The Undergraduate Council has completed its study of the Gender Studies Program.

The External Review Committee was:

Dr. Eileen Boris, Hull Professor and Chair
Department of Feminist Studies
University of California, Santa Barbara

Dr. Kathryn Flannery, Professor
Departments of English and Women’s Studies
University of Pittsburgh

Dr. Robert Buffington, Associate Professor
Women and Gender Studies Program
University of Colorado, Boulder

The Internal Review Committee was:

Dr. Rosemarie Hunter, Assistant Professor
Social Work and Director, University Neighborhood Partners
University of Utah

Dr. Elizabeth Tashjian, Associate Professor
Department of Finance
University of Utah

Kaye Richards, Associate Professor
Department of Modern Dance
University of Utah

The following summary is based on the Gender Studies self-study, reports provided by External and Internal review Committees and the response to those reports by the Director of the Gender Studies Program.
Program Overview
When this program was last reviewed, in 1997, it was known as Women’s Studies. In addition to changing its name, Gender Studies has redefined its mission as a program, undergone significant administrative restructuring and faculty turnover, and developed an entirely new curriculum. The program’s self-study states that its mission is “to provide a quality undergraduate education in gender scholarship, to promote an integration of this scholarship and research into the university curriculum, to encourage new pedagogies, and to foster the growth of an interdisciplinary community of scholars who are interested in gender as a category of analysis.”

Gender Studies’ faculty now includes six tenured/tenure-track professors holding joint appointments in a number of departments in the colleges of Humanities, Social and Behavioral Sciences and Education. The program offers B.A. and B.S. degrees and a minor in Gender Studies. It has sponsored the Faculty Seminar on Gender, has begun to collaborate with Ethnic Studies to establish curricular links between the two programs, and has continued to participate in various community-centered service projects.

Both external and internal review committees had high praise for the quality of the faculty, both for their published research in gender studies and the courses they designed and offered. They also were impressed by the Gender Studies students they met with and felt that the program’s leadership and administrative structure were working successfully.

Administration
Gender Studies degrees are granted through the College of Social and Behavioral Sciences and the College of Social and Behavioral Science Curriculum Committee has oversight over the program’s courses and degree requirements. However, the program’s budget, including Gender Studies’ contribution to faculty salaries and support for faculty research, is overseen by the Associate Vice President for Equity and Diversity.

The program’s administration now includes a Director, Associate Director and full-time Administrative Assistant. The Directorship is to rotate among the tenured faculty every three to seven years. The current Director, however, does not hold a joint appointment in Gender Studies; her home department, English, is compensated by the Associate Vice President for the .5 FTE the Director devotes to administration while the courses she teaches are cross-listed. The Associate Director is a permanent position held by a full-time, non-tenure-track faculty member who devotes .5 FTE to administration and teaches two courses each year.

The external review committee noted that this administrative structure was “unconventional” but observed that it had proved effective. They encouraged the program to continue exploring ways to make the transition to a new director move smoothly. The next director will presumably come from among the jointly appointed faculty, and the AVP may need to consider how the faculty member’s department will be compensated. The reviewers noted that a great deal of responsibility for the program’s continuity will continue to fall to the Associate Director, who is not a tenure-track faculty member but “should be eligible for reviews, merit raises, and incentives.”
Faculty
The greatest strength of the Gender Studies Program is its faculty and excellent leadership. The program houses six faculty members who have joint appointments in regular tenure-granting departments, but does not grant tenure itself. The standard arrangement is that a faculty member is 0.5 FTE in an academic department and 0.5 FTE in Gender Studies. No faculty members are fully appointed to the program. Although Gender Studies faculty members have the responsibility to teach in the program, they must gain tenure, merit, and promotion in their academic departments. In terms of teaching load, faculty members teach two classes each year in their home department and two for Gender Studies. The role of Gender Studies is straightforward: it determines what faculty will teach, develops curriculum and evaluates faculty performance in the classroom. Gender Studies participates in the RPT process by conducting formal reviews of its faculty members and providing a report to the appropriate department.

Core faculty come from the Humanities, especially History and English. The program is unusual in that it has had faculty in Psychology and Economics as well as an appointment in Political Science and Education. A single male professor specializes in the field of masculinity students. Because it is at its core interdisciplinary, its research paradigm is less clear, but depth exists particularly in feminist and queer theory, and cultural studies. Its faculty compares favorably with comparable programs in other Research 1 Universities and is very productive, active in professional societies and conferences, with significant publishing and service profiles. They have received numerous recognitions, including book and article prizes and major grants appropriate to their fields of expertise.

Reviewers commented that faculty members are equally committed to their academic disciplines and to Gender Studies. As a group, several of the Gender Studies faculty members are highly respected scholars in their fields and several of the younger faculty members have promising scholarly agendas. The review of faculty scholarship, service and teaching is conducted in the academic department, not in Gender Studies. Retention of faculty is a concern with limited resources for supporting research or for competitive salaries.

Students
The Gender Studies Program does not formally recruit students, although they make informal contacts at orientation and have placed posters around campus. Students find their way to the program through challenging, thought-provoking classes, a strong recruiting tool. The self-study suggests that the student body is increasing in ethnic diversity, which is partially attributed to the collaboration between GS and Ethnic Studies. Since the name change the program has experienced greater diversity in terms of gender and sexual orientation.

The program has approximately 80 Gender Studies majors and about 10 minors. Approximately 200 students enroll in the program’s diversity and cross-listed classes every year. The self-study reports that the number of students earning bachelor degrees in Gender Studies has increased from 14 in the 2003-4 school year, to 19 in the 2007-8 school year, for a total of 72 in this 5-year span.
Curriculum
The Gender Studies major is structured around an upper-division (3000 level) core course, *Protests and Movements: A Contemporary History*, that examines women’s rights and gay rights movements in relation to civil rights and labor movements. The core course also provides Gender Studies majors with an upper division writing-intensive experience. In addition to courses in Feminist Theory and electives chosen from among cross-listed courses, majors and minors must take "disciplinary cell" courses. These 5000 level classes allow Gender Studies students to learn the ways in which gender research is conducted in different disciplines. The Internal Review Committee noted that students were not always equally prepared for these advanced courses, but the Program Director responded that this approach to a capstone experience gave Gender Studies flexibility in scheduling and intellectual rigor in its most advanced offerings. Indeed, the External Review Committee praised the program’s faculty for its “well-crafted, intellectually rich, and pedagogically thoughtful” course offerings.

Gender Studies does not offer any graduate courses and there are no immediate plans to develop any program at the graduate level. Gender Studies does advise graduate students about courses in their respective fields that seem appropriate to those wishing to pursue the issues and methods of gender study. In 2004 the program reactivated its service learning program and the self-study highlighted Professor Susie Porter’s recent work with the Westside Leadership Institute as an example of continued efforts to involve students in community-based projects.

Diversity
The Gender Studies faculty as it is currently configured lacks the diversity the reviewers had hoped to see in a program of this sort. This is, in part due to the loss of some faculty members, but it is also the result of the difficulties inherent in recruiting joint appointments; the program’s recruitments are always dependent on the programmatic needs of the departments willing to hire in concert with Gender Studies. For example, constraints on the English Department’s budget led to a cancellation of last year’s search for a specialist in Asian-American literature and/or film; it is uncertain when or whether that search will be resumed.

Gender Studies has been successful at introducing and fostering intellectual diversity on campus. The current faculty includes scholars doing significant work in Masculinity Studies, Disability Studies, Queer Theory, and Latin American Studies. The program has also cross-listed as electives a number of Ethnic Studies courses, including *La Chicana, American Racism, Black Feminist Thought* among others. Ongoing discussions between Ethnic Studies and Gender Studies promise to bring about further collaboration between the two programs.

The Internal Review Committee suggested that the program might offer more courses that met the University’s Diversity requirement. The Program Director responded by promising to revisit Gender Studies’ contributions to general education requirements, but she also noted that limited FTE and the program’s commitment to offering a coherent and intellectually rigorous major make it difficult to expand its offerings to the general student body. The program faculty continues to debate this issue and recognizes that General Education courses often help recruit future majors.
Assessment
Gender Studies has had a difficult time getting useful data from OBIA but assesses the program’s effectiveness through other vehicles, particularly narrative data. Routine assessment includes review of course grades and student course evaluations at the end of each semester, and has made it easier to gauge student learning, especially with the addition of an upper division core course, Protests and Movements, that provides a common experience for majors and minors and thus an opportunity to assess progress within the course and over the program of study. Cross-listed courses also allow for comparison between Gender Studies majors and majors in other fields.

Facilities and Resources
Gender Studies’ impressive success has been accomplished with limited resources. Funds received from the Associate Vice President for Diversity made it possible to remodel and redesign the program space in Building 44 (which needs a more appropriate name) to make it more inviting and professional. Adequate space and resources continue to be a pressing need. The most serious concern with the space is that it is located so far from the academic departmental offices of the faculty, all of whom have joint appointments. Faculty members meet with students in their home offices. Space issues have an impact on program cohesion. Operating costs have remained constant, but with projected growth of faculty and students, these will need to be augmented appropriately.

Commendations and Recommendations

1. Commendations
   a. The Gender Studies Program wonderfully and uniquely fulfills its mission, and fills a tremendous need on campus.
   b. The interdisciplinary nature of the Program creates visibility and cross campus collaborations that enrich the experiences of students, faculty, and the community alike.
   c. The leaders of the Program, Kathryn Stockton, Director, and Gerda Saunders, Associate Director - are highly dynamic, respected, responsive, and productive.
   d. The support given to the Program by the Office of Equity and Diversity and the College of Social and Behavioral Science is strong and greatly appreciated. This support effectively links the Program to administration, and allows it to expand its reach.
   e. The Program has excellent and committed faculty from all over campus and the community.
   f. Students in the Program are strong, growing in numbers, diverse, and supportive, and believe the program to be a safe space for them to engage personally and academically.

2. Recommendations
   a. Continue to resolve the challenges in getting accurate enrollment data from OBIA.
   b. Continue to work to increase the diversity of faculty and students. The committee recommends that a recruitment plan be put in place, in cooperation with campus departments, to assist the Program in its efforts. Faculty should be recruited from as wide a range of disciplines as possible, and departments should be encouraged to make joint appointments.
c. If the program continues to be housed in Building 44, the physical facility needs to have more visibility. A permanent name, new and permanent signage, and perhaps some general updating would be great places to start. Efforts should be made to utilize the space as a gathering space to better engage students and faculty alike.

d. A succession plan is needed for leadership if this Program is to remain strong. If the Associate Director position continues to be held by a non-tenure-track faculty member, the committee recommends that the program institute a review procedure to ensure that the AD’s performance is adequately evaluated and rewarded.

e. An effort should be made to have more Gender Studies courses satisfy the Diversity Requirement on campus.
Department Review by Academic Year

GENDER STUDIES

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<td>5</td>
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<td>4</td>
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<td>Associate Professors</td>
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<td>Assistant Professors</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Instructors</td>
<td></td>
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| Instructional Expenditures                  |           |           |           |           |           |
| Instructional Expenditures                  | 186,991   | 300,234   | 356,696   | 416,429   | 228,178   |

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<tbody>
<tr>
<td>Lower Division</td>
<td>1146</td>
<td>726</td>
<td>561</td>
<td>1011</td>
<td>789</td>
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<tr>
<td>Upper Division</td>
<td>2593</td>
<td>2130</td>
<td>1423</td>
<td>1257</td>
<td>1547</td>
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<tr>
<td>Total Undergraduate</td>
<td>3739</td>
<td>2856</td>
<td>1984</td>
<td>2268</td>
<td>2336</td>
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<tbody>
<tr>
<td>Lower Division</td>
<td>27.2</td>
<td>20.1</td>
<td>20.7</td>
<td>30.6</td>
<td>23.9</td>
</tr>
<tr>
<td>Upper Division</td>
<td>15.4</td>
<td>15.1</td>
<td>12.6</td>
<td>13</td>
<td>14.5</td>
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| Course/Instructor Evaluations               |           |           |           |           |           |
| Undergraduate Courses                       | 5.16      | 5.12      | 5.20      | 5.27      | 5.26      |
| Undergraduate Instructors                   | 5.33      | 5.29      | 5.41      | 5.41      | 5.43      |

| Enrolled Majors – Autumn Census             |           |           |           |           |           |
| Pre-Majors                                  | 4         | 7         | 3         | 7         | 7         |
| Full Majors                                 | 37        | 40        | 36        | 39        | 31        |

| Bachelor’s Degrees Awarded                  |           |           |           |           |           |
|                                             | 13        | 14        | 14        | 12        | 19        |
MEMO: Gender Studies Follow-up about Data Discrepancy between Program Data and OBIA Data

This memo references and relates to Section 1.4 “Program Profile” (p. 16) of the 2009 Gender Studies Review Report.

As we noted under “Program Profile” under the subtitle “Concerns and Plan of Action” (p. 18), we agreed to continue working with OBIA to seek a solution to the problem of data discrepancies.

While we have not yet been able to follow up on all the discrepancies we note on p. 18, OBIA has tried a different way of counting to deal with the apparent underreporting of our majors; they generated a new Program Profile which counts the combination of students who declared Gender Studies as their first, second, third, and fourth majors (see the attachment titled “Figure 1.4.i _UPDATED_Gender Studies Program Profile OBTAINED FROM OBIA AFTER COMPLETION OF REVIEW REPORT.doc”).

Comparison of the Program Profile obtained by this method to the original Profile (see attachment titled Figure 1.4.i_Gender Studies Program Profile INCLUDED IN REVIEW REPORT.doc) shows that the major count increases significantly if the major search is broadened as described. For the purposes of this analysis, we don’t distinguish between “Pre-majors” and “Majors,” since (as noted on p. 18), we don’t utilize a category of “Pre-majors” and don’t know who is counted under that description. The table shows the totals by each method and the percentage increase in counted majors for each of the academic years covered in our Review Report.

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<tbody>
<tr>
<td>Majors obtained by original method</td>
<td>21</td>
<td>38</td>
<td>31</td>
<td>31</td>
<td>30</td>
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<tr>
<td>Majors obtained by expanded method</td>
<td>41</td>
<td>47</td>
<td>39</td>
<td>46</td>
<td>38</td>
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<tr>
<td>Percentage increase</td>
<td>95%</td>
<td>24%</td>
<td>26%</td>
<td>48%</td>
<td>27%</td>
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Despite the fact that the expanded method picks up more majors than the original, we still believe that our majors are undercounted. We understand that OBIA counts only those declared majors who are registered for at least one class in Gender Studies for a particular semester. Even if that is the case, it seems that some of our majors still are still somehow omitted. To illustrate this contention, we asked OBIA to provide us with their data for the current semester, Fall 2009. We then compared this information with the results of a comprehensive survey of our majors which we completed this month (October 2009): OBIA reports 53 majors for this semester, while we received e-mail confirmation from 80 students that they are still Gender Studies majors. The difference is 27 students, which represents a 51% undercount by OBIA’s reckoning. A portion of this difference may be accounted for by students who are not currently enrolled in a Gender Studies course. Nevertheless, the difference still seems significant and we will continue to work with OBIA to understand the reasons for the discrepancy.
This memo addresses only the issue of our major count. We have not yet attempted to discover the reason for the other discrepancies listed on p. 18 or the discrepancies between OBIA’s and Paul Brinkman’s SCH data. With OBIA’s continued collaboration and support, we hope to get more insight into these issues as well.

In closing we would like to reiterate that OBIA has been extremely helpful and responsive both during the preparation of our initial Review Report and in the time that has elapsed since we submitted that report.
Memorandum of Understanding  
Gender Studies Program  
Undergraduate Council Review

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on November 23, 2009 and concludes the Undergraduate Council Review of the Gender Studies Program. David W. Pershing, Senior Vice President for Academic Affairs; John Francis, Senior Associate Vice President of Academic Affairs; Steve Roens, Senior Associate Dean of Undergraduate Studies; Octavio Villalpando, Associate Vice President for Equity and Diversity; Kathryn Stockton, Director of the Gender Studies Program; and Gerda Saunders, Associate Director of the Gender Studies Program, were present.

The discussion centered on but was not limited to the recommendations included in the Undergraduate Council Review completed on October 27, 2009.

Recommendation 1: **Program Data**

The Gender Studies Program will continue to work with the administration to get a more accurate count of multiple majors. Gender Studies will track multiple majors by student declaration and by later confirmation by advisors. Gender Studies will communicate these results to the administration for comparison with the Gender Studies Program Profile with the purpose of eliminating discrepancies.

Recommendation 2: **Diversity**

Gender Studies should continue to try to increase its diversity by collaborating more closely with the Ethnic Studies Program. As has now begun to be the case, students should move between the two programs, whenever feasible and with greater encouragement and frequency. Gender Studies and Ethnic Studies should continue jointly to consider establishing a LGBT Concentration to the shared between the Gender Studies Program and the Ethnic Studies Program.

Recommendation 3: **Housing for the Program**

The Associate Vice President of Equity and Diversity should explore the possibility of moving Gender Studies out of the Building 44, or updating and renaming the building. Other tenants might move to allow the Gender Studies Program to expand, and a donor might be found to name the building and pay for an upgrade. If a donor could not be found but current tenants could move, the building might be renamed for Gender Studies. Otherwise, Gender Studies should consider moving to another building with a higher profile and better space and facilities. Since the Gender Studies Program does not have the benefit of a college development office, it will need to rely on the administration for the means of enacting one of these solutions.

Recommendation 4: **Plan for Succession of Program Leadership**

The current director will stay on through the 2010-11 academic year. After consulting with Gender Studies faculty, the Associate Vice President for Equity and Diversity will appoint a designee to shadow the current director during the 2010-11 academic year.
Recommendation 5:  **Satisfying the Diversity Requirement**

The Director will discuss with the faculty the possibility of designating more existing Gender Studies course as satisfying the Diversity Requirement. Acceptance of students who wish to satisfy the requirement would be limited by maintaining the small size of classes desirable for the program. Consequently Gender Studies classes having the Diversity designation would have to have caps.

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

____________________________________
David W. Pershing
Senior VP for Academic Affairs
Stephen Alder
Dean, The Graduate School
Donald M. Pedersen
Charles A. Wight
Frederick Rhodewalt

December 30, 2009