

OFFICE OF UNDERGRADUATE STUDIES – UNIVERSITY OF UTAH
SUMMARY REPORT OF INTERNAL AND EXTERNAL REVIEW OF
THE GENDER STUDIES PROGRAM

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PART I: GENERAL

Division overview

The division now known as Gender Studies was first established as the Women's Studies Program in the College of Social and Behavioral Science in 1979. It hired its first faculty member in 1986 and began making a series of shared-appointments with departments across the University in 1991. Gender Studies and Ethnic Studies each became free standing divisions within the newly formed School for Cultural and Social Transformation in July 2016.

Division mission

The mission of the Division of Gender Studies is to provide excellent graduate and undergraduate education in gender scholarship, to integrate gender scholarship across the curriculum at the University, and to foster interdisciplinary community. The Division sees the study of gender as “a crucial component in the organization of personal lives and social institutions.” The Gender Studies curriculum prepares students for graduate work, professional studies (e.g., law, medicine), and careers in the non-profit sector, advocacy, and social justice.

Administration

As a Division of the School for Cultural and Social Transformation, Gender Studies falls within the leadership of the Office for Equity and Diversity (OED), led by Associate Vice President, Dr. Kathryn Stockton, who also serves as the Dean of the School. The Division, therefore, reports to and draws its budget from the OED. The Dean has formed an Executive Committee to oversee the transition as the infrastructure of the new School is hammered out. The Committee members include Susie Porter, Ed Muñoz, Elizabeth Archuleta, Kim Hackford-Peer, Nicole Rene Robinson, and Kiko Lian.

The Division of Gender Studies is headed by a Chair (Susie Porter) and an Associate Chair (Kim Hackford-Peer). Together they manage budget and personnel and oversee program planning. The Chair serves a three-year, renewable term, while the position of Associate Chair is a career-line faculty position. The Chair oversees the budget and represents the Division across campus. The Associate Chair provides day-to-day oversight of the Division office, student advising, and curriculum management. In addition, the Associate Chair teaches 3+ classes per year, serves on a variety of University committees, and mentors student organizations.

The Division also employs a full-time, professional Administrative Assistant and has one TA, who works in the Community Engaged Learning program. This year the Division has also jointly hired a full-time Academic Programs Coordinator, who helps with outreach, social media management, event management, and enrollment, among other things. Gender Studies also works closely with several Student Affairs units, including the Center for Ethnic Student Affairs, the LGBT Resource Center, and the Women's Resource Center.

Faculty

Gender Studies currently has nine shared-appointment, tenure-line faculty members, all of whom are extremely productive scholars. Faculty members hold tenure in their home departments (i.e., English, Psychology, Education, Film and Media Arts, Political Science, Sociology, and History). Faculty members with shared appointments undergo formal reviews according to the RPT guidelines of their departments with Gender Studies contributing a review letter to the candidate's file for consideration by the RPT Committee. The Chair of the Division writes review letters during informal review years.

In general, tenure-line faculty members have a 2:2 teaching load, which is shared between the Division and the tenuring department, so each faculty member teaches about one course per semester in Gender Studies (although this varies). The Chair receives course releases from Gender Studies in order to fulfill administrative duties.

In addition to the tenure-line faculty, the Division has two career-line faculty members, one of whom serves as Associate Chair (at 1.0 FTE). The second career-line faculty member has a .75 FTE appointment. Other courses are taught by six adjunct instructors, all of whom hold terminal degrees in their field of study or are current PhD candidates at the University.

Students

As of July 2016, Gender Studies served a total of 62 undergraduates (50 majors, 5 pre-majors, and 7 minors enrolled). Many Gender Studies students double major in a wide variety of fields, from Anthropology to Environmental and Sustainability Studies. Because many Gender Studies majors find the degree later in their academic careers, Gender Studies is often declared as a "second major." As a "second" or sometimes "third" major, tracking the status of their students has been challenging, and they have enjoyed the ongoing work of the campus in general and the Office of Budget and Institutional Analysis in particular to help resolve these data management difficulties.

Undergraduate recruitment to the Division is especially strong because of the General Education and Bachelor's Degree requirement courses it offers. Many other students find the Division through word of mouth (from other students, professors, academic advisors, and student services partners), events sponsored by Gender Studies, Ethnic Studies courses, or cross-listed courses.

In addition, the Division has graduate-level course offerings and serves graduate students from a variety of disciplines. There is one full graduate assistantship in the Division (stipend, tuition

waiver, and student health insurance). This graduate assistant supports the Gender Justice Scholars Learning Community.

Undergraduate scholarship support is very limited: There is a tuition waiver for one year for an advanced GS student. There are also scholarships for students in internships with community partners. The Bennion Center provides money for a student working with the Gender Justice Scholars Learning Community. Faculty have also supported students applying to the Undergraduate Research Opportunities Program (UROP).

Evidence of the Division's successful and continuing efforts to improve student diversity is clear. Between 2008-09 and 2015-16, the number of minority students enrolled in Gender Studies has almost doubled (from 14.29% to 26.83%). This strong progress in ethnic diversity will undoubtedly continue and grow as Gender Studies and Ethnic Studies build closer ties in the School for Cultural and Social Transformation. Noteworthy in this regard is the additional support provided by the Administrative Program Coordinator, who was hired in August 2016.

Curriculum and Programs of Study

The Division offers four degrees (BA, BS, HBA, HBS), a minor, and a graduate certificate (approved in spring 2015). The major consists of seven core courses and three electives, totaling 30 credit hours, plus another 12 hours of allied course work that supports the major from outside of Gender Studies. Students must earn a C (2.0) or higher in their major course work. The minor in Gender Studies requires five core courses and two electives, totaling 21 credit hours. The Graduate Certificate consists of two graduate seminars, one elective course in Gender Studies, and two other electives from outside Gender Studies for a total of 15 credit hours.

In addition to course work, the Division offers students opportunities for professional development, particularly through Community Engaged Learning (CEL) courses, internships, and UROP opportunities. For example, the Gender Justice Scholars Learning Community provides a college pathways afterschool program for Neighborhood House. More advanced students may enroll in the internship course as they work with a community partner organization. Student interns work more independently to build on the skills developed in the earlier CEL courses.

Program Effectiveness

As a result of extremely effective advising and informal communication among and between students, faculty members and administration, the Gender Studies Division has demonstrated outstanding responsiveness to student feedback. Through a combination of the advising functions, student evaluations, and exit interviews, the feedback process has resulted in significant curricular improvement. As noted in the section above, the highly successful CEL courses emerged in response to student interest and commitment. The Chair and Associate Chair are commended for their significant dedication to the department and its students.

Facilities and Resources

The Division is currently housed in Building 44 but will move to the new Gardner Building when it opens in 2018. The Gardner building has been created as a collaborative space where the two Divisions of the SCST can work together and includes a shared community meeting space.

Financial support for the operational costs of the Division has remained flat for five years, while student credit hours (SCH) have increased over the past four years in part because of actions by the Chair and Associate Chair, such as increasing the number of sections of GNDR 1100 and GNDR 3690. For two years, the Division has had an open faculty line, which created some budgetary flexibility. These funds supported faculty research, professional development for staff, and events, and defrayed the costs associated with editing a major gender studies journal, *Frontiers: A Women's Studies Journal*. The reviewers also suggested that any growth in the Division, either at the undergraduate or graduate level, will require additional financial support from the University and/or the School. The Division chair has plans to work with the fundraising officer in the Dean's office to develop and execute a plan dedicated to increasing this support.

PART II: COMMENDATIONS

Students

Reviewers noted an exceptionally high level of student satisfaction as presented in materials and in direct contact with students. A commendable sense of community is evident among the students. The significant commitment by the Associate Chair (and others) to student advising and mentoring makes a major contribution to effective student engagement and success.

The reviewers noted CEL is a key part of the Gender Studies Program, with both students and faculty successfully engaged in service learning coursework and research.

Faculty

The reviewers made several commendations related to the faculty, noting that

1. the faculty display a “positive, constructive, collaborative, and open dynamic,” and show “remarkable commitment and dedication;”
2. the faculty possess wide ranging interdisciplinary expertise and produce high quality research; and
3. four tenure line and two career line faculty have been hired. In addition, the Division has collaborated with Ethnic Studies to create a Pacific Island Studies position, which will increase curricular diversity.

Research and Teaching

Reviewers commended Gender Studies for reconfiguration and development of its curriculum, innovative teaching, and exemplary research. Specifically, Gender Studies has implemented:

1. outstanding CEL classes in collaboration with the Women's Resource Center;
2. a highly successful required course on the histories of interlocking social movements,
3. a redesigned capstone course;
4. a Gender Justice Scholars two-semester learning cohort for entering students;
5. a disciplinary seminar requirement; and
6. a Gender Studies Graduate Certificate.

The reviewers further lauded Gender Studies for faculty research accomplishments in quantitative studies of family inequality, sexual orientation, sexual health, and psychology. They noted that the Division will become the editorial home of *Frontiers: A Women's Studies Journal*, which will enhance the Division's national profile and lead to professional development opportunities.

PART III: RECOMMENDATIONS

Funding

The reviewers highlighted the need for additional allocation of resources from the University to help the division sustain its success as it moves from the status of a small interdisciplinary program to meet the pressures and expectations of division (small department) status. Reviewers suggested that

1. the Division hire another person to support the Associate Chair of the Division, who takes on the bulk of advising, as well as many other tasks. The Division recently met this need by hiring a Program Coordinator;
2. the Division or School hire another faculty member to help expand CEL courses;
3. the University should "ensure that the person in the Dean's position has all of the support and resources needed to dedicate themselves to that role." Reviewers noted that the Dean of the SCST may be overloaded if she continues in this new role as well as her role as Associate VP of Equity and Diversity;
4. the Division receive resources to develop a formal assessment program for Gender Studies, which would enable the Division to gather data demonstrating its effectiveness in meeting student learning outcomes; and
5. the SCST receive additional funding to enable Gender Studies and Ethnic Studies to work together on initiatives related to "curriculum/teaching, research, future hires and strategic planning."

Strategic Planning

The reviewers noted that a number of key issues for Gender Studies are being systematically addressed via strategic planning and subsequently informed action. Many issues seem endemic to the formation of a new 'School' (a relatively small 'College' in terms of institutional function). These issues include

1. collaboration with the University to develop a sustainable funding plan;
2. articulation and institutional affirmation of the core values of the unit;
3. adjustment of curriculum as needed (arising out of perceived identity, responsibilities, and opportunities);
4. engagement with other components of the university (especially regarding faculty appointments, instructional load, and promotion/tenure activities of jointly-appointed individuals);
5. management of administrative loads; and
6. management of facilities (including continuing a climate of welcoming and integrative learning).

Gender Studies seems remarkably attuned to these issues. For example, leaders in the unit exhibit a pattern of effective study, clear articulation of the issues/options, and then direct action as needed. This “rolling” process of analysis/planning/action seems commendable. It is the clear recommendation of the reviewers that this process continue.

Documentation for Sustainability

In order for the Gender Studies Division to sustain its progress, it will need to formulate and codify a long-term strategic plan, clear guidelines for promotion and tenure, and formal assessment procedures. The long-term plan should identify future goals, including diversification of faculty, desirability of a full graduate program (as appropriate), and future curriculum. Two terms needing explicit definitions for relationships with other departments, future hires, majors, and future employers are “School” (small college) and “Division” (small department). Guidelines for promotion and tenure should include voting rights of faculty. For career line faculty, the Division should document review procedures to ensure adequate evaluation and reward incentives. For continuing and future shared appointments, Gender Studies should develop more detailed contract letters that carefully delineate issues of promotion, tenure, and course release. Gender Studies Division faculty should identify and document sustainable student learning outcomes matched by assessment tools that faculty design. Student advising procedures should also be codified.

Gender Studies 2016-17

Faculty

Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track	0	0	0	0	0	0	1
	Full-Time Career Line/Adjunct Faculty	0	1	1	1	1	1	3
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	0	1	0	0	0	0	0
	Total	0	2	1	1	1	1	4
With Masters Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	1	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0
With Bachelor Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total							
Total Headcount Faculty	Full-Time Tenured Faculty							
	Full-Time Tenure Track	0	0	0	0	0	0	1
	Full-Time Career Line/Adjunct Faculty	0	1	1	1	1	1	3
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty	1	1	0	0	0	0	0
	Total	1	2	1	1	1	1	4

Students

Student Credit Hours and FTE

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCH	Lower Division	807	597	889	980	876	913	1,082
	Upper Division	901	1,067	1,108	1,299	1,222	1,356	1,434
	Basic Graduate	0	0	0	0	92	159	66
	Advanced Graduate							
FTE	Lower Division	27	20	30	33	29	30	36
	Upper Division	30	36	37	43	41	45	48
	Basic Graduate	0	0	0	0	5	8	3
	Advanced Graduate							
FTE/FTE	LD FTE per Total Faculty FTE	3	2			4	6	6
	UD FTE per Total Faculty FTE	4	3			6	8	8
	BG FTE per Total Faculty FTE	0	0			1	1	1
	AG FTE per Total Faculty FTE							

Enrolled Majors

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Pre-Majors	2	1	2	3	3	2	2
Undergraduate Majors	25	23	18	18	30	29	30
Enrolled in Masters Program							
Enrolled in Doctoral Program							
Enrolled in First-Professional Program							

Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Certificate							
Graduate Certificate	0	0	0	0	0	0	7
Bachelors	15	12	12	13	22	16	23
Masters							
Doctorate							
First-Professional							

Financial Analysis

Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Direct Instructional Expenditures					864,009	920,293	1,131,705
Cost Per Student FTE	0	0	0	0	11,596	11,010	12,983

FTE from Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Full-Time	6	9			5	4	5
Part-Time	1	1			0	1	0
Teaching Assistants	1	2			2	0	1

Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Grants							
State Appropriated Funds					849,863	870,764	976,049
Teaching Grants							
Special Legislative Appropriation							
Differential Tuition							

**Memorandum of Understanding
Gender Studies Division
Undergraduate Council Review**

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on March 8, 2017 and concludes the Undergraduate Council Review of the Gender Studies Division. Ruth V. Watkins, Senior Vice President of Academic Affairs; Martha Bradley-Evans, Senior Associate Vice President of Academic Affairs and Dean of Undergraduate Studies; Ann Darling, Assistant Vice President of Undergraduate Studies; Kathryn B. Stockton, Associate Vice-President for Equity & Diversity and Dean of the School of Cultural and Social Transformation; Susie Porter, Chair of the Gender Studies Division and Kim Hackford-Peer, Associate Chair of the Gender Studies Division, were present.

The discussion centered on, but was not limited to, recommendations included in the Undergraduate Council Review completed on February 16, 2017.

At the wrap-up meeting, the group discussed the following actions:

Funding Priorities. This review occurred immediately after the creation of the new School for Cultural and Social Transformation. During deliberations associated with the creation of the School, commitments were made that no new funds would be needed. However, the current review begins a new seven-year cycle and it is unrealistic to imagine that new funds would not be needed to meet the demands of a successful new School for a full seven years. The group agreed to the following immediate funding actions:

- a. Hire a career-line faculty person who will manage the CEL courses in a supporting role to the Associate Chair.
- b. Identify funds to allocate to support faculty research.

The group also agreed that when the momentum of the new school is clear and new funds are identified the following priorities would receive attention:

- a. Identify a Dean of the School separate from the role of Associate Vice President for Equity and Diversity.
- b. Identify an Associate Dean for the School.

Strategic Planning. Both the internal and external review teams recommended that the Division engage in a strategic planning process. The group preferred to continue with the “dynamic directional strategy” development process already in place. As this process continues, we agree that the division will attend to the following issues:

- a. Develop a sustainable funding plan that balances resources expended toward General Education (SCH funds) and those expended toward course work and support for majors.
- b. Identify funding priorities in 3 year cycles.

- c. Develop a fundraising plan within the next 7 years.
- d. As hiring opportunities arise, continue to attend to shaping a diverse faculty.
- e. Continue supporting the strong partnerships you have developed with, for example, the Women's Resource Center and the Women's Enrollment Initiative.

Sustainable Hiring. Because the Division holds a value for jointly appointed faculty we discussed the need to enter these hiring opportunities with attention to structures for successfully retaining and tenuring these colleagues. We agreed specifically that it would be good for the Division to do the following:

- a. Write contract letters for each hire detailing expectations and areas of support. While each letter should be individualized to the particular candidate and partnership, each letter should also detail expectations for RPT and tenure processes. Contract letters should address which unit is responsible for what aspects of the RPT process and how expectations will be jointly established and assessed.

Space. Both reports highlight the importance of the current Gender Studies lounge and recommend that similar space be identified in the new building. The Division has already converted one office in the new building that will serve as the new lounge. We agreed that the Division would consult with the Ethnic Studies Division to see if additional common space could be identified.

This memorandum of understanding is to be followed by annual letters of progress from the Director of the Program to the cognizant Vice President for Academic Affairs. Letters will be submitted each year until all of the actions in the preceding paragraphs have been addressed.

Ruth V. Watkins
Senior VP for Academic Affairs

Martha Bradley-Evans
Senior Associate VP for Academic Affairs

Kathryn B. Stockton
Associate VP for Equity & Diversity

Susie Shannon Porter
Chair, Gender Studies Divisio