



UCC Program Review Committee summary of review

Program – Department of Women's, Gender, and Sexuality Studies

This program includes the following degrees, minors, and certificates:

- B.A. Women's, Gender, and Sexuality Studies
- B.A. Women's, Gender, and Sexuality Studies – Honors Tutorial College
- Certificate in Women's, Gender, and Sexuality Studies
- Certificate in LGBTQ studies
- Graduate Certificate in Women's, Gender, and Sexuality Studies

Recommendation

This program is found to be **viable**, see report for commendations, concerns, and recommendations.

Date of last review – AY 2009

Date of this review – AY 2017

This review has been sent to department chair and the dean. Their responses are attached.

This review was sent to the Graduate Council. The Graduate Council endorses the recommendations in the reports and returned them to Program Review Committee without further comment.

University Curriculum Committee
Academic Program Review*
Women's, Gender, and Sexuality Studies Program

EXECUTIVE SUMMARY

The Women's, Gender, and Sexuality Studies undergraduate and graduate degree programs are **viable**. WGSS is an excellent interdisciplinary program which draws affiliate and Group I faculty from across campus and is highly engaged with students, faculty, staff, administration and the community in dealing with Women's, Gender, and Sexuality issues permeating our society and culture. The program has strategically added certificate programs during the review period, and has grown in student headcount and faculty positions, but also is dealing with a drop in weighted student hours.

COMMENDATIONS

- The transition of leadership has been a positive experience for all involved.
- The curriculum is rigorous and reflects cutting-edge trends in the field.
- Group 1 and Group 2 faculty are impressively credentialed, intellectually engaged, and pedagogically creative.
- Relied on heavily, adjuncts are integrated into the department and supported.
- WGSS provides strong leadership on campus and in the community for the awareness of sensitive and vital social issues, such as sexual assault, LGBTQ+ rights, and gender equity, and the establishment of policies that protect historically oppressed groups.

AREAS OF CONCERN

- WGSS' status as a program, rather than a department, has generated some disadvantages, including issues related to creating faculty lines, budgeting, and campus status.
- The WGSS Policies and Procedures document is currently in draft form.
- WGSS has little consistent input on Group I faculty peer review, promotion, and tenure to home departments.

RECOMMENDATIONS

- WGSS should finalize its policies and procedures document, including procedures for annual reviews of faculty and criteria for Group II promotion.

* Prepared in Fall 2017 by the UCC Academic Program Review Committee: Dr. Gary Holcomb (African American Studies), Dr. Fuh-Cherng Jeng (Communication Science and Disorders), and Prof. Mary T. Rogus (E.W. Scripps School of Journalism), with external reviewer Dr. Kristen Myers (Director, Center for the Study of Women, Gender and Sexuality, Northern Illinois University). Submitted 11/29/2017.

- Location in Uptown Athens needs signage for WGSS (as well as AAS) and Ohio University in front of the building to aid in finding the faculty and staff, as well as branding it as part of OU.

PROGRAM OVERVIEW

Faculty/Staff:

Currently, WGSS has five split-appointed Group 1 faculty (Anderson, Ng, Reynolds, Sheldon, Whitson), three full-time Group 2 faculty (Little, Marsan, Stokes), and various configurations of Group III and Group IV (part-time) instructors. All Group 1 faculty are on joint appointment and tenured in their home departments. WGSS had a graduate assistantship line from 2013-2016 which was cut to increase support for part-time lecturers.

WGSS leadership consists of a Director (Anderson) and an Associate Director (Little). Leadership is supported by a .5 administrative assistant. Administrative support for WGSS has decreased significantly since the previous review, from a staff FTE of 1.5 to that of one half-time (.5) classified staff. Currently, a College of Arts and Sciences (CAS) Multi-User Asset Team services the program, which has access to 20 hours per week of administrative assistance. To help staff the front desk, the program uses undergraduate students from the federal work-study program.

Group 1 faculty chair the standing committees and search committees, and serve on hiring committees when necessary. Research is typically recognized as contributing to both the home department and to WGSS. Professional development for WGSS includes attending conferences in the field of gender and sexuality studies, as well as conferences in the home departments' disciplines. Director Anderson teaches one WGSS course per year. Drs. Whitson and Reynolds are 60% home department and 40% WGSS, and they alternate between teaching one and two WGSS courses bi-annually. Drs. Ng and Sheldon are contracted to teach 50-50 between WGSS and their home departments, teaching two courses per year for WGSS.

Group 2 faculty take on most of the service integral to the daily running of the unit, including student advising, event coordination, tutorials, thesis work, and advising of student groups. They teach six classes per year under the 80:0:20 model.

Research expectations are currently established by Group 1 home departments. For Group 2, though research is not expected, professional development is encouraged. Course releases may be granted where professional development involves sustained engagement in pedagogical or curricular training or innovation, or participation as a presenter in teaching focused conferences.

The program relies on adjunct teaching for staffing a significant number of WGSS 1000 sections. In a typical semester, 8 adjunct faculty teach most of the 10 introductory level courses that are offered. Elective courses for majors and certificate students are provided by more than 100 affiliate faculty located in departments and colleges across the university.

Facilities:

The WGSS program is located in the renovated building at 31 S. Court Street. Offices include a large conference room, offices for each Group 1 and Group 2 faculty member, and a shared office for adjunct faculty. The space was meant to be a temporary home while their previous space in Lindley Hall was being renovated. Although the conference room has large windows, the offices are windowless, a fact which some faculty members noted. Group 1 faculty also have offices in their home departments.

Director Anderson has secured funds to update furniture and supplies. Although a sign exists on the door to the building, a highly visible sign marking the building as part of Ohio University does not. A considerable amount of foot traffic passes the building daily, so marking the presence of WGSS more clearly would be beneficial. No classrooms exist in 31 S. Court Street, so courses are offered in buildings across campus. The facility is a welcoming and inclusive space. Faculty and students stated that the office suite is a safe space for gathering and discussing Women's, Gender, and Sexuality issues. Faculty and staff encourage students to use the space.

UNDERGRADUATE PROGRAM**Is the Department fulfilling its service role, adequately preparing non- majors for future coursework and/or satisfying the needs for general education?**

WGSS is meeting expected university service needs, providing students from across CAS and the University with valuable, socially relevant coursework. WGSS 1000 is a Tier II service class that meets the Humanities requirement. In addition, the Scripps School of Journalism requires all majors to take a WGSS or AAS course as part of its diversity requirements. Until recently (the past two years), the College of Business (COB) also included a diversity requirement which could be fulfilled with a WGSS course.

In discussions with students it was discovered that the WGSS 1000 Tier II course was a gateway into the certificate programs serving non-majors, as well as the option of WGSS as an outside specialization area for programs such as Journalism and Media Arts and Studies.

WGSS' contribution to the university community goes well beyond service courses offered. WGSS defines its public mission as providing a locus of feminist and queer scholarship on campus, in the community, and beyond. The faculty engage in policy work through university committees and task forces on issues such as sexual assault and LGBTQ+ campus rights. They engage the entire community in prevention and awareness programs, helping to foster an attitude that these issues are not confined to the campus alone, but need to be embraced universally. In addition, multiple students and the director of the LGBTQ Center stated that WGSS provides a safe place physically, academically, and emotionally for students to build community around gender and LGBTQ+ issues.

Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

The WGSS programs are doing well in attracting students that will succeed and contribute in important ways to vital societal issues. As Table 2-1 indicates, the WGSS BA shows a steady headcount with only one year in the review period showing a significant drop. The committee would note that the majority of WGSS majors are dual degree students, picking up WGSS as a second major. In talking with students, we found that taking the WGSS 1000 course serves as a strong motivation in recruiting for the major or the certificate programs.

Table 2-1 also indicates that the undergraduate certificate programs are drawing a steadily increasing number of students. The addition of the LGBTQ certificate program in 2014 was timely and aided in the significant certificate headcount growth in 2015 and 2016, without diminishing the WGSS certificate enrollment.

Table 2-1 Undergraduate Student Major and Certificate Headcount

	2012	2013	2014	2015	2016
BA/HTC	17	18	10	17	21
Undergrad Certificates	45	48	39	54	69
Graduate Certificate	27	28	38	46	35

While headcount is growing, WGSS also reported declining weighted student credit hours (WSCH) during the review period. But OHIO Institutional Research noted in providing the data in Table 2-2 that the significant drop in 2012-13 would be explained primarily by the switch to semesters, reducing WSCH by a third. The addition of the LGBTQ certificate program helped recover a proportion of that loss. The drop in 2016-17 is likely due to the COB dropping its diversity requirement which WGSS courses fulfilled. It is encouraging that WGSS is proposing online, stackable MA certificates which will help make up some, if not all, of the lost WSCH from the dropped COB diversity requirement.

Table 2-2 WGSS Weighted Student Credit Hours

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
12,624	12,821	12,121	7,323	8,004	8,236	8,574	6,630

Table 2-3 shows the breakdown of WGSS majors by sex and ethnicity. While the program majors are predominantly white and female, that does not reflect the mix of undergraduate students we met with, most of whom were certificate students. Among the dozen students, the majority were non-white and included a diverse group of people on the range of the gender and sexuality spectrum.

Table 2-3 WGSS Majors Enrollment by Sex and Ethnicity

			2010	2011	2012	2013	2014	2015
Campus	Sex	Ethnicity						
Athens	Female	Black or African American						
		Hispanic or Latino		1				1
		Two or More Races	1			1	1	
		White	16	11	4	4	2	6
	Male	Two or More Races						
		White						1

Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?

WGSS houses a major and three certificate programs (an undergraduate WGSS certificate, an LGBTQ certificate, and a graduate WGSS certificate). The program delivers the introduction course, WGSS 1000, to an average of 1,100 students each year as well as serving 21 majors and more than 60 certificate students.

The interdisciplinary programming includes a rich variety of specialty courses, many of which focus on global feminisms, sexuality studies, and cultural analysis. In addition to core WGSS courses, students choose from more than 70 elective courses, taught by more than 100 affiliated faculty from 28 departments. The program requires a capstone project for undergraduate certificate students and majors. Students report that the capstone is a rigorous culminating experience. It provides WGSS students with critical thinking skills as well as a research and writing toolkit, preparing them for myriad careers as well as graduate studies.

Since 2009, WGSS has issued 28 undergraduate degrees and has awarded 157 undergraduate certificates and 116 graduate certificates. After graduation, students have gone on to graduate programs at such prestigious universities as UC Berkeley, Carnegie Mellon University, and UCLA. Other alumni are working in academia, law, LGBTQ+ health education, culture and arts education, sexual assault survivor advocacy, social work, mental health professions, immigrant and child advocacy, media, and more. Students report that they feel prepared for work in their fields.

Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?

Currently, WGSS has five joint-appointed Group 1 faculty (Anderson, 50% WGSS, Director; Ng, 50% WGSS; Reynolds, 40% WGSS; Sheldon, 50% WGSS; Whitson, 40% WGSS), three full-time Group 2 faculty (Little, Marsan, Stokes), and various configurations of Group III and Group IV (part-time) instructors. WGSS had a graduate assistantship line from 2013-2016; it was cut to increase support for part-time lecturers, a move that yields greater teaching capacity.

Core faculty are responsible for the instruction of courses required for the undergraduate major, undergraduate certificates, and graduate certificate. Adjunct teaching is relied on for staffing a significant number of WGSS 1000 and WGSS 2000 sections. In a typical semester, WGSS relies on 8 adjunct faculty to teach 10 introductory level courses. Table 2-4 shows the breakdown of WGSS credit hours taught by faculty type and reinforces the importance of Group III and IV to the unit. It also should be noted that part-time faculty we spoke with highly praised the way they were engaged with full-time WGSS faculty and in pedagogy workshops.

Elective courses for the majors and certificate students are provided by the more than 100 affiliate faculty located in departments and colleges across the university.

Associate Director Little provides one-on-one student advising. Dr. Little works with each student to create a plan of study and to shepherd students through their program. This sort of “high-touch” advising is highly valuable and shown in the literature to increase retention and completion rates in higher education. Students also find effective advising in their professors. It is clear that students feel connected to WGSS.

The number of faculty are sufficient given the current structure of the undergraduate curriculum as long as Group III and Group IV are available to meet the teaching needs of the unit.

Table 2-4 Credit Hours Taught by Faculty Group

Fall Credit Hours Taught by Faculty Type								
		2010	2011	2012	2013	2014	2015	2016
	Group I	129	0	33	158	102	57	236
	Group II	206	525	687	663	689	741	396
	Group III	471	296	537	456	233	690	660
	Group IV	536	328	159	0	261	255	276
	Grad Asst.	168	152	0	117	114	0	210
	Other	196	168	4	227	360	0	0
	Total Credit Hours Taught	1,706	1,469	1,420	1,621	1,759	1,743	1,778

Are pedagogical practices appropriate? Is teaching adequately assessed?

WGSS uses reflexive, feminist and queer pedagogies in their courses. Most courses are discussion-based and writing-infused. The capstone course is writing-intensive. The WGSS program creates internal opportunities to collaborate in teaching, as with the WGSS 1000 Working Group. Faculty also hone their pedagogies by attending conferences. They take teaching seriously. Their pedagogical practices are exemplary.

WGSS measures three major learning outcomes:

- Goal 1: Students will describe the role of gender and sexuality in social meanings and practices.
- Goal 2: Students will compare and contrast gendered meanings and practices across different cultural, historical and structural contexts.
- Goal 3: Students will critically evaluate the respective roles of sex, gender, and sexuality in existing social orders and articulate normative concerns and alternatives.

All of the above goals are appropriate for the field.

WGSS focuses on two points for conducting programmatic assessment. First, the WGSS 1000 Working Group meets in the spring semester and evaluates written assignments from two of the WGSS Fall 1000 sections. They also discuss successes and challenges with regard to meeting the first learning goal. Second, the WGSS 4800 Capstone seminar and WGSS exit interviews are used to assess learning goals 2 and 3. The WGSS Curriculum Committee collectively reviews a sample of both written work and oral presentations from capstone projects. The curriculum committee includes representatives of both the global and sexuality tracks within the WGSS curriculum as well as the curriculum chair. They score the samples using rubrics to assess whether students' learning exceeds expectations, meets expectations, or needs improvement. These assessment procedures are conscientious and effective. They indicate that most students meet or exceed expectations.

GRADUATE PROGRAM

Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?

WGSS is attracting students who are interested in Women's, Gender, and Sexuality research and the number of students enrolled in WGSS is appropriate. During the review period 2009-2016, WGSS had a total graduate student headcount of 395 and has awarded a total of 116 graduate certificates. Students enrolled in the WGSS graduate certificate program are highly diverse in terms of race, ethnicity, gender, sexual orientation/identification, and national identity.

Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?

The graduate WGSS certificate requires students to complete a core graduate-level WGSS course and three electives. Students have options to choose their electives from a pool of more than 70 graduate courses taught by more than 100 affiliated faculty from 28 departments at Ohio University. These requirements provide students with sufficient knowledge and background to pursue careers in WGSS and related fields. Success of this program is evidenced by the fact that many of WGSS graduates were employed at prestigious universities and academic institutions, in LBGTQ+ health education, sexual assault survivor advocacy, social work, and related fields.

Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?

Students pursuing the graduate WGSS certificate are mentored and advised primarily by the faculty advisor and academic committee in their home department. The WGSS Associate Director

provides supplemental advising for students pursuing the graduate WGSS certificate. The five joint-appointed Group 1 faculty members also play a role in mentorship, advising students who are interested in pursuing a graduate WGSS certificate. The quality and frequency of student mentoring and advising are adequate. Graduate students report that the advising they receive from faculty is effective and valuable.

Are the resources and the number of and distribution of faculty sufficient to support the graduate program?

Resources available to the WGSS graduate program are limited, though sufficient to make this program functional. WGSS faculty teach the required WGSS 5890 course. Offering of the eligible elective courses relies primarily on affiliated faculty members from more than 28 different departments across campus, providing students with a rich, interdisciplinary experience. The affiliate faculty members are supportive of the graduate WGSS certificate program.

Does the program offer appropriate financial support to graduate students?

The WGSS program does not have a graduate tuition waiver or stipends for graduate students pursuing a graduate WGSS certificate. However, initiated by a generous endowment from a WGSS alumnus, the Allushuski Graduate Fellowship has provided research support for up to two graduate students per year. Each student award is \$1000. The WGSS Graduate Teaching Fellowship also provided financial support for one student per year from Fall 2013 to Spring 2016. The WGSS program had to redirect the funds for this teaching fellowship to provide more part-time teaching resources.

Is teaching adequately assessed?

Teaching effectiveness is assessed through course evaluations that are conducted at the college level. Each faculty member receives feedback for each course they teach. The WGSS Program Director reviews the course evaluation results with each individual faculty member once a year. The course evaluation feedback also is shared with current students and alumni on an informal basis.

COMMENDATIONS

- **The transition of leadership has been a positive experience for all involved**, indicative of a collegial program and inclusive governing process. In just a short time the new director has garnered the admiration of faculty and staff.
- **The curriculum is rigorous and reflects cutting-edge trends in the field.** Courses cover new and emerging trends in the field, including sexualities and health care, queer theory, and global feminisms. The program is innovative while also remaining grounded in the

intellectual roots of the field, with courses focused on women's and LGBTQ+ history, literature, and social action. Within a relatively short period of time, the program transitioned from Women's Studies, to Women's and Gender Studies, to Women's, Gender, and Sexuality Studies. These changes reflect a savvy understanding of the intellectual development in the field. The core courses require critical thinking, writing, and analysis. The students report that the course material is challenging in terms of skills required, and personally empowering in terms of content. The capstone project is an important culminating learning experience that provides hands-on research and writing tools, which will serve students well in graduate school and the work force.

- **Group 1 and Group 2 faculty are highly credentialed, engaged intellectually, and creative pedagogically.**

Faculty in this program have been trained in fields central to Women's, Gender, and Sexuality Studies. They have certificates (and Marsan has a doctorate) in Women's, Gender, and Sexuality Studies from top universities in the country. They publish critical feminist scholarship, contributing to the body of knowledge in the field. Faculty form working groups to collaborate on the curriculum, attend conferences to learn new teaching techniques, and seek training to use new technologies in the classroom. The review committee spoke with students in WGSS and several of them mentioned that the WGSS program "changed" their lives.

- **Adjuncts, relied on heavily, are integrated into department and supported.** Adjuncts expressed gratitude to be included in workshops and training on pedagogy for key WGSS courses, provided office space, and feel included in program curricular development and student engagement.
- **WGSS provides strong leadership on campus and in community for policy, awareness, and prevention of sensitive and vital social issues** such as sexual assault, LGBTQ+ campus climate, and gender equity. Faculty serve on university and community task forces and committees to deal with issues, develop and implement awareness and advocacy programs, and work closely with the Women's and LGBTQ+ Centers.

AREAS OF CONCERN

- **Its status as a program has generated some disadvantages for WGSS, including maintaining faculty lines, consistent budgeting, and control over campus status.** Although the CAS Dean indicated that current budget situations preclude a change in status, the program should not be discouraged from pursuing current plans to expand certificates and online offerings.

- **The Policies and Procedures document is currently in draft form.** Such circumstances mean that, among other things, the promotion of Group II faculty is conducted according to CAS and Faculty Handbook guidelines without specific WGSS criteria.
- **The home departments of Group 1 faculty have not utilized WGSS teaching, research/scholarship/creativity, and service reports in a consistent manner.** Such circumstances have tended to overlook a Group 1 faculty member's productivity in the areas of Women's, Gender, and Sexuality studies. Group 1 faculty also indicated that they are assigned full service roles in their home department and often receive no credit for their WGSS service, doubling the amount of service expected of them.

RECOMMENDATIONS

- **WGSS should finalize the current draft of the Policies and Procedures document, and should consider drafting a Promotion and Tenure document.** WGSS needs to outline procedures for annual reviews and promotion of Group II faculty. WGSS also should generate a document that articulates policies for assisting tangibly in Group I home department annual reviews and promotion and tenure. The documents, Policies and Procedures as well as P&T, might also recommend specific ways to engage with affiliate faculty.
- **The location in Uptown Athens needs signage for WGSS, AAS and Ohio University** in front of the building to aid in finding the faculty and staff, as well as call attention to its presence in the Ohio University community. Given the amount of student traffic around the storefront on Court Street, clear signs could generate interest in the programs, as well as dispel any perception that these programs have been isolated from main campus spaces.

OVERALL JUDGMENT

The Women's, Gender, and Sexuality Studies Program, including undergraduate and graduate programs, is **viable**.

Date: January 8, 2018

To: David Ingram, Program Review Committee, UCC

From: Cindy Anderson, Director of Women's, Gender, and Sexuality Studies

Re: 7-year review of WGSS

Members of the Women's, Gender, and Sexuality Studies program at Ohio University have reviewed the program evaluation submitted by Myers, Rogus, Jeng and Holcomb. We agree with the reviewers that our program falls into the "viable" category. The faculty are pleased to be recognized as "impressively credentialed, intellectually engaged, and pedagogically creative." As noted in the review, WGSS is a growing program. This is evidenced by increasing numbers of students receiving degrees across all levels (bachelors, undergraduate certificates, and graduate certificates), the development of new tracks (undergraduate LGBT certificate, graduate online GSH certificate), and the solid contribution made to general education curriculum.

The primary area of concern, the need to finalize our Policy and Procedures document, is currently being addressed; a plan is in place to have an approved document by the end of Spring 2018. This document will address procedures for annual reviews of faculty, including consistent input to Group 1 tenuring departments, as well as explicit criteria for Group 2 promotions.

Members of WGSS, including core and affiliate faculty, agree with the reviewers' conclusion that WGSS would be advantaged if awarded status of department rather than program. We question their comments that, "current budget situations preclude a change." To this end, we have formed a subcommittee to look into the costs and benefits of gaining department status; we will submit a report to the Dean within the next six months.



College of Arts and Sciences

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Date: December 5, 2017
TO: David Ingram, Program Review Committee
FROM: Robert Frank, Dean, College of Arts and Sciences
RE: Seven-year review of Women's, Gender and Sexuality Studies

I am responding to the 2017 reviewer's report for the Women's, Gender and Sexuality Studies program seven-year review.

The report is very positive generally and recognizes the important work being done by the program faculty. In addition to the formal course of instruction provided by the program, program faculty and students are making a critical contribution to and taking a leadership role in the discussion of gender related-topics at the university. The response of the program to the need for innovative educational programming in the health professions is also noteworthy. I join the reviewers in acknowledging the accomplishments of the faculty in the domains of scholarship and teaching. The reviewers have identified several issues related to program policies and procedures that require attention, and I feel confident that the leadership of the program will attend to these matters. I have no serious concerns about the program.