

A. INTRODUCTION

In this narrative and self-reflection I offer examples of my teaching, scholarship, and service to demonstrate that I have met the standards for promotion to associate professor in the Department of Multicultural Women's and Gender Studies (MWGS). My contributions to the department, Texas Woman's University, and the field of women's and gender studies (WGS) show not only that I am an engaged and productive scholar and teacher but also that I have developed collegial interdisciplinary relationships at local and national scales. Moreover, I greatly appreciate my department's mission and have aligned my work with its values, such as transdisciplinarity, critical thinking, analyzing and transforming social institutions, and preparing students to thrive in intellectual and professional settings.

B. TEACHING

In this section I demonstrate the way my teaching reflects excellence in pedagogical practices and my department's commitment to a transdisciplinary, multicultural pedagogy and curriculum. I have taken advantage of opportunities to strengthen my teaching skills, and I consistently revise my syllabi so that they are current and offer students interdisciplinary and critical multicultural perspectives. To this end, I have developed effective and innovative teaching methods and work closely with students, both within and outside the classroom, to support their scholarly and professional endeavors.

Curriculum / Course Development

Since joining the Department of Multicultural Women's and Gender Studies at TWU I have taught core courses for the M.A. and Ph.D. programs: "Foundations for Scholarly Inquiry in Women's Studies" (WS 5023), "Feminist/Womanist Theories" (WS 5843), and the "The Politics of Publications and Writing" (WS 6403). In addition to supporting my department's core curriculum requirements, I have drawn on my areas of expertise and interest to develop special topics courses: "Breaking Waves: Feminism as a Social Movement in the Twentieth Century," "The Cultures of Food and the Foods of Culture," and "Art, Activism, and Social Justice," the latter of which has been added to the graduate catalog and is now in our regular course rotation.

In my teaching, I highlight critical multiculturalism by paying attention to and moving beyond the categories of race and ethnicity. For example, after my first semester (fall 2011) two comments in one section of the “Foundations” course encouraged me to address race and ethnicity more explicitly. I discussed this feedback with my department chair and subsequently developed a multi-week section in the course that explores the contributions of women of color to WGS and their critiques of the field; we also read articles that highlight WGS in countries outside the United States (see Appendices A and B). One drawback of this structure is its segregation of “difference” from other aspects of the class; mindful of this possibility, I intentionally include diverse perspectives throughout the semester and include readings about WGS in relation to other fields of study such as queer theories and religion. In another example, I was instrumental in changing the name of our Master’s-level theory class from “Feminist Theories” to “Feminist / Womanist Theories” so that it now highlights ways of thinking that are grounded in the lives and experiences of women of color. And when I teach this class, I include feminist theorizing about socioeconomic class, indigeneity, sexuality, and globalization—along with race and ethnicity—which illustrates the complex interrelationships among different identities that shape our lives.

In addition to critical multiculturalism, my department emphasizes an interdisciplinary approach to knowledge production. My teaching supports this value, often drawing from different fields to encourage students to question and transform social institutions. In my “Cultures of Food” class, I use an interdisciplinary mix of scholarship to push students to think critically about institutions like capitalism, patriarchy, racism, and sexism (see Appendices C and D). Transnationalism also illuminates the power dynamics of social institutions; as a frame of inquiry it draws attention to the movement of people, goods, and ideas, thus illuminating, for instance, how economic decisions in one place shapes people’s lives in another. Students in my classes read from edited collections like *Critical Transnational Feminist Praxis*; *Eating Asia America*; and *Transnationalism, Activism, Art*. And my undergraduate “Feminist Theories” course has a section about globalization and women’s labor that includes the film *Made in L.A.* and readings from geography, history, and sociology about the migrations of women across the U.S.-Mexico border to work in the garment industry. This section follows two weeks of readings that critically theorize

difference, which gives students a strong base for integrating a global perspective into their understanding of feminist theories (see Appendices E and F).

I further push students' critical thinking by linking ideas and practices, bridging course content and the world around us. "Art, Activism, and Social Justice" lends itself particularly well for making these connections (see Appendix G). In my course description I write, "we'll explore the relationship between art and social justice by investigating the uses and limits of artistic processes and products." We do this by reading about how different art forms have been used in social movements—especially within feminism—and how activists have transformed the art world. Beyond this special topics class, I use a "real world connection" activity in almost all my classes. In face-to-face classes each student develops a short presentation in which they use a course reading to analyze something in the "real world," and in online sections each student contributes a real world connection to the discussion board several times during the semester (see Appendix H). Moreover, in most courses students have a "project" option for the final assignment: they may choose to develop and execute a project that has relevance to our class content and then write an academic research paper in which they reflect on and analyze it (see Appendix I). This option has resulted in exciting events and products such as Femme Fest, a benefit concert and art auction that raised funds for a local nonprofit organization (held in 2013 and repeated in 2014 and 2015); a collaborative art piece about menstruation (fall 2014); a memoir-style essay exploring family through food and domesticity (fall 2015); and a zine about a student's experience with egg donation (spring 2016).

I additionally support my department's mission and vision through innovative assignments and activities in my teaching. One example of this is a multi-campus feminist theories project for which I partnered with three colleagues at different institutions (see Appendix J). In spring 2014 we placed students in each of our feminist theories classes in small groups, and these groups held four video chats during the semester. We also created a feminist/womanist theories wiki to which each student contributed a research-based entry about a topic relevant to the course content. While I have not yet replicated the video chats, I continue to use the wiki assignment. Through a wiki students not only investigate a concept

more deeply; they also get to see their work as part of a larger scholarly network of ideas when I ask them to hyperlink their entry to other entries that share a topic in common with theirs (see Appendix K).

Excellence in Teaching

In what follows I discuss my commitment to student learning and excellence in teaching through the ways I regularly solicit feedback from students and colleagues and seek out professional development related to pedagogy. In all courses I ask students to complete a mid-semester feedback form, and I give their comments careful consideration, especially those that offer constructive criticism (see Appendix L). For example, in response to feedback in “The Politics of Publishing and Writing” I modified the second half of the class to include more time for students to workshop their writing and receive feedback from peers. And in an end-of-semester evaluation in spring 2013 a student wrote, “I think if I could change anything, I would change some of our assignments and make more connections between our readings and current events.” This comment informed the “real world connections” activity I now use in most classes.

I have also asked the three tenured colleagues to visit my classes and observe my teaching (see Appendix M) and have found their suggestions particularly useful in developing lesson plans. For example, after Dr. Mark Kessler visited my “Foundations” class in fall 2014, we met to discuss his observations. His feedback allowed me to see more clearly that I was asking students to apply and analyze the ideas in the readings before confirming that students had understood them. I have since been more mindful about creating opportunities to bolster comprehension and have more explicitly emphasized the importance of this aspect of engaging with others’ ideas. For example, I now include a section in my syllabi titled “Generous Reading / Reading with the Grain” (see any syllabus I’ve appended for an example). I also modified my reading response assignment so that students summarize a reading’s main idea as part of the response and complete activities like close reading, defining key terms, and comparing/contrasting ideas, all of which reinforce and extend comprehension (see Appendix N). Moreover, I schedule the deadline for reading responses so that they prepare students to participate in class discussion of the readings.

Although the small class size and low response rate for graduate classes leads me to interpret student evaluations judiciously, it is useful to note that the scores for classes I regularly teach have increased over the past 5 years (see Appendix O). For the “Foundations” sections in fall 2011, 2012, and 2013, the raw scores for “effective teacher” were 4.1, 3.0, and 3.0, respectively (on a scale of 0 – 5). Yet 2014 and 2015 resulted in markedly higher scores in that category—4.6 and 4.25, respectively—suggesting that my efforts to improve as an instructor have been effective. My scores in the “effective teacher” category for “Feminist/Womanist Theories” have consistently been strong, ranging from 3.7 to 4.6. And even though they do not fall within the upper 16% percentile when adjusted, these raw scores indicate that students find my courses and my teaching to be valuable.

Collegiality in Teaching

TWU has offered rich pedagogical opportunities to form relationships with colleagues who have supported my path to becoming an excellent teacher. In summer 2011 I participated in the university’s Online Faculty Development Program for instructors who were new to distance education, and I was selected to be part of the year-long Pioneer Teaching and Learning Academy (2012-13) through which I received mentorship from a senior professor. I also regularly attend—as a presenter and audience member—the university’s annual Teaching and Learning Symposium and my own department’s pedagogy workshops and colloquia. I have put great effort strengthening my teaching, and was nominated in 2016 for a Distinguished Graduate Faculty Award, which, according to the Graduate Student Council, recognizes “an outstanding faculty member for extraordinary teaching and contributions to graduate education.”¹ Although I did not win, I was deeply honored and humbled that students saw me as someone who embodies these characteristics.

Within individual courses I have invited colleagues to share their insights and expertise, exposing students to a diversity of different perspectives. These visitors include faculty, graduate students, librarians, staff, and people outside academia. And they have come from my own department, the

¹ For the full description, see <https://gscounciltwu.wordpress.com/pioneering-spirit-awards/>.

University of North Texas, and the local community. This practice demonstrates that I have developed collegial relationships with a diverse group of scholars, artists, and activists and reinforces the interdisciplinary scope of my classes.

Student Professional Development and Advising

My contributions to the department and university in the area of teaching also involve supporting students outside their coursework. To this end I have written letters of recommendation for 18 students; sponsored students who presented their scholarship at TWU's annual student Creative Arts and Research Symposium and attended their presentations; and attended and facilitated departmental pedagogy meetings and workshops. As director of the M.A. program I also advise almost all incoming M.A. students, and I have served on dissertation and thesis committees for students in MWGS, psychology, and sociology. Currently I am chairing a dissertation committee, and this student is on track to defend in spring 2017; if this occurs she will be the 2nd or 3rd person to graduate from our doctoral program, indicating that I have been an effective guide for her work. You can see additional evidence of my commitment to students' scholarly development in my work mentoring a M.A. student as part of TWU's Quality Enhancement Program. This student wrote a proposal for a multicultural women's center to be created at TWU and we met regularly during spring 2016 to discuss the different components of her project: library research, meeting with TWU staff, traveling to other universities to meet with their women's center staff, and using TWU's Center for Research Design and Analysis to design a survey for gathering data from TWU students about their extra-curricular needs (see Appendix P).

C. SCHOLARSHIP AND CREATIVE ACTIVITIES

In this section about scholarship, I discuss the strengths of my research, publications, and presentations to show that I have met my department's criteria for tenure. I have made great progress toward attaining national recognition as a scholar, as evidenced through peer-reviewed publications and presentations as well as through the external funding I have received. This scholarly productivity contributes to my home field of WGS, is interdisciplinary in scope, and reflects my department's emphasis on critical multiculturalism and social justice. The rich intellectual community at TWU and in

the North Texas area has further supported my development as a scholar, and I have formed strong collegial, interdisciplinary relationships at the local scale. At the same time, I have expanded my scholarly network through collaborations with scholars across the country.

Publications and Presentations

My primary research project, which focuses on U.S. feminist periodicals published in the 1970s, has culminated in the book *Liberation in Print: Feminist Periodicals and Social Movement Identity*. I submitted the final draft of the manuscript to the University of Georgia Press in July 2016, and it is scheduled to be published in summer 2017 as part of their “Since 1970” series. I have also received national recognition for my scholarship, most notably in being selected as the 2017 Bonquois Postdoctoral Fellow by Tulane University. This fellowship comes with a \$30,000 award and the opportunity to spend a semester at Tulane. Additionally, in 2016 one of my articles received an honorable mention in the Research Society of American Periodicals’ annual competition for the best article on American periodicals published during the previous year, and an anthology to which I contributed (*Out of the Closet, Into the Archives*) was a Lambda Literary Award finalist.²

While working on my book I published four peer-reviewed articles and book chapters as well as numerous non-refereed essays and poems. Two articles appeared in leading journals in my field: *Feminist Studies* and *Frontiers: A Journal of Women’s Studies*. And the anthologies to which I contributed book chapters indicate the interdisciplinary appeal of my research. *Out of the Closet, Into the Archives* is coedited by scholars in sociology and English, and *This Book Is an Action* is co-edited by two professors of English. Moreover, I currently have a two articles forthcoming: one has been accepted by *Women’s Studies: An Inter-Disciplinary Journal* and the other will appear in a special issue of *Transformations: A Journal of Inclusive Scholarship and Pedagogy* about teaching community. Altogether, this record demonstrates that my scholarship contributes to my home field and appeals to those outside WGS.

² See the category “LGBT Anthology” in “28th Annual Lambda Literary Award Finalists Announced,” *Lambda Literary*, 8 March, 2016, <http://www.lambdaliterary.org/features/news/03/08/28th-annual-lambda-literary-award-finalists-announced/>.

In addition to my success in publishing I have had many opportunities to present my research. Since joining TWU, I have given 22 presentations at national and regional academic conferences and symposia. Through this component of my scholarship, I am maintaining a strong presence in the primary professional organization for my field, the National Women's Studies Association (NWSA), but conferences have also been generative for expanding my scholarship on feminist print culture and to start developing new areas of expertise. For example, I am active in the Transnational Feminisms caucus and Publishing Feminisms interest group, both of which meet at the NWSA conference. Since interdisciplinarity is a key facet in WGS I have made an effort to attend conferences outside WGS. My research has found audiences at the Modern Languages Association, the Cultural Studies Association, the Society for Textual Scholarship, and the American Culture/Popular Culture Association. Furthermore, in May 2015 I presented at a Publishing Feminisms conference, and the organizer subsequently invited me to submit an article for a special issue of the multidisciplinary journal *American Periodicals*.

I have taken advantage of several professional development opportunities to educate myself about transnational feminisms, which not only demonstrates that I have an ongoing program of scholarly research but that this research supports the mission of the TWU's MWGS Department. In my book, one chapter analyzes representations of South Asian women in U.S. feminist newsletters and newspapers. TWU Research Development Funds allowed me to travel to Simon Fraser University where I conducted archival research about the 1971 Indochinese Women's Conference in Vancouver, Canada, which brought together women from Vietnam, Laos, and North America. I also attended a week-long Transnational Feminisms Summer Institute in June 2014 at the Ohio State University. For this institute Dr. Julie R. Enszer and I coauthored an article about two periodicals spanning the 1970s and 1980s that presented a transnational understanding of power, oppression, and solidarity. After getting feedback on our work at this institute we submitted it to *Women's Studies: An Inter-Disciplinary Journal* where it was accepted for publication, and we are now awaiting page proofs. I continue to produce scholarship in this area: this fall I will be presenting a paper at the South Central Modern Language Association Conference in which I analyze how the newspaper *Triple Jeopardy* (published by a women of color activist group from 1971 to

1975) used a discourse of revolution to create a sense of solidarity with women and anti-imperialist movements across the world.

Concomitantly, I am building a new research project on food studies. The food studies class I taught in fall 2015 allowed me to explore how food shapes our sense of self, our identities, and the relationships and communities we form; and I am working on an article that analyzes the activist dimensions of food production in a 1970s feminist back-to-the-land community. I also plan to use my time at Tulane University in spring 2017 to take advantage of the rich, multicultural history manifested in New Orleans' foodways and build networks with local scholars who have expertise on this topic.

Collegiality in Scholarship

My reputation as an excellent scholar and teacher is evidenced in the relationships I have cultivated at nation and local scales. Based on my work on the scholarship of teaching and learning, in 2014 I was invited to present at two different institutions: I facilitated a day-long workshop at the University of Texas at Tyler about building online learning communities, and at the University of Maryland I gave two talks about structuring an online class for the "Teaching Women's Studies Online" workshop sponsored by *Ms. magazine*.³ These experiences, along with papers I presented at TWU's Teaching and Learning Symposium and the National Women's Studies Association, informed the article "Small Talk and Chit Chat: Using Informal Communication to Build a Learning Community Online," which will appear in 2017 in *Transformations: The Journal of Inclusive Scholarship and Pedagogy*.

I have fostered strong scholarly relationships locally, as well. In 2015 I presented at "Minding the Field," a University of Texas-Arlington conference that brought together WGS students and faculty in the North Texas region. Since then, the organizer of this conference has approached me about working on a special feature for *Films for the Feminist Classroom*, a journal I edit. And in 2014 I was selected to share my research with the Dallas Area Social Historians, a forum for faculty and graduate students from universities across North Texas to present their works-in-progress. The University of North Texas (UNT)

³ See the following announcement: <http://marylandnow.org/events/ms-in-the-classroom-presents-teaching-womens-studies-online/>.

in Denton has afforded rich opportunities to develop my scholarship as well: I have presented papers at a food studies conference and a humanities colloquium at UNT, both of which brought together scholars from multiple disciplines. Reflecting my continued collaboration with local scholars, I am part of the planning committee for the “Monstrous Women in Comics” conference to be held at UNT in May 2017.

Funding

In order to support my research and writing I have pursued internal and external funding opportunities with success. As noted above, I was recently selected from a national pool of applicants to receive the 2017 Bonquois Postdoctoral Fellowship at Tulane University, which runs from January through July. The fellowship award will support my research about feminist publishing in the Gulf South at the Newcomb Archives and Vorhoff Library Special Collections, and allow me to develop my food studies project. My scholarship has also benefited from grants from other institutions: funding from the Sophia Smith Collection and the Barnard College Library enabled me to visit archives at these two institutions, the former for my book and the latter for an article about feminist print culture in the 1970s and 1990s. I have been grateful, as well, to receive internal funding awards from the College of Arts and Sciences. With Research Development Funds I traveled to archives at Simon Fraser University and the Schlesinger Library at Harvard University; this research specifically shaped my *Feminist Studies* article about representations of women of color in U.S. feminist periodicals.

As you can see, the overall response to my scholarship, including articles in prestigious WGS journals, external funding awards, and commendations by national organizations, demonstrates the high quality of my work and its interdisciplinary esteem.

D. SERVICE

My record of service to my department, the university, and my profession shows that I have fulfilled my department’s criteria for tenure. Not only have I been actively involved on committees and worked on special assignments as needed, I have also sought leadership positions. Moreover, my commitment to serving involves informal service, such as attending university-wide and department-sponsored events.

Service to the Profession

In this section I focus on how my professional service demonstrates collegial and interdisciplinary/transdisciplinary relationships and my active involvement in professional organizations. My major work that serves field of WGS involves being Editor of *Films for the Feminist Classroom* (FFC), a bi-annual, online, open-access journal that publishes film reviews, lesson plans, and other essays with the aim of providing a critical assessment of films as pedagogical tools (<http://ffc.twu.edu/>). Originally hosted by Rutgers University, FFC moved to TWU in 2014, and I became Editor. Since then, I have published four issues that collectively review 110 films about myriad issues (e.g., immigration, intersexuality, sports, religion, incarceration, reproductive justice, and disability, to name a few) and that highlight geographical locations around the world (e.g., Senegal, Afghanistan, Egypt, Turkey, India, Israel, Colombia, Iraq, Russia, and the Philippines, again, just to name a few); additionally, I have featured a transnational dialogue by publishing contributions from scholars around the world. Since becoming Editor I have strengthened the journal's pedagogical resources by including lesson plans from educators in each issue and by collaborating with scholars and experts in the film industry to produce special features that more deeply explore a specific topic. For example, for the fall 2015 issue I worked with scholars from University of Texas at Dallas on a special feature about teaching with violent films, which included both essays about pedagogy and film reviews. And for an upcoming issue I am developing a forum that focuses on how educators can teach about #BlackLivesMatter using film and video. This work supports the feminist and critical multicultural mission of the MWGS Department as well as the university's Global Perspectives focus.

Although FFC is not a peer review journal, it provides a valuable and unique service for the field of WGS and for educators in a wide range of disciplines because it is the only publication that focuses specifically on the relationship between films and pedagogy. Additionally, because FFC is an open-access journal anyone with an internet connection can view the content, and our presence on social media like Facebook further expands the journal's reach and impact. This professional service has enhanced my service to my academic component and the university: I have discussed FFC and film pedagogy in

departmental colloquia and workshops, and I participated as a panelist at a TWU Global Connections Month event that featured the film *Unveiled Views: Muslim Women Artists Speak Out*. FFC also provides an MWGS graduate student with scholarly and professional development experience in the form of a graduate assistantship. I prioritize giving this student different opportunities to create and edit the journal's content. For example, one student wrote film two festival reviews. Another planned a special feature about using short films in the classroom, for which she received contributions from scholars across the country. I also include the graduate assistants in the decision-making processes regarding the films we review and the people we invite to be reviewers.

My professional service in other areas reflects the scholarly reputation I am building across disciplines, nationally, and internationally. I have been a proposal reviewer for the NWSA annual conference and have reviewed article manuscripts for some of the leading journals in my field, including *Signs: Journal of Women in Culture and Society* and *Frontiers: A Journal of Women's Studies*. As my CV shows, reviewer requests have also come from journals and publishers outside the United States (*Atlantis*, *Asian Women*, and Berghann Books) as well as from journals outside the field of WGS.

Service to the University

During the past five years my service to the university has involved participation on committees on an ongoing basis and assisting with one-time events. Currently one significant service commitment involves being a member of the Faculty Senate. I began my role as a senator in fall 2014 and successfully ran for a second term, so I am extending this service work at least until spring 2018. In spring 2015 I became chair of the senate's Faculty Handbook Committee, and I was then elected to the position of secretary in fall 2016. I have also contributed to the College of Arts and Sciences Public Affairs Forum Committee for multiple years, joining this committee in 2012, and taking on a role as co-chair in fall 2015. Each semester this committee plans a campus-wide forum about a current event with the aim of exposing the audience to diverse, interdisciplinary, and global views on the topic being addressed. I am pleased that we have chosen topics with a transnational and social justice component, such as climate change, freedom of speech in journalism, the Ebola outbreak, and the Texas bill that allows concealed

handguns on state university campuses. There also are many opportunities to participate in university life outside committee work: I have volunteered as Student Marshall at graduation, helped decorate for the festival of lights, attended orientation and family week events as a faculty representative, been a post-show speaker for a play produced by the Department of Music and Drama, and served refreshments at the Pioneer Proud staff appreciation ceremony.

Service to the Department

Within the Department of Multicultural Women's and Gender Studies (MWGS) most of my service work is related to the M.A. program, in which 20 students are currently enrolled. During the 2011-12 academic year I served as the M.A. admissions coordinator, which involved recruitment activities, corresponding with prospective students, and evaluating applications to the program. Since then I have taken on more responsibility and began working as director of the program in fall 2015. In addition to continuing my work on recruitment and admissions, I now organize and facilitate the orientation for incoming students, act as advisor for incoming and current students, hold regular open advising meetings for all M.A. students, coordinate the comprehensive exam for students who select this option, ensure the M.A. student handbook is current, and assist with assessment of and reporting about this program. Additionally, since joining TWU I have helped to staff the department's recruitment table for the graduate fair at the National Women's Studies Association annual conference.

I have taken initiative to enrich the intellectual and professional development of students and faculty in my department, as well. Some of these efforts involve exposing the departmental community to scholarly perspectives and opportunities beyond the TWU campus. I arranged for Dr. C. Heike Schotten from the University of Massachusetts, Boston, to present her work on political theory and the Palestinian-led Boycott, Divestment, and Sanctions Movement in October 2012. And in 2013 artist Shay Youngblood facilitated a discussion with students about her play *Square Blues*, which explores the history and impact of racial injustice in the United States. Regarding professional development, I cull items from academic listservs and my own networks and twice a month share with my department an interdisciplinary and transnational list that includes calls for papers for conferences and publications, job and funding

opportunities, workshops, and resources. One MWGS student who had just completed her degree wrote to me, “I hope that after I graduate in May that somehow I can still receive your emails. They have been so helpful and informative!” Activities such as these may be small and informal but they reflect my commitment to creating a departmental community that fosters collegiality and whose members see each other as resources in critical multicultural and transdisciplinary knowledge production

To further support students’ professional development I have served on dissertation and thesis committees for students in MWGS, psychology, and sociology as well. Some of the ways I assist students’ intellectual and activist activities are more informal and difficult to place on a CV. For example, in preparation for the annual NWSA conference my department’s graduate student organization plans practice sessions when presenters can get feedback on their papers, and each year I make a commitment to attend at least one session. As co-advisor for the graduate student association I also make an effort to attend events they plan for the department and have done so for events both on and off campus. For instance, this group celebrated Women’s History Month by organizing five different talks by TWU faculty; I missed only one talk and that was because it occurred during a class I teach.

Service to the Community

During the past five years I have participated in a range of activities and organizations in the local community. In Denton I have volunteered with Cardo’s Farm Project, Dorothy’s Kitchen Table, the Frack Free Denton group, and the City of Denton (specifically to support the implementation of their bicycle plan). The farm and Dorothy’s Kitchen Table are food justice initiatives, both striving to make local, nutritious food accessible to the Denton community; fracking and bicycling relate to the health and well-being of those who live and work in Denton, too. Through this volunteering I am able to work toward a critical multicultural vision of social justice, since food, fracking, and cycling shape and are shaped by the intersections of race, gender, and class as well as by the effects of economic globalization. Low-income communities and people of color are disproportionately harmed by food scarcity and food insecurity as well as by the negative environmental impact of practices like fracking. Gender also affects food and

cycling issues: women often act as caregivers and, thus, are responsible for feeding their families and communities; and bicycling—both recreationally and for transportation—is still highly male dominated.

My service outside of the university campus has given me the opportunity to share my knowledge and professional expertise. For example, I drew from my work on art, activism, and social justice when I participated on the panel “Multiple Perspectives/Multiple Personalities—A Discussion on Cindy Sherman” at the Dallas Museum of Art. When the United States Attorney’s Office in Dallas invited me to speak for Women’s Equality Day I used my training in WGS to explore gender disparities while also complicating the concept of “equality” by discussing the need to consider how different identity categories (like race and citizenship status) affect the manifestation of inequalities. And at a meeting of the Denton chapter of the American Association of University Women I presented a portion of my book in the talk “Examining the Waves of U.S. Feminism.” Altogether, my engagement with the local community demonstrates active involvement in organizations outside academia, especially in areas relating to multicultural feminism and/or social justice.

E. CONCLUSION

While I hope that this narrative and self-reflection has incontrovertibly demonstrated that I have met—and in some cases exceeded—my department’s criteria for tenure and promotion to associate professor, I also hope I have conveyed my enthusiasm for my work. I know that my successes as a scholar and teacher result in part from the collegiality of the people I work with and the opportunities TWU has provided for intellectual and pedagogical development. Moreover, I have grown as a leader because of my participation on departmental and university-wide committees and recognize the positive impact of service work on the TWU campus, so I see service as an important part of my job. Should I be recommended for tenure at TWU I look forward to further strengthening my research agenda, my effectiveness as an instructor, and my contributions to the campus community.