplines, representing major research universities and leading liberal arts colleges across the country; bibliographic resources; Internet resources; suggestions for obtaining funds for transformation projects; designs for evaluating curricula; ‘discipline analysis’ essays in sixteen fields; panels of experts in seven areas; and essays on diverse interdisciplinary and international perspectives” (60). As curriculum transformation indicates, the scholarship of integration and the scholarship of teaching are very closely connected in women’s studies.

### 3. Program Development

Women’s studies quite literally “alters the contexts in which people view knowledge” by assuming that students and researchers have generated in their activist and community work empirical evidence of the ways cultural attitudes toward gender, race, class, sexuality and physical ability intersect to affect access to institutions and social justice. Instead of viewing students as empty vessels to be filled, women’s studies often turns to students for their own accumulated knowledge. In addition, program development in women’s studies reflects the scholarship of integration; building curricula and crossdisciplinary intellectual communities requires advances in the way faculty view the discipline, thereby manifesting a significant form of scholarship. And despite growth in feminist theory and in graduate work, women’s studies “educates nonspecialists.” Careful program development makes it possible for undergraduate students to participate in the shaping of the field.

The development of women’s studies and feminist scholarship has not occurred in a research vacuum; much of this work has emerged from the ongoing process of articulating, developing, and writing curricula for undergraduate and graduate programs. One measure of the recognition scholars have accorded the relationship between curriculum development and the emergence of new research questions is that several influential journals in the field of women’s studies (for example, *Feminist Studies*, *NWSA Journal*, and *Women’s Studies Quarterly*) routinely include articles about program development, and *NWSA* itself has published *Selected Syllabi for Women’s Studies Courses* (Kolmar and Vogt). In a discipline that is still undergoing change, developing curriculum involves more than writing syllabi—the sum is greater than its parts—but even a compendium of syllabi raises theoretical and scholarly questions. Syllabus and program construction represent the dynamic articulation of women’s studies, and thus program development constitutes an important aspect of the scholarship of integration.

The recent growth in the number of Ph.D. programs in women’s studies, together with the ongoing expansion of the number of M.A. programs, offers a significant example of the way in which program development constitutes scholarship. A recent issue of *Feminist Studies* was devoted to this topic (Summer 1998). Indeed, the general contours of the women’s studies Ph.D. program that emerge from this period of transitional growth will “constitute” scholarship in women’s studies. The extent to which programs and departments have already succeeded in creating a viable interdisciplinary Ph.D., the extent to which this degree continues to be marked by both cross-cultural and global

feminist analysis, and the kinds of original interdisciplinary research that emerge from these programs all contribute to development of the field, and faculty who produce articles and reports concerning program development and revisions of existing programs are engaging in the scholarship of integration.

### **C. The Scholarship of Application: Connections to Everyday Life and Social Structures**

*“...moves toward engagement as the scholar asks, ‘How can knowledge be responsibly applied to consequential problems?’ . . . [N]ew intellectual understandings can arise from the very act of application, whether in medical diagnosis, exploration of an environmental problem, study of a design defect in architecture, or an attempt to apply the latest learning theories in public schools. Theory and practice interact in such ventures and improve each other” (Glassick et. al., 9).*

In the scholarship of application, feminist researchers often engage problems that communities beyond the academic have proposed. In their description of “feminist action-oriented research,” Coates, Dodds, and Jensen identify the interaction between researchers and communities as essential components. Within the arts and humanities as well, critical and cultural production reflects significant interaction between academics and artists and the larger communities in which they create their work. Involving a process which includes the interactions between researchers, scholars, and artists, and the communities that in more traditional models would serve as research or cultural “subjects,” feminist action-oriented research and cultural analysis is both participatory and reciprocal. Such scholarship “conceptualizes a continuing process whereby new questions are constantly raised” and “can stimulate change and growth in communities, policies, participants (including the researcher) and new research projects” (Coates et. al, 335). Such research and artistic and cultural production “may forge links between communities, including academic communities; use non-academic language; be published in popular presses; be distributed through community groups; be acted out in popular theater; redefine what counts as knowledge and what counts as theory; involve collaborative or participatory research strategies; or undertake research by invitation, at the request of a particular community” (Coates et. al., 335). The scholarship of application in women’s studies recognizes the importance of developing alternative models that do not narrowly contain the subjects of research, critical analysis, or artistic expression, or silence their opinions, hypotheses, or objections.

Special emphases emerging from particular women’s studies programs clarify the “act of application” of feminist theory and women’s studies scholarship to everyday life and social structures. These include:

- developing global or international perspectives that prepare students for both governmental and non-governmental organization (NGO) work;
- applying feminist theory to create new models for organization and for processes of dialogue within community and non-profit organizations;
- working in conjunction with community groups to develop better understandings of the relationship between gender and race structures and law enforcement and the criminal justice system;
- in conjunction with feminist scholars in law, working to develop models for critical race law;
- and bringing feminist theory to social and public policy analysis.

### **D. The Scholarship of Teaching: Feminist Pedagogy**

*“ . . . initiates students into the best values of the academy, enabling them to comprehend better and participate more fully in the larger culture. Teaching also entices future scholars. . . Reciprocal benefits flow as well to the faculty members who enrich their teaching by building on what they learn in exchanges with students ”* (Glassick et. al., 9-10).

In surveying the history of change in the women’s studies classroom, Boxer notes that although interest in pedagogy on the part of national groups such as the American Council on Education and the American Association for Higher Education (and we would add the Carnegie Foundation), has spread since the 1980s “far beyond teachers colleges,” for women’s studies, “whose founders aimed to effect transformation in individual and social consciousness,” the classroom has been “in the center from the beginning” (Boxer, *When Women*, 80). “Women’s studies entered the academy along with a widespread challenge to the traditional teacher-centered, hierarchically structured classroom. Linking learning to both the personal and the political, raising ethical issues, rethinking the relationship of reason and affect, questioning the role of teachers in the creation and transmission of dominant cultures as well as differences, academic feminists developed a new form of ‘critical pedagogy’” (Boxer, *When Women*, 80), and faculty who have helped develop this pedagogy and have written about it have engaged in significant women’s studies research. Many of the concepts claimed in the 1990s by consumer- and legislature-sensitive institutions—concepts such as the “student-centered” classroom, “connected teaching,” rejection of the perception of the student as an “empty vessel” to be filled, the classroom as democratic and participatory, and rearrangements of classroom structures to encourage face-to-face communication all originated with theoreticians and practitioners of feminist pedagogy and only later have become “mainstreamed” (sometimes without acknowledging the origins in women’s studies).

Feminist pedagogy brings a critical perspective to the classroom. As Boxer observes, “perhaps more important for its potential to achieve long-range and deep-seated institutional change is the challenge to women’s studies doctoral training posed by ‘connected learning,’ learning that transcends customary dichotomies between academic knowledge and people’s lives and that is said by students to be a—if not the—primary attraction of the field” (Boxer, “Remapping,” 391). Like the intersection between cross-cultural and interdisciplinary that identifies the best women’s studies research, “connecting learning to life outside the classroom explicitly introduces political and ethical issues and transgresses borders that conventionally divide concepts, modalities, disciplines, departments, and communities” (Boxer, “Remapping,” 392). Feminist pedagogy involves more than teaching; it creates a scholarship of teaching because it brings “connected learning” into the very heart of women’s studies as a research field.

#### **IV. Guidelines for Evaluating Scholarship in Women's Studies**

The NWSA Task Force accepts the Carnegie Foundation's conceptual framework of standards of scholarly work as guidelines for evaluating scholarship in women's studies:

*"We have found that when people praise a work of scholarship, they usually mean that the project in question shows that it has been guided by these qualitative standards:*

- 1. Clear goals*
- 2. Adequate preparation*
- 3. Appropriate methods*
- 4. Significant results*
- 5. Effective presentation*
- 6. Reflective critique"* (Glassick et. al., 24-25).

The Carnegie Foundation's articulation of what each of these standards means with respect to scholarship of discovery, integration, application, and teaching can help guide faculty and administrators outside of women's studies in their attempt to apply criteria of evaluation to scholarship that is explicitly feminist.

##### 1. Clear Goals

For example, in their discussion of "clear goals," the authors of *Scholarship Assessed* identify the "question-raiser" as the person capable of planning a scholarly or creative project. The goals of much of feminist scholarship include the explicitly-stated desire to raise provocative questions, transgress disciplinary boundaries, work towards feminist social change, improve the lives of women and children, and/or a multiplicity of other articulations that may challenge the nonfeminist faculty member's understanding of what "counts" in academic research. In addition, "Scholarly work usually has multiple goals, making it crucial that the scholar define each goal clearly within all relevant contexts, disciplinary or interdisciplinary, public or professional, and educational as well" (Glassick et. al., 26). Since in women's studies there are often several relevant contexts as well as multiple audiences for scholarship, establishing clear goals represents a significant challenge for women's studies scholars.

##### 2. Adequate Preparation

In their discussion of "adequate preparation," the authors of *Scholarship Assessed* describe scholarship as "a conversation in which one participates and contributes by knowing what is being discussed and what others have said on the subject. Therefore, a project that does not speak to current issues of theory, fact, interpretation, or method is unlikely to contribute to its field, regardless of its other virtues" (Glassick et. al., 27). In evaluating feminist and women's studies scholarship, review committees look for evidence that the work engages in "conversation" with current issues in feminist and women's studies scholarship. That such a conversation might not address scholarship in other disciplines should not be considered inadequate preparation; here, feminist scholarship itself constitutes the existing scholarship in the field to which the current project must address itself.

##### 3. Appropriate Methods

"Appropriate methods" applies to "procedures appropriate to the project" and, for feminist and women's studies scholarship, may include research methods from other disciplines. However, even within disciplines outside of women's studies there is often substantial disagreement concerning what constitutes appropriate research methods; "scholars who favor quantitative studies, for ex-

ample, may be reluctant to accept findings based on qualitative approaches, whatever the intrinsic merit of the work” (Glassick et. al., 28). The Carnegie Foundation authors remind faculty that “all scholars would probably concede the value of approaches other than their own, however incompatible the methodological styles” between researcher and extra-departmental faculty or administrative reviewer. “They might argue for the primacy of one approach or another, but most important is that the method selected be carefully justified and appropriate to the project’s goals” (Glassick et. al., 28-29). We would add that when feminist and women’s studies scholars combine or modify research methods in the service of interdisciplinary research, it is similarly important for colleagues outside of women’s studies to “concede the value of approaches other than their own.”

#### 4. Significant Results

Any work of scholarship is also judged by its “significant results.” The Carnegie Report authors interpret this as follows: “To ask that the outcome of a scholarly project have significance is to ask, first, that it meet its own goals. Its results, in other words, should have meaning within the parameters that the scholar has set for the project” (Glassick et. al., 29-30). To the extent that the scholar has identified feminist goals for the research, application, or teaching project, the project can be expected to address how it met those feminist goals.

#### 5. Effective presentation

“Effective presentation” assumes the existence of readers, students, and research communities who will be responsive to the scholarly project. In evaluating feminist and women’s studies scholarship, faculty reviewers may look for “a sense of audience and careful attention to the best ways of reaching each of its members” (Glassick et. al., 32). Just as scholars in other disciplines address each other first, feminist scholars also write for a particular audience, although some attempt to reach beyond an audience of feminist scholars should be viewed as strengthening the effectiveness of the project’s presentation. Attempts to write for a larger audience, however, should not be evaluated based upon the project’s success in doing so, since many factors, particularly when the work in question has challenged its readers’ assumptions, may contribute to resistance to the reception of the scholarly work that are external to the project itself.

#### 6. Reflective critique

“Reflective critique,” the sixth criterion for assessing scholarship, “involves the scholar thinking about his or her own work, seeking the opinions of others, and learning from this process so that scholarship itself can be improved” (Glassick et. al., 33). Interestingly, although reflective critique of various kinds is common in feminist scholarship, the Carnegie Foundation authors observe, “We found little evidence that this standard figures prominently in the evaluation of scholarship as matters now stand, although it is recognized when funding agencies insist on plans for project evaluation, and by colleges or universities that encourage professional development” (Glassick et. al., 33-34). Reflective critique includes and moves beyond the kinds of activities generated by “project evaluation” and “professional development”; feminist scholarship encourages the author or researcher to engage in critique from the perspective of readers unlike the author, which may include more than one of the following vectors of analysis: race, gender, class, ethnicity, sexuality, region, nation, and ability. In addition, these vectors of analysis also constitute the range of positions from which the researcher may critique her or his own scholarly or teaching project.

## **V. Examples of Scholarship in Women's Studies**

Like the authors of the Carnegie Report, NWSA recommends a variety of ways in which feminist and women's studies research may be presented, and that these include both traditional and nontraditional forms. Furthermore, the Task Force recognizes that faculty may be asked to meet different quantitative and qualitative standards for reappointment, tenure and promotion depending on the size, type, and mission of the institution; on the size, type, and mission of the women's studies program or department; and on whether the faculty member being considered for review holds appointment in a traditional discipline, joint appointment between a discipline and women's studies, and/or fully-budgeted appointment in the women's studies program or department.

The following list acknowledges that some forms of scholarship represent a more significant commitment of time and resources than others and may be more highly valued at promotion and tenure review in part because of the extraordinary effort a scholar must make to complete a complex project while engaging in teaching and other forms of professional work. We have included specific examples from the scholarship of discovery, integration, application, and teaching that we agree meet qualitative requirements for review whatever their degree of complexity. In general the Task Force would prefer not to make distinctions among the following lists, recognizing that they are arbitrary, that they often replicate the power structures of disciplines other than women's studies, and that they can serve to penalize rather than reward feminist and women's studies scholars. However, we also recognize the pragmatic context for reappointment, tenure, and promotion of women's studies faculty who work in colleges and universities that do make such distinctions.

In assessing scholarship of discovery and integration, the Task Force recommends that committees consider the degree or extent of peer-review for publications, grant projects, and/or exhibits or performances.

In assessing scholarship of teaching when that scholarship includes developing a new course, the Task Force recommends a full presentation including the syllabus and other newly created course materials, student evaluations, student performance data, and reviews of the course and class materials by other faculty.

In assessing scholarship of application when that scholarship includes overall program development and directing, the Task Force recommends evaluating publications or reports emerging from the program as evidence of the program administrator's scholarship. Such publications and reports reflect a program administrator's approach to complex problems of theoretical and curricular structure that enable an individual program both to respond to and in turn contribute to shaping a developing discipline.

These recommendations of the Task Force and the lists that follow are intended as suggestions that can provide a clearer picture of a candidate's work than traditional categories in themselves may do. We view these recommendations and lists as flexible rather than prescriptive and assume that particular candidates and programs will modify them to suit their own profiles.

### **A. Significant Peer-Reviewed Contributions to Scholarship**

(See Appendix for list of scholarly journals in women's studies, both interdisciplinary and by discipline.)



- the scholarly, theoretical, or creative monograph;
- textbook in women's studies;
- edited collection of the work of other scholars or of literary and creative writers with explicit and extensive critical and framing structures;
- editor, encyclopedia
- editor, peer-reviewed journal and/or national newsletter, for a year or more;
- editor, special issue of a peer-reviewed journal;
- edited collection of the syllabi of other women's studies teachers, with critical and framing structures;
- peer-reviewed journal article in women's studies, including article about teaching;
- peer-reviewed journal article in women's studies or feminist scholarship in any disciplinary journal;
- exhibit, installation, and/or performance of feminist creative arts;
- complex external publication or significant report concerning the development of women's studies, as reflected in a program administrator's work with a particular program;
- principal investigator, grant project with external funding;
- designer and director, curriculum transformation project involving multiple disciplines, requiring coordination across differences, taking place over a two-year period, and resulting in a substantial written report;
- designer and director, community project involving multiple sites, requiring coordination across differences, taking place over at least a two-year period, and resulting in a substantial report;
- significant work as consultant or volunteer to non-governmental organization (NGO), to agency of the United Nations, or to international women's and feminist organization; and/or
- invited speaker at a national or regional research or professional conference.

### **B. Significant Scholarly Work**

- article in women's studies, including article about teaching, that appears in non-peer-reviewed journal;
- article in non-peer-reviewed journal in any discipline;
- publication of a course syllabus in an edited collection;
- development of a course that promotes growth in women's studies and/or fills a major gap in offerings (e.g., a course in global perspectives or an interdisciplinary methodology course);
- service as a consultant to another women's studies program or department that results in ongoing contact and program development;
- report for NWSA that receives national distribution;
- paper presented at women's studies regional or NWSA or other feminist conference;
- a review article for a peer-reviewed journal;
- principal investigator, grant project with internal funding;
- designer and director, community project with demonstrable impact on community group.

### **C. Scholarly Work of Importance**

- brief article and/or commentary for a publication that is not peer-reviewed;

- encyclopedia entry;
- review article for a non-peer-reviewed publication;
- grant submitted on behalf of women's studies program or department;
- invited speaker at another institution or community group;
- article or column for nonspecialists or popular media;
- program administrator and/or department chair internal annual report and/or five-year plan;
- organizer, ongoing series of special events concerning social, historical, cultural, environmental and/or medical issues of interest to women's studies;
- organizer and discussion leader, ongoing or high profile lecture/discussion series; and/or
- ongoing designer and caretaker, web home page and/or discussion list for women's studies program or department.

## **VI. Documentation of Exemplary Teaching in Women's Studies**

The following list identifies faculty work more traditionally associated with the category of teaching for evaluation purposes, and includes what we consider exemplary work—teaching that moves beyond the regular assignment of teaching load. In assessing this work as well as more routine expected teaching responsibilities, the Task Force recommends that women's studies faculty and programs make use of student evaluations, including narrative evaluations, as well as classroom peer review. The list of exemplary work of teaching in women's studies includes:

- ongoing and labor-intensive development of interdisciplinary coursework;
- course designed or substantially revised, including cross-listed course;
- mentoring and advising of students;
- particular mentoring effort for students from traditionally underrepresented group;
- service on M.A. and/or Ph.D. exam and dissertation committee;
- ongoing development of innovative approach to feminist pedagogy;
- coordinating undergraduate teaching collective effort;
- establishing and supervising student internship program;
- integrating various instructional technologies into the women's studies curriculum; and/or
- participating actively in campus curriculum transformation project.

## VII. Documentation of Exemplary Service in Women's Studies

The following list identifies faculty work more traditionally associated with the category of service for evaluation purposes, and includes what we consider exemplary work—service that moves beyond the regular expectations of participation in departmental, college, and/or university-wide committees and governance. However, institutional expectations for college and/or university-wide service by women and by men from historically underrepresented groups are often extraordinary compared to expectations for white men. In laudable efforts to create diverse representation on institutional service committees, the same women (and men from underrepresented groups) are often asked to serve over and over again, thus leading in a positive sense to opportunities for campus-wide leadership, but working against the untenured woman's ability to balance institutional expectations for scholarship, teaching, and service. The Task Force encourages review committees to recognize the exemplary service many women's studies faculty in particular perform, and to adjust the balance of traditional expectations in recognition of the importance to the institution of maintaining diverse representation on committees even while women and men from underrepresented groups remain in the minority in tenured, tenure-track, and multiple-year contract faculty positions.

In assessing this faculty work, the Task Force recommends making use of narrative statements from colleagues and/or students who have worked with the faculty member in a service context, and/or from community groups describing the service and its significance. The list of exemplary service activities, beyond expected college- and university-wide participation on committees and in governance, includes:

- providing ongoing leadership within the academic institution and/or community groups concerning women's studies and related issues;
- coordinating an ongoing community-based or non-profit organization workshop;
- advising undergraduate women's studies extracurricular student group;
- serving actively on NWSA regional or national committee or task force, or on women's studies caucus of other disciplinary organization;
- serving as elected officer to NWSA regional or national organization, or to women's studies caucus of other disciplinary organization;
- serving as state-wide or regional coordinator for women's studies consortium group;
- one-time consultant to other women's studies program or department for the purpose of program review;
- explaining women's studies to the general public by appearing on radio or television talk and interview show;
- securing and making arrangements for one-time external speaker and/or installation (such as the Clothesline Project) on campus or in the community;
- coordination of alumni relations in women's studies;
- serving as academic representative to community-based feminist activist group; and/or
- engaging in fund-raising activities on behalf of women's studies and/or women's and feminist community and campus organization.

## **VIII. Appendix: List of Scholarly Journals in Women's Studies**

In preparing the list of scholarly journals, the Task Force has used the following principles of organization:

### (1) Journals in Women's Studies

This category lists those journals with the closest affiliation to women's studies, either because they have been in existence nearly since the inception of women's studies, because they have consistently published articles concerning women's studies (research, programs, curricula) as well as feminist scholarship, or because (if new or recent) their editorial boards are located in women's studies programs or departments.

### (2) Other Interdisciplinary Feminist Journals

### (3) International Feminist Journals (in English)

This category includes journals which publish outside the U.S.; journals published inside the U.S. but with international editorial boards; and journals devoted to research on international issues of significance for women.

### (4) Feminist Publications (includes book reviews, periodicals, and magazines)

### (5) Feminist Journals in Other Disciplines

This category lists, by discipline, those journals that primarily include feminist scholarship. Many other journals in the disciplines occasionally publish feminist scholarship; we were unable to list these at the present time.

Note: On occasion we have listed the same journal in more than one category.

### **(1) Journals in Women's Studies**

- Feminist Studies
- Feminist Teacher
- Frontiers: A Journal of Women Studies
- Meridians: Feminism, Race, Transnationalism
- NWSA Journal (National Women's Studies Association)
- SAGE
- Signs: Journal of Women in Culture & Society
- Transformations
- Women's Studies Quarterly
- Women's Studies: An Interdisciplinary Journal
- Women's Studies International Forum

### **(2) Other Interdisciplinary Feminist Journals**

- Agenda: Empowering Women Gender Equity
- Critical Matrix: The Princeton Journal of Women, Gender, and Culture
- Differences: A Journal of Feminist Cultural Studies
- Feminist Review
- Gender Issues

Genders

GLQ: A Journal of Lesbian and Gay Studies

Journal of Gay, Lesbian, and Bisexual Identity

Journal of Gender Studies

Journal of the History of Sexuality

Journal of Homosexuality

Journal of Lesbian Studies

Michigan Feminist Studies

Phoebe: An Interdisciplinary Journal of Feminist Scholarship, Theory, and Aesthetics

Resources for Feminist Research/documentation sur la recherche feministe

**(3) International Interdisciplinary Feminist Journals (in English)**

AJWS: Asian Journal of Women's Studies

Al Raïda Institute for Women's Studies in the Arab World

Atlantis

Australian Feminist Studies

Bulletin of the Simone de Beauvoir Institute (Canada)

Canadian Journal of Women and the Law

Canadian Woman Studies/les cahiers de la femme

Ethnicity and Health

The European Journal of Women's Studies

Feminist Theory

Gender and Development

Hecate: An Interdisciplinary Journal of Women's Liberation

Indian Journal of Gender Studies

Journal of Feminist Family Therapy: An International Forum

Journal of Gender Studies

Journal of Peace Research

Manushi

Meridians: Feminism, Race, Transnationalism

Nan Nu: Men, Women and Gender in Early and Imperial China

NORA: Nordic Journal of Women's Studies (Finland)

Pakistan Journal of Women's Studies: Alam-e-Niswan

Resources for Feminist Research/Documentation sur la Recherche Feministe

Social Politics: International Studies in Gender, State, and Society

U.S.-Japan Women's Journal

WE International

WISE: Women's International Studies Europe

Women: A Cultural Review

Women's Studies International Forum

Women's Studies Journal (New Zealand)

**(4) Selected Feminist Publications (includes book reviews, periodicals, magazines, and other publications of interest to women's studies)**

Bridges  
Feminisms  
Feminist Collections: A Quarterly of Women's Studies Resources  
Fireweed (Canada)  
Heresies  
Lambda Book Report  
Lesbian Ethics  
Lesbian Review of Books  
Lilith  
Ms.  
off our backs  
On Campus With Women (Association of American Colleges)  
On the Issues: Progressive Women's Quarterly  
Sinister Wisdom  
Socialist Review  
Sojourner  
Trouble and Strife (UK)  
Woman of Power  
The Women's Review of Books  
Womanspeak

## **(5) Feminist Journals in Other Disciplines**

### Africana Studies

Abafazi: The Simmons College Journal of Women of African Descent  
Callaloo  
SAGE  
Womanist Theory and Research

### Art

Camera Obscura  
Kalliope

### Business

Gender, Work and Organization  
Women in Management Review

### Communication

Women's Studies in Communication

### Counseling Psychology

Journal of Feminist Family Therapy: An International Forum  
Journal of Gay & Lesbian Psychotherapy  
Women & Therapy

### Criminal Justice

Journal of Interpersonal Violence  
Women & Criminal Justice  
Violence Against Women

East Asian Studies

AJWS: Asian Journal of Women's Studies  
Nan Nu: Men, Women and Gender in Early and Imperial China

Economics

Feminist Economics  
Gender, Work and Organization

Education and Feminist Pedagogy

Feminist Teacher  
Gender and Education  
Radical Teacher  
Transformations

Engineering

Journal of Women and Minorities in Science and Engineering

English

Legacy: A Journal of American Women Writers  
Thirteenth Moon  
Tulsa Studies in Women's Literature  
Women & Language  
Women's Writing

Environmental Studies

Women and Environments International

French Studies

Women in French Studies

Geography & Planning

Gender, Place, and Culture

German Studies

Women in German Yearbook: Feminist Studies in German Literature and Culture

Health

Ethnicity and Health  
Health Care for the Poor and Underserved  
Health Care for Women International  
Journal of Women & Aging  
Public Health Nursing  
Violence Against Women



Women & Health  
Women's Health  
Women's Health Issues  
Women's Health Journal

Hispanic Studies

Hispanic Journal of Behavioral Sciences  
Voices: A Journal of Chicana/Latina Studies

History

Gender and History  
Journal of the History of Sexuality  
Journal of Women's History  
Women's History Review

Jewish Women / Judaic Studies

Bridges  
Lilith  
Nashim: A Journal of Jewish Women's Studies and Gender Issues  
Women in Judaism: A Multidisciplinary Journal

Law

Canadian Journal of Women and the Law  
Family Law  
Feminist Legal Studies  
Harvard Women's Law Journal  
Journal of Law and Society  
Women's Rights Law Reporter  
Yale Journal of Law and Feminism

Linguistics

Women and Language

Media and Film Studies

Camera Obscura  
Jump Cut

Music

Women & Music: A Journal for Gender & Culture

Peace Studies

Journal of Peace Research

Philosophy

Hypatia: A Journal of Feminist Philosophy

Political Science

International Feminist Journal of Politics  
Journal of Peace Research  
Women & Politics

Psychology

Feminism & Psychology  
Gender & Development  
Journal of Sex Research  
Psychology of Women Quarterly

Religion

Feminist Theology  
Journal of Feminist Studies in Religion

Social Welfare

Affilia: Journal of Women and Social Work  
Journal of Feminist Family Therapy  
Journal of Gay & Lesbian Psychotherapy  
Journal of Gay and Lesbian Social Services  
Journal of Women & Aging  
Women and Therapy

Sociology

Agenda: Empowering Women Gender Equity  
Gender and Society  
Journal of Social Issues  
Sex Roles: A Journal of Research  
Violence Against Women

Theatre

Women & Performance

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