



College of Arts and Sciences

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29 July 2016

MEMO

TO: Kate Miller
Provost/VPAA

FROM: Paula M. Lutz *Paula M. Lutz*
Dean, Arts and Sciences

RE: Program Review for Gender and Women's Studies B.A.—Dean's recommendation

The B.A. in Gender and Women's Studies has had nineteen graduates over the past five years. The department also serves a number of undergraduate minors (28 total) and graduate minors (22).

This degree program is critical to UW's emphasis on diversity. A&S has maintained a "D = Diversity" and "G = Global" requirement for our degree programs after eliminating the remainder of the old "A&S Core." Diversity is important to us.

The department has managed itself well with good strategic planning. They have used Outreach teaching effectively, added new USP course for USP 2015, and provided their "D" courses for A&S, oversubscribing them when necessary. [They have been entrepreneurial in their Outreach efforts, increasing the financial base of the department.] Their SCH production is very good for a program of this size.

It is the recommendation of the dean that the B.A. in Gender and Women's Studies be maintained. However, the faculty are small in number—4.25 FTE. Housing this B.A. and the minors inside a larger interdisciplinary department or division is advisable. With their successes in important areas such as Outreach teaching and "D" courses for the A&S Core, the department would clearly be among the leaders of such a department or division.

Academic Program Review

1. Title of Program:

Gender and Women's Studies (GWST)

2. Indicate whether undergraduate or graduate program/specialization:

GWST has an undergraduate major and minor, an undergraduate minor in queer studies, and graduate minors in gender and women's studies and queer studies.

3. Department and College:

Gender and Women's Studies, College of Arts and Sciences

4. Department Head Name and contact:

Dr. Catherine Connolly, 100 Ross Hall, 307.766.2733 (main office)

5. Program Productivity: How productive is the program?

a. Number of graduates over 5-year period:

Undergraduate majors-GWST:	20
Undergraduate minors-GWST:	27
Undergraduate minors-QS:	1
Graduate minors-GWST:	19
Graduate minors-QS:	3
 TOTAL	 70

NOTES: In general, see attached charts, Appendix A

- i. The genesis of this program review is based on number of undergraduate graduates in the major. A more complete picture is illustrated by the above data.
- ii. The QS minor is new and has only begun to graduate students.

b. Enrollment in Major.

The following chart summarizes student credit hours. The chart illustrates classes taught by line faculty in Gender and Women's Studies, part-time faculty sponsored by GWST, and classes taught by faculty in units outside of GWST and cross-listed by GWST.

Student Credit Hours

Semester	Line Faculty	Part -time Faculty	X-List	Total
Fall 2010	558	861	507	1926
Spring 2011	288	993	747	2028
Summer 2011	51	501	186	738
Fall 2011	479	690	474	1643
Spring 2012	470	735	650	1855
Summer 2012	66	444	138	648
Fall 2012	558	555	513	1626
Spring 2013	453	762	895	2110
Summer 2013	9	480	141	630
Fall 2013	249	786	312	1347
Spring 2014	589	216	639	1444
Summer 2014	162	414	63	639
Fall 2014	652	597	525	1774
Spring 2015	769	549	540	1858
Summer 2015	278	294	42	614
Fall 2015	877	615	273	1765

c. Other

Line Faculty Productivity:

Dr Susan Dewey has authored nine books with university or otherwise rigorously peer-reviewed presses, including University of California Press and New York University Press, and over 50 peer-reviewed articles, including in *Anthropological Quarterly* and *Feminist Criminology*. Dewey has been funded by the National Science Foundation, the Wenner Gren Foundation for Anthropological Research, and UN Women

6. Program Quality: Is the program of high quality?

a. Program Accreditation

- i and ii. GWST is not a discipline with national accreditation
- iii. Not Applicable, this is the first institutional program review.

b. Credentials of Faculty:

GWST has 4.25 FTE, referred to as “line faculty”: Dr. Catherine Connolly (Professor), Dr. Colleen Denney (Professor), Dr. Susan Dewey (Associate Professor) and Dr. Bonnie Zare (Professor) are each 1.0 FTE; Dr. Barbara Ellen Logan (ET-APL) is 0.25 FTE. See full response regarding credentials of these faculty and their grants in Appendix B.

In addition, GWST has an advisory board and adjunct faculty committed to GWST through the teaching of cross-listed classes, feminist and/or gender related research, and administration of the program. Members of the GWST and QS advisory boards are appointed by the Dean of the College of Arts and Sciences, and adjuncts are appointed through the Provost. Appendix C lists advisory and adjunct faculty with links to individual websites.

c. Program Reputation.

i. Ranking. N/A. GWST is not a discipline with national rankings.

ii. Other indicators of program reputation such as demand (waiting lists or over enrollment), etc...

Our introductory class WMST 1080, Intro to Women's Studies, has been so oversubscribed that we recently changed from 30 person caps to one large section of one hundred students plus several 35 person sections. For Spring, Fall and Summer, 2016 we are offering over 200 seats each semester. In addition we are offering over 100 seats for WMST 2000, Intro to LGBTQ/NS, and a First Year Seminar with 24 seats. Combined, we are offering over 300 seats each semester in our introductory courses. [In addition, see comments on the program from graduates included in Appendix E]

d. Curriculum of Major

Gender and Women's Studies Major (beginning F'16): 30 hours of course work including:

- Introductory course: One Course, 3 cr. WMST 1080 (Intro to Women's Studies) or WMST 1900 (Women and Leadership) or WMST 2000 (Intro to LGBTQ/N
- Mid-level class: One Course 3 cr. WMST 2500 (Gender and Society) or WMST 3710 (Gender and Humanities). [Notes: WMST 4210 may be substituted for WMST 2500; Previous to F'16 both WMST 2500 and WMST 3710 were required for a total of 33 hours for completion of the major.]
- Capstone: One course – 3 cr., WMST 4700 (Feminist Theories)
- Electives and Other. 21 hours. Students with the consultation of their advisor are encouraged to take courses that are history-based, global and those that address sexuality, ethnicity, and identity. Exceptional students are encouraged to pursue internships, independent studies or to complete an Honor's Project in GWST or QS.

e. Distance Delivery of program

GWST currently offers several courses via the Outreach School including WMST 1080 and WMST 2000. We typically offer three sections of WMST 1080 and one section of WMST 2000, for each of three semesters. Due to demand, we added a 100 person section of WMST 1080 in 2014 and 2015 and will continue with that large section in Summer, 2016. We have five instructors outside of our line faculty who teach via the

Outreach School. They each have been teaching for GWST for over 5 years, Dr. Christin Covello and Dr. Nancy Shea have PhDs, Ms. Allison Quaggin Harkin and Mr. Grant Walsh-Haines have earned Masters and are ABD, and Mr. Nate Smith has an MA. Our assessment of these classes and instructors indicates high quality instruction and student satisfaction.

We are considering re-establishment of the GWST minor via Outreach delivery. As such we are adding several new courses to our course delivery schedule for AY16-17 including WMST 1900, WMST 4450 (Ecofeminism) and WMST 4500 (Gender and Politics) to test interest via enrollment.

A summary of the courses offered and student credit hours can be seen in the following chart:

Distance Learning		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Totals
Intro to Women's Studies*	WMST 1080	882	639	945	879	1230	4575
Women and Leadership*	WMST 1900	81	126	99	78		384
Intro LGBTQ/NS Studies*	WMST 2000	93		90	261	300	744
Women and Aging*	WMST 2135		84				84
Perspectives Chicana History	WMST 3200	258	162	72			492
Gender and Society*	WMST 3500	75	75				150
Non-West Wmn Writers*	WMST 3610	33	72				105
US Immig Wmn Writers*	WMST 3650	60					60
Gender and Humanities	WMST 3710	63	150				213
MSGI Issues in Education	WMST 4050/5050			57			57
Europe Gender Hist	WMST 4330/5330	39	66	54			159
Women and Islam	WMST 4335/5335		75		81		156
American Indian Women	WMST 4360/5360				75	81	156
Women and Work*	WMST 4400/5400	144	69				213
Topics courses	WMST 4500/5000	87	159	69		15	330
Women and 3rd World*	WMST 4580/5580	69					69
Gndr, Wmn, & Migration	WMST 4650			66	78	90	234
UW Women of Color	WMST 4675			84			84
Feminist Theories*	WMST 4700/5700	72					72
India Study Abroad*	WMST 4975		21				21
Totals		1956	1698	1536	1452	1716	
*Classes sponsored by GWST		<i>Student Credit Hours</i>					

f. Quality of Assessment Plan and Data.

GWST has reached Tier 1 for assessment of our undergraduate major and Tier 2 for our assessment of our graduate minor. Most faculty take part in the assessment process either through in-course assignments or the blind evaluation process of those assignments. As indicated in the evaluation of our process, we take our process very seriously showing “great commitment to assessment” and have “very detailed analysis with many thought-out conclusions.”

Our full reports and evaluations can be found in Appendix D.

g. Strategic Plan

Like assessment, GWST takes strategic planning very seriously. We consciously engage with articulated university and college initiatives including assessment, outreach across the state, service learning, diversity related endeavors, and leadership development. While the University Plan and planning process has stalled, GWST has maintained our planning and evaluation process, referred to by us as “vision and goals” annually. Our goals, metrics and evaluation include the following:

Continue and expand our excellence in undergraduate education through: increased enrollment in our lower division classes both on campus and through Outreach delivery, participation in USP '15, and increased majors/minors. To meet this goal, we have experimented with large sections of WMST 1080 (100 person) and 2000 (70 person). We have successfully put forward six classes for the new USP and continue to offer numerous classes that meet the ASD and ASG requirements. Advertisement for classes now included a “broadsheet”.

Continue and expand our commitment to graduate education through increased opportunities, especially teaching for graduate students. To meet this goal, graduate students doing independent studies with faculty members are encouraged to take WMST 5210 (feminist research methods), and/or to take WMST 5900, Practicum in College Teaching to shadow a faculty member before teaching a section on his/her own.

Reinvigorate our relationships with our community college partners through articulation. GWST has always had a good relationship with the faculty at our community colleges but the University initiative to articulate the “big 18” followed by the “Semi-big 17” put our efforts on hold until this year. In Spring '16, the GWST director visited all 7 community colleges and met with faculty, administrators and students. 2+2 plans will be developed with each of the colleges, and renewed commitments for future collaboration have been secured.

Continue and expand our campus wide presence. While, GWST faculty and students have always been campus citizens and activists, specific efforts will be made to assure

representation on key campus committees (T&P, Faculty Senate) and to collaborate with campus endeavors such as Wyoming Humanities Research institute. We will coordinate at most 5 on-campus events for the year such including for example faculty/student/guest speakers, Women's History Month, Susie McKay scholarship talks, and participation in the Shepard Symposium and MLK Days of Dialogue. All students earning GWST funding for conference presentations will now give an on-campus talk.

Encourage faculty/student collaborative research through establishment of the Pathways from Prison project and other collaborative interdisciplinary endeavors.

Encourage continued community support of GWST through an updated website, social media presence, a fundraising newsletter, a community centered Women's History Month event.

h. Other USE THIS AREA FOR about 10-20 bullet points. [Note from Cathy -- INCLUDE top teacher, extraordinary merit, important publications or positions in national/international professional organizations etc....]

GWST faculty and students are second to none in terms of productivity and reputation. Here are just a handful of recent examples:

- Outstanding Student: Melanie Vigil, GWST graduate, 2014 Spitaleri winner and A&S Top Graduate. Melanie is now a program officer for the ACLU and an MPA student at UW.
- Outstanding Student: Aimee VanCleave, GWST graduate, 2014 A&S Top Graduate. Aimee is now the executive director of the Wyoming Democratic Party, the youngest executive director in the nation.
- Outstanding Student: Kyria Brown, current GWST student, EPSCoR winner.
- Outstanding Former Faculty/Director: Dr. Janice Harris, Director of GWST (2004-09), 2014 A&S Outstanding Former Faculty
- Outstanding Alum: Ms. Katie Groke Ellis, WMST graduate (20??), 2016 A&S Outstanding Alum
- Faculty Spotlight: Dr. Catherine Connolly's research on the gender wage gap between Wyoming's men and women was featured in both the Casper Star Tribune (4/13/16, A1) and Laramie Boomerang (4/13/16, B1).
- Faculty Student Community Spotlight: Dr. Susan Dewey spearheads the multi-faceted pathways from prison project which has been featured in a wide variety of local media, including the *Billings Gazette*, *Lander Journal*, *Laramie Boomerang*, and *Wyoming Tribune Eagle*
- Student Activism: In conjunction with GWST, students Cassandra Hunter and Rhett Epler start the RSO, "Pathways from Prison" to help students with felony convictions.
- Faculty Spotlight: Dr Susan Dewey is an international expert on feminized labor and violence against women, as evidenced by consulting work performed for UN

Women, the US Census Bureau and media features in *The Chronicle of Higher Education*, PBS, *The Huffington Post*, *The Washington Post*, and *The Nation*

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MORE.....

7. Mission Centrality: Does the program advance the mission of UW including institutional strategy?

a. Describe how the program support the mission, vision and strategic goals of UW.

The executive summary of the UPIV planning document (October 21, 2014) puts forth several guiding principles including:

- extending and exposing the frontiers of knowledge and creative activity, and
- encouraging mindfulness of the growing social and cultural diversity in Wyoming and beyond.

These guiding principles are illustrated throughout the GWST curriculum as well as the work of our faculty. In addition GWST meets the university goals of preparing UW graduates to compete in a global economy. Understanding the relevance of gender in addressing global/national issues from wage disparities and poverty to violence and human trafficking is crucial in the contemporary environment. Admittedly, students from Wyoming can be perceived as ill prepared to address the cultural diversity in national/international firms....a GWST background helps our students compete and succeed in these competitive environments.

b. Describe how the program contributes to other programs across campus (i. general education courses, minor or support courses, interdisciplinary program, etc.).

GWST contributes to and is the beneficiary of curricular offering across campus including: POLS, AMST, LATS, AIST, AADS, AGEC, ENGL, HIST, ART, HIST, WIND, RELI, COJO, EDCI, SOWK and INST. [These x-lists span four colleges.]

GWST offers numerous classes for graduate students and our faculty serve on numerous graduate committees. Our graduate minor is blossoming.

GWST is often a component of the distributed social science major as well as the HUFA degree.

GWST has ‘stepped-up’ with our offerings of USP ‘15 at UW, including the following:

- FYS: WMST 1101, (Sex and the International City)
- H: WMST 1080 (Intro to Women’s Studies), WMST 2000 (Intro to LGBTQ studies),
- COM-2: WMST 2500 (Gender and Society), WMST 3710 (Gender and Humanities)
- COM-3: WMST 4700 (Feminist Theories)

- ASD: WMST 1080 (Intro to Women's Studies), WMST 2000 (Intro to LGBTQ Studies)
- ASG: WMST 4830 (Victorian Women), WMST 4780 (History of Women Artists)

Classes cross-listed with GWST with USP 15 designations include:

- WMST 2700: Gender and Disability (H)
- WMST 3200: Perspectives in Chicana Studies (H)
- WMST 4233/5233: Race, Gender, Ethnicity in the Media (C3)

In addition, GWST continues to offer classes that support USP'03 including courses that meet the C, O, and W requirements.

c. Include Placement data for graduate and indicate if graduates are working in the field of not.

For the purposes of this program review, we conducted a survey of our graduates (both majors and minors) in April, 2016. We received 22 responses. The responses were overwhelmingly positive and humbling in their praise of the program and faculty. We asked several open ended questions including where are you working/studying now and did your GWST degree help? The answers to these two questions follow. In general, it is clear that are graduates are employed and found their degree in GWST valuable. The complete survey and responses can be found in Appendix E:

Are you currently employed or in school? If so, what type of work or program are you in?

- I am currently serving as an AmeriCorps VISTA with the Girl Scouts of Montana and Wyoming. I have longed to find a position where I am helping women and girls reach their full potential. I want to continue to alleviate gender based issues
- Office Administration
- I am a doctoral candidate in a top ten program in History.
- I just finished a graduate program where I received my master's degree in Clinical Mental Health Counseling and will be starting a full time job as a staff therapist at a community mental health center next in a few days.
- I am employed by Laramie County School District #1. I teach government and politics and specifically focus on civil rights and liberties. I am the department chair for Social Studies.
- I graduated in 2011 and I have been the volunteer coordinator at SAFE Project (Laramie's domestic violence/sexual assault agency) since 2012.
- I am currently the Photographic Technician for the American Heritage Center at the University of Wyoming. I also teach art to elementary-age children part-time, and am an independent working artist.
- I am currently the development advisor for Central Asia's largest locally registered CSO. When I began working with this organization 5 years ago, it was a very small

operation, with very little financial stability and only covering Kazakhstan. I have helped design 4 major initiatives, winning the organization over \$10 million in grant funding and expanding their coverage area to the 5 Central Asian states. I also work as a freelance consultant and have developed multi-million dollar programs for USAID, European Union, and European Delegation.

- I'm currently employed as the Sr. Manager of Public Engagement for the Food Bank of Alaska. I work on public policy and advocacy for the federal food programs and food insecurity/hunger issues. I also do a lot of communications work.
- I am a 4th grade teacher at a Native American school.
- I work at the Wyoming Survey and Analysis Center (WYSAC) in Laramie, but in September I am going to Prague to get certified to teach English as a foreign language.
- I am a licensed masters of social work clinically conditional where I do intensive I home counseling for children with disruptive behaviors in low income families. I also do adult outpatient therapy.
- I am currently an Assistant Professor of Psychology and Mental Health Counseling at Central Washington University.
- I am in a history PhD program at the University of Kansas.
- I am currently employed in digital marketing.
- I am employed as the Executive Director of the Wyoming Democratic Party, the youngest person serving in my position in the country. I have previously worked with other organizations that directly relate to my work in GWST including the Human Rights Campaign, the nation's largest LGBT advocacy organization, NARAL Pro-Choice Wyoming, and Planned Parenthood of the Rocky Mountains, as well as on local and statewide campaigns in Wyoming and in Texas.
- I am graduating from law school and have an offer from the United States Army to join the Judge Advocate General Corps. I received offers for employment at prosecutor's offices and firms.
- I am currently both employed and in school. I currently am studying Special Education at Liberty University and I work full time as a paraprofessional in a self-contained special education classroom in Roanoke, VA.
- Will continue school, accepted into a PhD program at a private university with full funding.
- Yes, employed within the School District teaching Elementary students.
- I am currently both employed and in school. I work for the ACLU of Wyoming as the Public Education and Outreach Coordinator, and I hold a graduate assistantship with the SLCE office. I am in the Masters of Public Administration program and a GWMST minor. With the ACLU of Wyoming, I work to pass nondiscrimination ordinances in Wyoming towns, as well as provide support for other LGBT issues in the state.
- Yes, I am currently employed at the University of Nebraska-Lincoln (UNL) in the Department of Residence Life. Last year, I completed my Master of Arts degree in

Student Affairs Administration from Michigan State University, which is ranked in the top three for student affairs/higher education graduate programs in the country. At UNL, I work for the academic success for first-year students who live on campus, through both programming and a peer mentor program. I also have plans to go back to school to pursue a doctorate degree, either in higher education or social science.

**Has the GWST major/minor been beneficial in your current employment/education?
Please explain especially as related to skills or knowledge.**

- Yes of course. I understand the oppression that women face every day through sexism in the media, workplace, and at home. I know that our country still has a problem with discrimination and women have not reached parity. I know how women benefit from receiving the same treatment as men in areas of education and economics. My minor guided my work in graduate school as well as I researched gender based violence on a global scale. I am currently the Volunteer Coordinator at our office and look for college positive volunteers to lead outreach Girl Scout troops at low income schools. My coursework showed me that this is my passion. Our country, our world, still treats women as second class citizens and we must continue our work to alleviate inequality.
- Yes. I work in an office of women. Communication can be difficult at times. GWST helped me learn communication strategies.
- The GWST minor gave me the tools necessary to integrate myself into a doctoral program. I still use some of the books, notes, and resources I collected during my time at UW. I went from a small program at UW to a rather large, prestigious R1 program. When I first started, I feared that maybe my training would be inferior compared to my fellow cohort members coming from places like Harvard and Yale; however, I found my training at UW, especially in the GWST program, to be on par with other students' training.
- I feel that the minor has been beneficial to my further education by giving me a strong foundation of what stereotypes and challenges women and particularly women of minorities face in our society and cultures and how this effects them psychologically. Also I think that it has been helpful for me to have at least a basic understanding of what some of my clients face as far as discrimination and how to help advocate for them.
- My minor has been paramount in my teaching. It has taught me to be a critical reader of my textbooks (what do omissions of certain groups say about biases?) and has helped me be more empathetic towards my GLBTQ+ students. We are putting a GSA into place at our school and I am one of the academic advisors. Additionally, I have served as a knowledge base for other teachers regarding laws and best practices in regards to two students who are transitioning (M to F).
- Oh yes, tremendously. I wouldn't have been drawn to this work without GWST, and I don't believe I would have gotten my job without it. I had a very firm grasp about feminist issues and theories when I applied for my job, and that compensated for the fact that I hadn't done domestic violence work before. I fell in love with being an

- activist and working to better women's lives. Women's studies taught me that I needed to use my voice to stand up for women who were silenced. I know that I wouldn't be who or where I am now without my education in GWST.
- The minor I earned has really directed my approach to teaching art with children. I find that analyzing the expectations we as a society have placed on children through gender has influenced me to make my classes more equitable for my students. My language is less gendered when I talk to them as an instructor, and I believe this does not place limits on their individuality or creativity, making them into better artists. Because gender issues will continue into prominence for years to come, people working closely with younger people and future generations (teachers, counselors, psychologists, etc.) will find a lot of benefits to having taken a GWST course, or becoming a minor/major, so they may better understand students/clients as individuals. As an artist, I continually base my work from principles and issues studied in my GWST courses. Where I sought better technical execution from my Fine Arts major, the GWST minor was what gave my work content as queer issues and activism is my passion. Frequently the work I was doing in one arena of my education would become a subject of the other, and that still holds true. Some of my recent photography is a critique on presumptions of femininity by exploring the movement and culture of roller derby, an aggressive full-contact sport that reinterprets what it means to be female for many of its participants. This work is important to me, and through my viewers I hold an audience to consider the ideas first imparted to me through my GWST minor.
 - Yes. The organizations I help and the programs I write are focused on empowering disenfranchised groups. The GWST minor gave me an academic perspective to better understand the barriers these groups face and the support necessary to address these issues. In addition, I draw upon the research, critical thinking, and analytical writing skills gained from my GWST courses.
 - A lot of the base skills I learned at UW have helped me in my current job, especially the research aspects. Working in communications, I do a lot of story collecting and other qualitative and quantitative research - skills that I honed during my time at UW and as part of the GWST department. Outside of my employment, I have been appointed to the Anchorage Women's Commission, which is a body that advises the Mayor of Anchorage on issues pertaining to the status of women. My minor in GWST absolutely helped me be appointed to this position, and the background and knowledge on a variety of women's issues that I learned in the GWST program has helped me to be an informed and productive member of the Commission.
 - The beliefs of my students, and their gender roles, are different than my own. Native traditions hold men and women to certain roles because when the roles were established they were equal and necessary. Even though this is no longer the case, the roles have remained the same. This is something that I have to tread lightly on but am advocating for the ladies in my classroom to reach beyond these roles to meet their full potential.
 - I do a lot of research and editing at WYSAC, which are skills that I learned as a GWST minor. I research tobacco use in Wyoming and the U.S., and how it differs

- between genders, socioeconomic status, age, etc. I am aware of the social constructs that maintain the inequality in the categories because of GWST. It is interesting to learn how tobacco use affects and influences different social groups.
- Yes, it has taught me about oppression and different means to integrate that model of overcoming the overt tendencies of our culture. It has also lead to my usage of feminist theory as a model of therapeutic intervention.
 - Queer Studies helped me become a more effective critical thinker. It also gave me a unique expertise that I utilize to engage with students, training them to critically think, actively engage and question social norms. I have also taught queer theory twice since begging my job in fall of 2014. It is scheduled this summer, the third time the course is being offered in 2 academic years. Additionally, when I teach Multicultural Counseling, and Multicultural Psychology, my knowledge about queer theory and studies, I have a background to discuss heteronormativity, gender performativity, and a variety of other topics that are not covered in multicultural textbooks.
 - Yes, I am minoring in GWST.
 - I have a concurrent degree in music and gender and women's studies. The company that I work for brings alternative material to cinemas including music events and events that my gender and women's studies degree directly relates to. For example we are currently doing an event on human trafficking. My gender and women's studies degree also helped me to become a better writer which is something that I use every single day. I feel like having a gender and women's studies degree has helped me because it shows that I am a critical thinker and have the ability to see the world through a variety of lenses.
 - YES, the GWST has been invaluable to my current employment. Not only have I learned the nuances of sexuality and the law as it relates to public opinion, but I've also learned about recruiting women to run for elected office, the challenges and barriers they face, as well as honing and refining my research and writing skills. During my time at the University of Wyoming I was a student of GWST, POLS, and the Honor's Program- while all are fine programs with good educators and mentors- I would not be in my current position or have achieved the success that I have were it not for the GWST department. I received unmatched guidance and support, was pushed to my fullest, and credit all of my current success to this department and the professors who were tirelessly to make it the remarkable program that it is.
 - The major has been extremely beneficial in my current education and my employment. I am able to translate the skills I have learned to be more understanding and aware of the identities of my peers and clients. I developed superior critical thinking, legal analysis and the ability to learn a lot of material very quickly because of the coursework from my major.
 - The major was beneficial for my employment because it got me to stand out from a crowd. There are not many male GWST majors and so it really intrigued my interviewers.
 - Yes, definitely! Without the analytical skills that I learned in my senior year at the

undergrad level, I would never have pursued a Master's degree and definitely never would have continued on to a PhD program. This program teaches students to think critically from several different angles to analyze an argument. This program also gave me an excellent theoretical base as an undergrad, allowing me to build on that knowledge with the graduate level feminist perspectives class with Dr. Logan.

- No, my other degree (in Psychology) has benefited me much more in the field. I am appreciative of my research completed via the Women's Studies program.
- The GWMST major and minor has been crucial to my success in both my career and education. As mentioned above, the program provided me with critical research and writing skills. With the mentorship of a GWMST faculty member, I published as an undergraduate and continue to work on publishing as a graduate student. Publishing as an undergraduate was a life changing experience and propelled my passion for academia as a whole. This is vital as I go to apply for PhD programs in the near future. Similarly, the skills I gained through my internship hours at the Wyoming Legislature helped me create lasting relationships with political leaders around the state, and I attribute the fact that I was hired by the ACLU of Wyoming to the prior work I was able to do in the Wyoming Legislature. In 2014 I was the recipient of the Rosemarie Martha Spitaleri award, was a College of Arts and Sciences Top 20 Graduate, and currently hold a 4.0 in my graduate program. This success could not be possible without the guidance, mentorship, and skills development that I acquired with the GWMST program. The department has shaped me into who I am today, and I am forever grateful for the opportunities provided to me because of it. While at UW, I took first-ever Sexuality and the Law course with Dr. Connolly, and completed an independent study project with her the following semester based on what I did in that class. At her encouragement, I presented my research at Undergraduate Research Day, and I do believe this year spent under Dr. Connolly's mentorship and instruction helped me develop my love of research, just as Dr. Logan helped me discover theory. I felt so challenged academically in GWST, and feel the program helped me develop into the strong writer I am today, which served me very well in graduate school. As I mentioned, it also exposed me to many new ideas that growing up in rural Wyoming I had never even heard, which then developed into passions that I now care deeply about.
- I think specifically now of social justice and gender equality. I think this is in large part due to the interdisciplinary nature of the GWST major that allowed me to explore my interests and take electives in other programs on campus (Disability Studies and African American Studies, as examples), and I truly feel it is this program that helped prepare me for my later academic success in graduate school. Being able to participate in research as an undergraduate and take classes with professors passionate about theory, I learned skills and gained knowledge that left me better prepared for graduate school than many of my peers in my master's program. I didn't have to learn how to read and interpret theory because I already knew how. I didn't feel intimidated by doing a 20-page research project and paper, because I'd already done so - both of which I had done in GWST. I cannot speak highly enough of my experiences there, what I learned, and how formative my GWST has been in my academic and professional career.

d. Describe the uniqueness or duplication of this program across the BOR system (assume this to mean Wyoming Community College system).

Only one community college in Wyoming– Casper College has a Gender and Women’s studies degree, though each of them offers one or more classes. During S’16 semester, the director of UW’s gender and women’s studies program, travelled the state visiting with community college faculty, students and administrators. All indicated their desire to offer more classes, rather than fewer, and how important GWST classes are in their respective colleges. Several are interested in concentrations in GWST. Most were deeply concerned about the possibility of cut-backs at their own institutions (as well as UW).

Gender and Women’s Studies is obviously not a field of inquiry or a discipline that students are exposed to in high school. Students come to UW with little knowledge or analytical skills to address some of the most pressing issues of the day where an understanding of the dynamics of sex, gender and sexuality are crucial. Addressing issues such as domestic violence, wage inequality, poverty, and political leadership are central to the GWST curriculum at UW.

e. Other

8. Cost: is the program financially viable:

a. Ratio of student credit hours per FTE

b. Direct instructional expenditures:

i. Per student Credit Hour

ii. Per total degrees awarded

iii. Non-personnel expenditures per total academic FTE

State support budget divided by FTE = $\$20,500/4.25 = \4823

Note – figure will be decreased by 10% for FY17 due to A&S cuts.

Expenditures supplemented by Outreach returns.

c. Course Enrollment

i and ii. Number of classes/lower division classes falling below university minimums

Courses that do not meet university minimums have been cancelled. This has only happened once. The only reasons for offering a course that does not meet minimums would be if the class was required (e.g. WMST 4700) or a first time offering.

d. Other instructional cost drivers

i. Section fill rates

ii. Course completion rates

iii. Curricular complexity

iv Faculty course load

All GWST faculty are teaching at load. The GWST research/teaching workload document approved by the A&S Central Committee (and reviewed by the A&S Dean's office in S'16) identifies two types of research scholarship: typical (25% of job description) and extensive (40%). In brief, a faculty member with typical research expectation is expected to produce a minimum of one article/book chapter per year or a book/5-year. These faculty have a 3-2 teaching load. Faculty with extensive research obligations double that research productivity and have a 2-2 teaching load. Academic Professional teaching loads vary based upon hiring agreement. Although two GWST faculty members were 'grand-mothered' into 2-2 teaching loads, both have voluntarily agreed to the loads dictated by the research/teaching documents discussed above. As such, 3 faculty members have 3-2 teaching loads (Drs. Connolly, Denney and Zare), and Dr. Dewey has a 2-2 load. As per hiring agreement, Dr Logan has a 3-3 teaching load with a minimum of one course/year for GWST.

e. Research expenditures per tenured/tenure-track FTE

f. Compare your data to national benchmarks (Delaware data)

g. Other

9. Based on review, and using the options provided in the guidelines document, please identify your recommendation to the Provost office with rational or justification.

Option 1: Retain due critical need.

Why:

Steps taken to increase graduation rates-already taken, planned:

What's needed:

Increase support for the GWST program through increased resources.

Increase support for the GWST program through administrative articulation of value – inclusion in UW planning; 4-year and 2+2 plans; and inclusion of ASD and ASG throughout the university.

APPENDICES ATTACHED:

Appendix A: Chart of major/minor graduates, and Student Credit Hours

Appendix B: Summary credentials and grants of line faculty

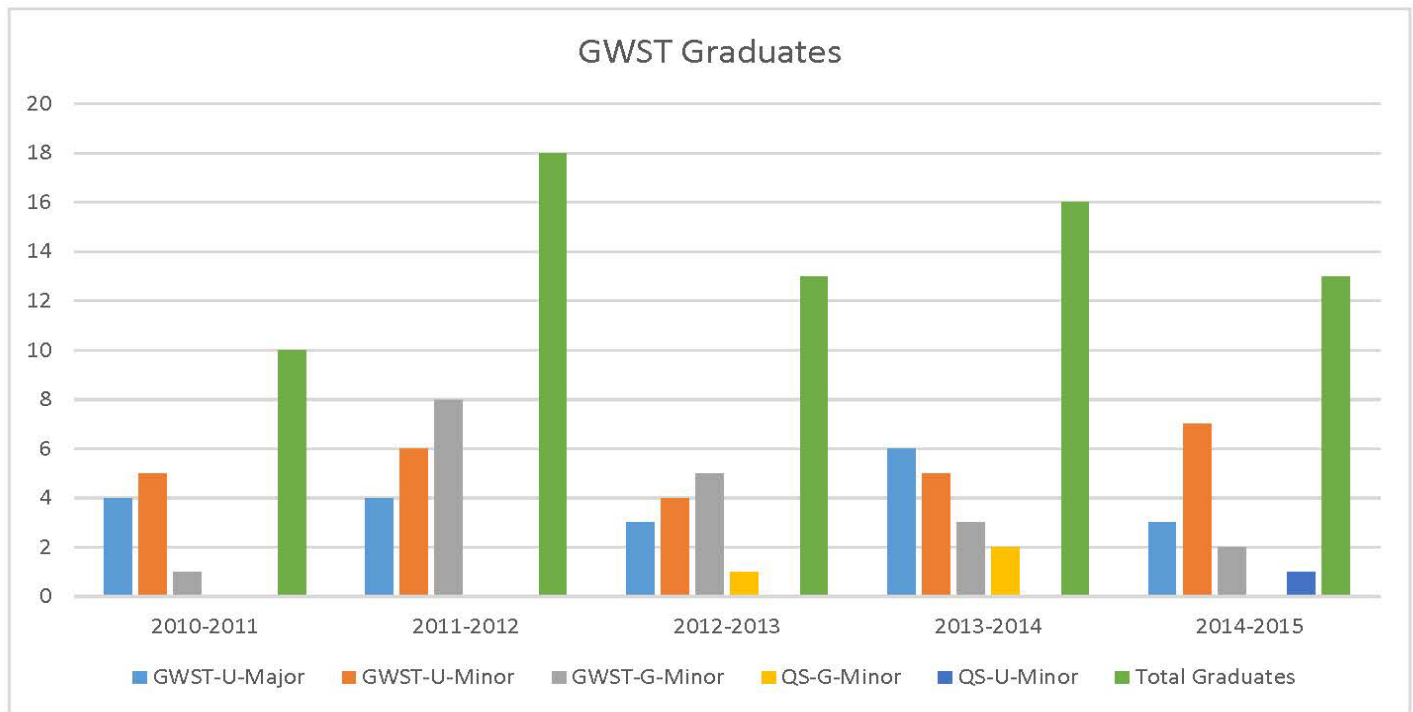
Appendix C: Listing of adjunct/advisory members of GWST and QS

Appendix D: Assessment Reports

Appendix E: Summary of responses to survey of graduates

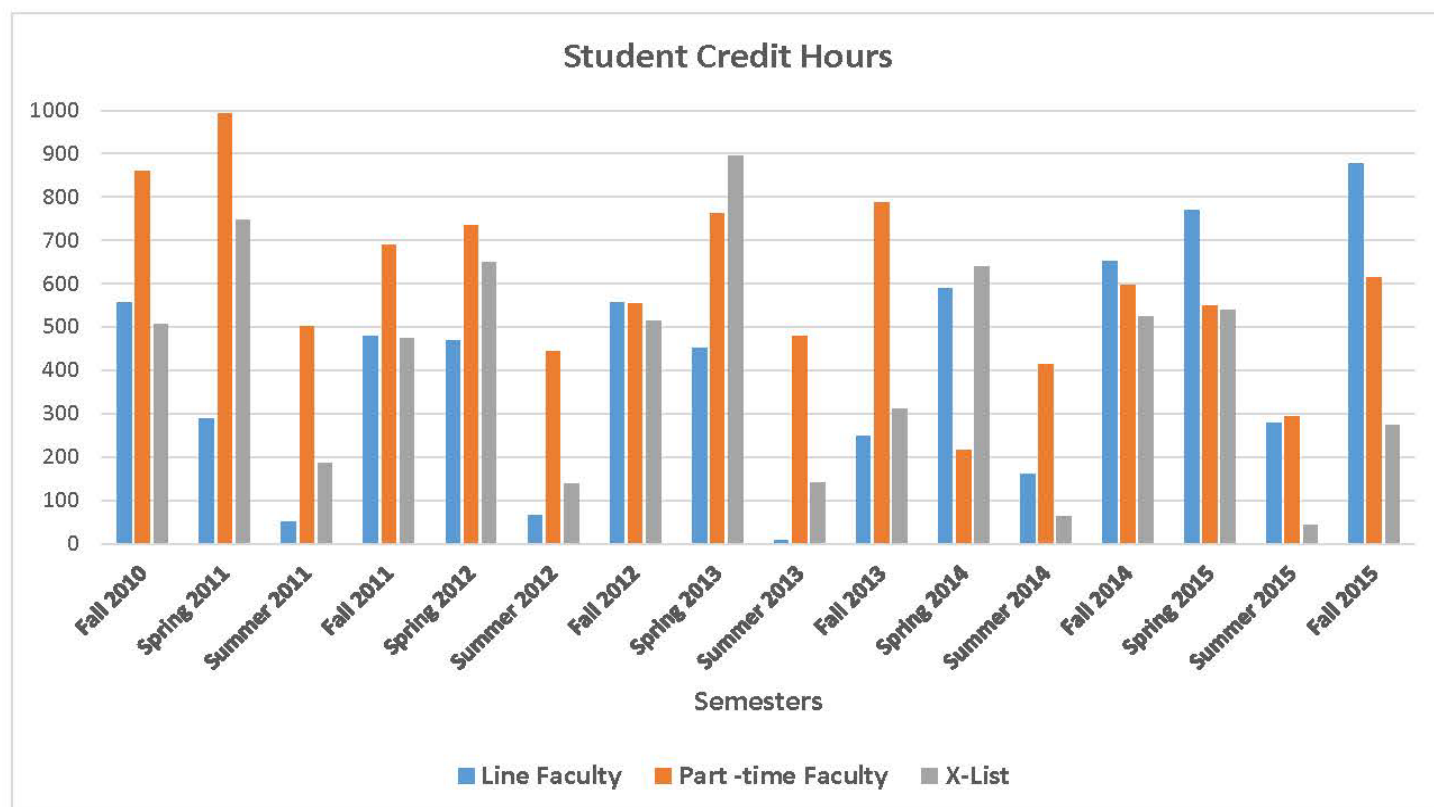
APPENDIX A: Chart of major/minor graduates, and Student Credit Hours.

Graduates						
Fa-Sp-Su	GWST-U-Major	GWST-U-Minor	GWST-G-Minor	QS-G-Minor	QS-U-Minor	Total Graduates
2010-2011	4	5	1			10
2011-2012	4	6	8			18
2012-2013	3	4	5	1		13
2013-2014	6	5	3	2		16
2014-2015	3	7	2		1	13



Student Credit Hours

Semester	Line Faculty	Part -time Faculty	X-List	Total
Fall 2010	558	861	507	1926
Spring 2011	288	993	747	2028
Summer 2011	51	501	186	738
Fall 2011	479	690	474	1643
Spring 2012	470	735	650	1855
Summer 2012	66	444	138	648
Fall 2012	558	555	513	1626
Spring 2013	453	762	895	2110
Summer 2013	9	480	141	630
Fall 2013	249	786	312	1347
Spring 2014	589	216	639	1444
Summer 2014	162	414	63	639
Fall 2014	652	597	525	1774
Spring 2015	769	549	540	1858
Summer 2015	278	294	42	614
Fall 2015	877	615	273	1765



APPENDIX B: Summary credentials and grants of line faculty

Dr. Catherine Connolly, Ph.D. (1992), JD (cum laude, 1991), State University of New York, Buffalo.

2016. University of Wyoming Summer Innovative Course Award (SICA), with faculty co-PIs Susan Dewey and Cathy Connolly and graduate student Rhett Epler. "Telling My Story: Voices from The Wyoming Women's Center"- a Community-Based Collaboration Between the Wyoming Women's Prison and Gender & Women's Studies, taught as WMST 4540/5540, Women, Crime, & The Law, \$5,000, Summer 2016

2014-present. With S. Dewey (PI) and Bonnie Zare (co-PI) "Pathways from Prison" \$5000, Social Justice Research Fund.

2010-11. *Afghan Women's Project*, Wyoming Council for the Humanities, \$7600

2006-07. Fact Sheets on the Status of Women in Wyoming. Equipoise Fund. \$1000.

2006-07. Introducing Ethics into the Women's Studies Internship. ECTL/Kaiser Fund, \$3000.

2005-06. WMST Student Enrichment Fund, Wyoming Women's Foundation, \$10,000.

2002-04 "A Comprehensive Violence Against Women Policy Review and Education Program at the University of Wyoming," with Snehalata Huzurbazar, Department of Justice, Office of Justice Programs, \$202,732.

2002-03. "A Study of the Disparity in Wages and Benefits between Men and Women in Wyoming," With A. Alexander, M. Greller, J. Jackson. Report to the Wyoming State Legislature (per contract), \$81,000.

2002-03. "The Wage Gap on the University of Wyoming Campus," with Brooke Jackson, student. President's Advisory Council on Minority and Women's Affairs, \$1000.

2003-04 Development of two new lower division classes with USP components, Women and Leadership (WMST/SOWK 1900) and Women and Sports (WMST/HLED 1020). With Gail Leed, chair of Division of Social Work. Ellbogen Center for Teaching and Learning. \$5000.

2001-03. "Coordinating Domestic Violence Research: University, State and Community." "Faculty Grant in Aid, \$5000.

- 2000-01. "Exploring a Diversity Curriculum at UW," with Bernita Quoss, et al
 "Exploring a Diversity Curriculum at UW," with Bernita Quoss, et al.
 President's Advisory Council on Minority and Women's Affairs, \$5000.
1998. "An Analysis of Extra-Legal Factors Leading to Arrest in Domestic Violence Situations in Wyoming," Basic Research Grant, \$2500.
1998. "Contemporary Issues in Gay and Lesbian Studies: A Course Proposal," American Studies Curriculum Development Grant, \$1000.
1995. "The Failure of WARN to Warn: An Expansion of Previous Research," A&S Basic Research Grant, \$1500.

Dr. Colleen Denney, Ph.D. (1990, University of Minnesota)

- 2016 - 2017 "Annie Louisa Robinson Swynnerton (1844-1933)" Basic Research Grant, College of Arts and Sciences, University of Wyoming. \$3000
2016. "Lena Connell, British Portrait Photography, and Women's Activism." Wyoming Institute for Humanities Research. \$6000
2013. Student Learning and Civic Engagement, Service-Learning Grant for Smart Girls/Smart Guys \$500
2012. Social Justice Research Center, University of Wyoming, Suffrage Collection at UC, Boulder; and other archival-related travel \$1000
2011. Wyoming Community Development, Smart Girl Program \$3594
2011. Student Learning and Civic Engagement, University of Wyoming, Service-Learning Grant to help launch Smart Girl program \$1000; plus Americorps student as assistant for project
2011. Service Learning and Civic Engagement, University of Wyoming, Service-Learning grant for Take Back the Night event, \$750
- 2006-07. Basic Research Grant, Arts and Sciences Dean's Office, University of Wyoming. "Not Only Perfect Patriot but Perfect Woman": The Visual and Textual Evocation of Joan of Arc in Suffrage Imagery." \$1500 for archival research travel.
- 2005-2006. Faculty Grant-in-Aid, University of Wyoming, Office of Research. Project: "From Studio to Stage: Victorian Scandals and Women's Modern Identity Formations." \$7500 for research/travel.

2004, 2005-Renewed for 2006. Humanities Forum (formerly Speakers' Bureau), Wyoming Humanities Council. Topic: Representing Diana, Princess of Wales: Popular Culture and its Discontents. \$150 per presentation; \$50 for each subsequent presentation on same day. Various sites in Wyoming.

Fall 1998. International Travel Grant, University of Wyoming, 1998 Fall Competition (for 1998-1999). "The Stuff of Which Fairy Tales are Made,' Constructing the Image of the Modern Princess: Diana, Princess of Wales and Sarah, Duchess of York," \$2000 for research travel in England during sabbatical leave.

April 1998. Grant-in-Aid, Office of Research, University of Wyoming for: "The Stuff of Which Fairy Tales Are Made:' Constructing the Image of the Modern Princess: Diana, Princess of Wales and Sarah, Duchess of York." \$5000

1995-97. National Endowment for the Humanities, Implementation Grant, for international traveling exhibition: "A Palace of Art in Victorian England: The Grosvenor Gallery, 1877-1890," with Susan Casteras, Curator of Paintings, Yale Center for British Art \$200,000 given outright, \$50,000 given in matching.

1995. Center for Teaching Excellence, University of Wyoming: Teaching Innovation Grant. Topic: "The Incorporation of Video-Disc Imaging into the Art History Classroom to Aid in the Study of African Rituals." \$250.

1994. Faculty Mentor, National Endowment for the Humanities Younger Scholar's Program. Student: Toby Bauer, Philosophy Major, Art History Minor. Topic: "The Individual in Hippolyte Taine's Philosophy." \$500

1994. Classroom Modernization Fund grant, Arts and Sciences Dean's Office, University Of Wyoming. Updating Classroom for teaching Survey courses. \$2146

1993. Yale Center for British Art Visiting Fellowship, January, 1993. Research on book manuscript, "At the Temple of Art: The Grosvenor Gallery, 1877-1890." \$900 stipend plus travel and accommodations

1992-93. National Endowment for the Humanities, Planning Grant, for planning stages of traveling exhibition: "A Palace of Art in Victorian England: The Grosvenor Gallery," in conjunction with the Yale Center for British Art \$49,751

1991. The Grosvenor Gallery, College of Arts and Sciences Basic Research Grant, University of Wyoming, 1991 \$2500

Dr. Susan Dewey, PhD, 2004, Syracuse University

2015. University of Wyoming Summer Innovative Course Award (SICA), with faculty co-PI Cathy Connolly and Bonnie Zare, and graduate student Rhett Epler (for use in summer 2016) Telling My Story: Voices from The Wyoming Women's Center- A Community-Based Collaboration Between the Wyoming Women's Prison and Gender & Women's Studies, taught as WMST 4540/5540, Women, Crime, & The Law, \$5,000 (will result in a guest-edited special issue of *Wagadu: Journal of Transnational Gender & Women's Studies* co-produced by UW students, faculty, and incarcerated women).
2014. University of Wyoming Social Justice Research Center (with co-PIs Cathy Connolly and Bonnie Zare), Pathways from prison: A needs assessment among current and formerly incarcerated Wyoming women, \$5,000
2013. University of Wyoming Office of Research & Economic Development's (with co-PIs Treena Orchard and Tonia St. Germain) "It's like everywhere you look, it's just another kind of jail": Criminal justice and healthcare experiences of North American street-involved women, \$15,000
2013. Social Justice Research Center Sustainable Business Practices Initiative, Feeding Fiji: Food security, social justice, and the feminized labor of market trade in the Suva Municipal Market, \$10,000
2012. Wenner Gren Foundation for Anthropological Research, Feeding Fiji: Ethnicity and the feminized labor of market trade in Fiji's Markets, \$24,500
2012. University of Wyoming Faculty Grant-in-Aid, Assessing knowledge and perceptions about sex trafficking amongst law enforcement officers, sex workers, and social service providers in Denver, \$7,500
2012. U.S. Department of Justice Bureau of Justice Statistics, State Justice Statistics Program for Statistical Analysis Centers, Exploratory study of human trafficking in Wyoming, \$2,873 (PI Emily Grant)
2012. University of Wyoming Summer Innovative Course Award, WMST 4580/5580 Gender, global change and development, \$5,000
2011. UN Women, for literature reviews on women market traders and agricultural producers, \$5,000
2011. University of Wyoming, Summer Innovative Course Proposal, WMST 4580/5580 Gender, global change and development, \$5,000
2011. University of Wyoming, Basic Research Grant, Networks of support and economic survival strategies among female market traders in Suva, Fiji, \$2,500

- 2011. University of Wyoming, International Travel Grant, Female market traders' socioeconomic survival strategies, \$2,000
- 2010- 2011. U.S. Census Bureau, extension of contract for further research on domestic violence facilities in Wyoming, as part of the Census 2010 Group Quarters Ethnographic Study, \$10,000
- 2009-2010. U.S. Census Bureau, Census 2010 group quarters ethnographic study: Group homes for women and military group quarters, \$30,000
- 2008. National Science Foundation, Educational policy and ethnic violence: The case of Fiji, Supplementary award, \$10,000
- 2007-08. National Science Foundation, Educational policy and ethnic violence: The case of Fiji, \$30,000
- 2002-03. Fulbright-Hays Doctoral Dissertation Research Award, \$25,000
- 1999-2002. Foreign Languages and Area Studies (FLAS) Fellowship, Syracuse University, approximately \$70,000

Dr. Barbara Ellen Logan, Ph.D. (25% GWST, 75% HIST)

- 2016. Excellence in History Grant: "Profiting from Poverty: 'Poor Catchers' in Nineteenth Century Middlesex" \$2,000
- 2016. WIHR Reading and Research Group Grant "Human Ties: Culture, Language and Identity" (co-author w/ Professor Joy Landeira) \$3,000
- 2015. Center for Global Studies Grant: "Mapping Migration: EU Policy Debate, the Poor Laws, and the Policing of Labor in Early Modern England" (co-author w/Ruth Bjorkenwall) \$3,400
- 2015. Social Justice Resource Center, Supplemental Grant: "Mapping Migration: The Poor Laws and the Policing of Labor in Early Modern England" (co-author w/Ruth Bjorkenwall) \$ 1,600
- 2015. Arts and Sciences International Research Grant: "Mapping Migration: The Poor Laws and the Policing of Labor in Early Modern England" \$1,000
- 2015. Wyoming Institute for Humanities Research Grant: "The Murder of Angels: Gender, Crime, Justice, and the Death Penalty in Victorian Scotland." \$3,000

2014. Summer NEH Institute: Oxford Center for Hebrew and Jewish Studies: “The Jew as the Medieval ‘Other’” July 12-August 16 \$5,900

Dr. Bonnie Zare, Ph.D., Tufts University

2016. University of Wyoming Summer Innovative Course Award (SICA), with faculty co-PIs Susan Dewey and Cathy Connolly and graduate student Rhett Epler. “Telling My Story: Voices from The Wyoming Women’s Center”- a Community-Based Collaboration Between the Wyoming Women’s Prison and Gender & Women’s Studies, taught as WMST 4540/5540, Women, Crime, & The Law, \$5,000, Summer 2016. (This will result in a guest-edited special issue of *Wagadu: Journal of Transnational Gender & Women’s Studies* co-produced by UW students, faculty, and incarcerated women.)
2015. UW Winter Innovative Course proposal. India: Social Justice in Culture and Practice, winter, 2015. \$3,000.
2015. President’s Office, Support for Students enrolled in India and Social Justice. \$4,000.
2014. University of Wyoming Social Justice Research Center (with co-PIs Susan Dewey and Cathy Connolly), Pathways from prison: A needs assessment among current and formerly incarcerated Wyoming women, \$5,000.
2013. “Blended Learning.” Selected for Ellbogen Center for Teaching and Learning Workshop. \$500.
2013. University of Wyoming, Winter Innovative Course proposal. This funded travel and programming for the WMST 4975 course India: Social Justice in Culture and Practice, winter, 2013. 5,000.
2013. President’s Office, Support for Students enrolled in India and Social Justice. \$8,000.
2010. Susan McKay International Research Grant, University of Wyoming. “From Unwanted to Nourished: Strategies to Revalue Daughters of Andhra Pradesh” 500.
2011. University of Wyoming, Winter Innovative Course Proposal. This funded travel and programming for the WMST 4975 course India: Social Justice in Culture and Practice, winter, 2012. 5,500.
2011. President’s Office, Support for Students enrolled in India and Social Justice. \$8,000.
2010. Wyoming Humanities Council Grant, “How (Not) to Understand India through Bollywood,” featuring Mir Ali Husain, New York Institute of Technology, Laramie and Jackson, \$1,750.

2009. University of Wyoming. Basic Research Grant. "Learning to Talk about Social Justice in India." Basic Research Grant. \$3,000.
2009. "Hindi Language Course," Faculty Enrichment Grant, Academic Affairs, \$500.
2009. University of Wyoming, Winter Innovative Course Proposal. This funded travel and programming for the WMST 4975 course India: Social Justice in Culture and Practice, winter, 2010. 5,500.
2008. "Partition and its Aftermath." President's Council for Minority and Women's Affairs grant to host Dr. Haimanti Roy, MIT History Department. Other sponsors: History, International Studies, and Milaap. \$650.
2008. "Gender and Transformation: Classical Indian Dance" I received a President's Council for Minority and Women's Affairs grant to host Boston-based classical Indian dancer Sudarshan Mesma Belsare for a residency. Other sponsors: Theater & Dance, Women's Studies, International Studies, Spectrum, Women's Action Network, and Milaap. \$3,750.
2008. "Women of India and Social Justice Overseas Course," President's Office (UW Foundation fund), 1,500 for professor's travel.
2007. "University of Wyoming, Winter Innovative Course Proposal. This funded travel and programming for the WMST 4975 course India: Social Justice in Culture and Practice, winter, 2008. 5,500.
2007. US Department of Education Title VI Grant, International Studies Department, \$500.
2006. International Travel Course Grant, UW Department of Education Title VI Grant to set up the WMST 4975 Winter Break course. \$3,000.
2006. International Travel Grant, UW International Programs, Delhi, \$2000.
2005. University of Wyoming, Basic Research Grant, "Mail-Order Brides' and Public Policy." \$1,200.
2005. Spotlight on India Speaker series, \$1800. Departments and President's Minority and Women's Affairs Council Grant to host guest speaker Dr. Dillip Das of Berhampur University, India. He gave three lectures on women and contemporary reform in India on the UW campus.

APPENDIX C: Listing of adjunct/advisory members of GWST and QS

- Ulrich Adelt (Adjunct, QRST), AMST:
http://www.uwyo.edu/ams/faculty_staff/u_adelt.html
- Stephanie Anderson (Adjunct, Advisory), POLS:
<http://www.uwyo.edu/pols/people/anderson.html>
- Judith Antell (Emeritus, Adjunct), AIST: <http://www.uwyo.edu/aist/faculty/antell.html>
- Cecelia Aragon(Adjunct, Advisory), LTST: <http://www.uwyo.edu/ltst/faculty-staff/cecilia-aragon.html>
- Christina Boggs (Adjunct, QRST), Outreach
- Dolores Cardona, VP-Student Affairs: <http://www.uwyo.edu/oma/about-us/>
- Jessica Clark (Adjunct), Western Wyoming Community College faculty:
<https://www.westernwyoming.edu/academics/history/bios/clark.pdf>
- Catherine Connolly (QRST),GWST:
http://www.uwyo.edu/gwst/faculty_staff/connolly_catherine.html
- [Nicole Courtney, VP-Student Affairs](#)
- Christin Covello(Adjunct), Outreach
- Antoinette DeNapoli, RELI: <http://www.uwyo.edu/relstds/faculty/denapoli.html>
- Susan Frye(Adjunct), ENGL: <http://www.uwyo.edu/english/faculty-staff/frye.html>
- Teena Gabrielson(Adjunct), POLS: <http://www.uwyo.edu/pols/people/gabrielson.html>
- Susanna Goodin (Adjunct, QRST), PHIL:
<http://www.uwyo.edu/philosophy/faculty/goodin.html>
- Anne Guzzo(Adjunct), Music:
http://www.uwyo.edu/music/faculty_staff/anne_guzzo.html
- Alison Harkin(Adjunct), GWST/WIND:
http://www.uwyo.edu/wind/staff/alison_harkin.html
- Janice Harris(Emeritus, Adjunct), ENGL: <http://www.uwyo.edu/english/faculty-staff/jharris.html>
- Cynthia Hartung(Adjunct), PSYC:
<http://www.uwyo.edu/psychology/faculty/hartung.html>
- Isadora Helfgott (Adjunct, Advisory), HIST:
<http://www.uwyo.edu/history/people/faculty/helfgott.html>
- Mark Helmsing (Adjunct, QRST), Secondary Education:
<http://www.uwyo.edu/seced/faculty-staff/mark-helmsing.html>
- Angela Jaime(Adjunct, Advisory), Educational Studies:
<http://www.uwyo.edu/edstudies/edstmembers/jaime.html>
- Michelle Jarman(Adjunct, Advisory), WIND:
http://www.uwyo.edu/wind/staff/michelle_jarman.html
- Marianne Kamp(Adjunct), HIST:
<http://www.uwyo.edu/history/people/faculty/kamp.html>
- Frieda Knobloch(Adjunct), AMST:
http://www.uwyo.edu/ams/faculty_staff/f_knobloch.html

- Barbara Logan (QRST), GWST/HIST: <http://www.uwyo.edu/history/people/faculty/logan.html>
- Renee Laegreid(Adjunct, Advisory), HIST: <http://www.uwyo.edu/history/people/faculty/laegreid.html>
- Jennifer LaVanchy (Adjunct, Advisory), Modern & Classical Languages
- Beth Loffreda (Adjunct, QRST), AMST: http://www.uwyo.edu/ams/faculty_staff/b_loffreda.html
- Jennifer Mayer (Adjunct), Library: <http://www-lib.uwyo.edu/about/dir/detail.cfm?id=166>
- Leila Monaghan (Adjunct), WIND
- Hannelore Mundt(Adjunct), Modern &Classical Languages: <http://www.uwyo.edu/modlang/people/faculty-bios/hannelore-mundt.html>
- Noah Novogrodsky(Adjunct, QRST), Law: <http://www.uwyo.edu/law/directory/noah-b.-novogrodsky.html>
- Wendy Perkins (Advisory), GWST,LTST,AADS
- Danielle Pafunda(Adjunct, Advisory), ENGL: <http://www.uwyo.edu/english/faculty-staff/pafunda.html>
- Tracey Patton, (Adjunct), AADS: <http://www.uwyo.edu/aads/facultystaff/tracey%20owens%20patton.html>
- Heather Pristash(Adjunct), Western Wyoming Community College faculty: <https://www.westernwyoming.edu/academics/english/faculty.html>
- Tucker Readdy(Adjunct, Advisory), Kinesiology: http://www.uwyo.edu/kandh/departement-directory/faculty/t_readdy.html
- Chian Ritten(Adjunct, Advisory), Ag & Applied Economics: <http://www.uwyo.edu/agecon/about%20us/facultystaff/faculty%20pages/chian%20jones%20ritten.html>
- Tanis Saunders(Adjunct), Casper Community College: <http://www.caspercollege.edu/tanis-lovercheck-saunders>
- Nancy Shea(Adjunct), Outreach
- Nathaniel Smith(Adjunct), Outreach
- Lilia Soto(Adjunct), LTST/AMST: http://www.uwyo.edu/ams/faculty_staff/l_soto.html
- Tonia St. Germain(Adjunct), GWST
- Eric Teman (Adjunct, QRST), Professional Studies: <http://www.uwyo.edu/profstudies/edresearch/faculty/eric-teman.html>
- Grand Walsh-Haines(Adjunct), Outreach
- Rachel Watson (Adjunct, QRST), MOLB: <http://www.uwyo.edu/molecbio/faculty-and-staff/rachel-watson.html>
- Georgia Wheatley(Adjunct), Casper Community College: <http://www.caspercollege.edu/georgia-wheatley>

APPENDIX D: Assessment Reports

ASSESSMENT REPORT-UNDERGRADUATE

Department or program name: Gender & Women's Studies

Degree/program assessed: Majors and non-majors enrolled in WMST 1080-Introduction to Women's Studies

Program level: Undergraduate major and minor

Submitted by: Susan Dewey (Chair), Cathy Connolly, Bonnie Zare, Colleen Denney

Date submitted: June 1, 2015

1. Please reflect on your program's assessment process and feedback provided by the University Assessment Coordinators Committee last year. Provide one example of your program's assessment successes and one example of an assessment challenge.

In 2014 the University Assessment Coordinators Committee recommended that the Gender & Women's Studies Program be moved from Tier 2 to Tier 1 assessment status. Gender & Women's Studies faculty were delighted that the assessment committee's evaluation were summarized by the phrase, "Good job!" Specific comments in the rubric itself included either direct quotes from our assessment report or the statements "detailed support provided" and "provided undergraduate and graduate-level outcomes." Gender & Women's Studies takes this feedback, in conjunction with our promotion to Tier 1 status, as indication that we are engaging effectively with the assessment process in ways that meet the highest university standards.

As indicated in our report from last year, we proposed focusing our assessment for AY 2014-15 on one of our foundational courses, Introduction to Women's Studies (WMST 1080). We were curious about 1) the success of the course in introducing core concepts in the discipline, as well as any 2) distinctions in outcomes based on online v. on campus delivery, and 3) large v. medium sized classes.

This was an enormous undertaking and commitment from our assessment committee. We teach up to five sections of the class each semester through a variety of delivery modes (including online, and on campus classes with enrollments of 100 students and 35 students), and with instructors who range from an adjunct with a Master's degree to a tenured full-professor. In fall, 2014, we worked closely with the four instructors scheduled to teach the course in spring 2015 to develop a common assignment designed to assess student attainment of our undergraduate student learning outcomes. After we agreed upon a common assignment, at the end of the Spring 15 semester, we had instructors upload the assignments without student names to Dropbox. We then randomly selected one-third of papers from each class, for

an N=104. Four members of the GWST faculty, in teams of two, independently reviewed and evaluated this student work using a three-item learning outcomes-based rubric, with scores of ‘Advanced’, “Proficient”, “Basic” or “Unsatisfactory” for each item. The teams then met to merge and analyze data, discuss findings, and to develop next year’s assessment process. We review the findings from this exercise in the next section.

Gender & Women’s Studies 2014-2015 Assessment Success:

Our successful coordination of the 1080 assessment was in itself one example of an assessment success. As indicated above, this was an enormous process.

Results of this assessment demonstrated that over half of all 1080 students whose work we evaluated received evaluations of “Advanced” or “Proficient”, with under 10% deemed “Unsatisfactory” (Table 1). Tables 2, 3, 4 disaggregate this data further.

Table 1. Student Mastery of Learning Outcomes: Total Percentages (Results from all 104 students)

Advanced	Proficient	Basic	Unsatisfactory
21.9%	34.8%	33.9%	9.4%

Table 2. Percentage Measurement of Student Mastery of Learning Outcomes, by Column (Results from all 104 students):

Criteria At the end of this course students will have:	Advanced	Proficient	Basic	Unsatisfactory
Demonstrated an understanding of identity in an analysis of a text (outcome 2)	42.6%	38%	24.8%	29%
Demonstrated an understanding of intersectionality in an analysis of a text (outcome 2)	25%	27.7%	40%	55%
Demonstrated the ability to understand and analyze the texts and information critically (outcomes 1&2)	37.4%	34.3%	35.2%	21%

Table 3. Percentage Measurement of Student Mastery of Learning Outcomes, by Row (Results from all 104 students):

Criteria At the end of this course students will have:	Advanced	Proficient	Basic	Unsatisfactory
Demonstrated an understanding of identity in an analysis of a text (outcome 2)	28%	39.8%	25.2%	6.8%

Demonstrated an understanding of intersectionality in an analysis of a text (outcome 2)	16.2%	28.6%	40%	15.2%
Demonstrated the ability to understand and analyze the texts and information critically (outcomes 1&2)	21.6%	36.3%	36.3%	5.9%

Tables 2 and 3 indicate that of those student who were advanced (21.9% of the total), there was some difference among the three outcomes tested with the least advanced outcome being intersectionality, and the most identity. Similarly, of the 9.4% of those whose papers were ‘unsatisfactory’ over half did not understand intersectionality. Table 3 confirms this finding for all papers, indicating that over half of these students had only a basic or unsatisfactory understanding of the concept of intersectionality.

In order to evaluate if there were differences between online v. on-campus course delivery, and large v. medium sized classes, further disaggregation of data presented above revealed the following results, separated by course:

Table 4. Percentage of Students in Each Category, Disaggregated by Course

Faculty Member One (outreach instructor, 35 person class)	Percentage of Students
Advanced	32%
Proficient	30.75%
Basic	33.25%
Unsatisfactory	5.1%
Faculty Member Two (outreach instructor, 35 person class)	
Advanced	38.4%
Proficient	25.65%
Basic	26.9%
Unsatisfactory	8.9%
Faculty Member Three (on-campus 100 person class, line faculty)	
Advanced	7.65%
Proficient	47.4%
Basic	32.05%
Unsatisfactory	12.8%
Faculty Member Four (on campus 35 person class, adjunct)	
Advanced	14.1%
Proficient	33.3%
Basic	44.1%
Unsatisfactory	8.9%

In sum, we began our assessment of all four 1080 courses taught in spring 2015 with the goal of ascertaining potential differences between both large and small courses taught on campus and courses taught via outreach. Data presented in Table 4 demonstrates that outreach students met the assessed learning outcomes with greater frequency than on-campus students, possibly because of the written format of online teaching or because outreach courses may attract a different kind of student. The large 1080 course, which a faculty member taught for the first time in spring 2015, also did not differ significantly following analysis of results from all courses.

Assessment Challenge

Gender & Women's Studies experienced an example of an assessment challenge, in coordinating the evaluation of the common assignment completed by over one hundred 1080 students. We successfully overcame this challenge thanks to our commitment to high-quality assessment practices, as well as our careful analysis of assessment results with Gender & Women's Studies line faculty, our advisory committee, and all faculty who teach required classes. This coordination, which time-consuming, has historically led to our program's evidence-based curricular alignment practices that continue to inform the pedagogical practices in one of the Gender & Women's Studies programs in the United States. A challenge with our desire to evaluate as many papers as we did was a difference between the findings of the two assessment teams. For subsequent assessments of this magnitude, the teams will work together beforehand to come to more standardized evaluations.

2. How has assessment led to process, curricular, or programmatic change within your program? Provide at least two concrete examples of process, curricular, or programmatic changes made to your curriculum or program that will improve student learning.

Over the past four years Gender & Women's Studies has engaged in several successful assessment iterations of nearly all our required courses that have resulted in evidence-based improvements to student learning. These included decoupling our WMST 4700/5710 Feminist Theories course into separate undergraduate and graduate classes, implementation of a numerical rather than narrative form of learning outcomes-driven assessment for all our courses, and creating a separate WMST 4210/5210 Feminist Research Methods course to replace WMST 3500 Gender & Society. The 2014-2015 assessment exercise continued our program's commitment to holistic and ongoing program assessment, a process that continues to include rubrics for every required course in the major, as well as indirect assessments through exit interviews with graduating seniors.

Specifically in response to 2014-2015 assessment:

- 1). Gender & Women's Studies does not need to make substantial changes to large or outreach courses in order to increase student mastery of learning outcomes.

2). Intersectionality, a core and fundamental concept, needs fuller development in courses in order to increase student mastery over this topic. Faculty members will work together to determine the best way to do this, including by engaging in the 2015-2016 assessment exercise described below.

3). Students may benefit from an increased focus on reading comprehension and note-taking skills, possibly by reducing the amount of required reading in favor of fuller, more nuanced discussion of assigned readings. Faculty members will work together to determine the best way to do this, including by engaging in the 2015-2016 assessment exercise described below.

3. Looking ahead over the next two years, what are your plans for your department's/program's assessment processes? How will your program maintain its Tier 1 status? What actions or steps will your program take to sustain its momentum?

Gender & Women's Studies enjoys a mature set of assessment processes that meet the Tier 1 criteria. We will continue to engage in multiple forms of assessment, ranging from the formal Assessment and Curriculum Committee analysis of student work to the constant, collegial conversations we have among faculty regarding future directions our program may take, making assessment a major element of our program's culture. We will likewise continue to involve all our line faculty, as well as the advisory committee as appropriate, in the careful analysis of both our assessment procedures and results, and have been successful in implementing evidence-based practices ascertained from the assessment process.

In 2015-2016 we will engage in the following assessment process at the undergraduate level:

“Development of a common assignment to evaluate student's a) reading comprehension and b) understanding of intersectionality. Gender & Women's Studies will use a common assignment, for the purpose of consistency, that will require students to define intersectionality, provide clear examples from the readings, and engage with the author's analysis.”

We will again employ team(s) of faculty to independently evaluate this assignment, and analyze the findings.

2015 Assessment Report Feedback Form – Tier 1 Programs

University Assessment Coordinators Committee

Department/Program: Gender and Women's Studies - Undergraduate Program

Reader(s): Donna Brown, Sue Koller, Audrey Shalinsky

	Criteria Met (Met/Partially Met/Not Met/Unclear)	Specific Comments
<p>Please reflect on your program's assessment process and feedback provided by the University Assessment Coordinators Committee last year. Provide one example of your program's assessment successes and one example of an assessment challenge.</p> <p>Criteria:</p> <ul style="list-style-type: none">• Narrative acknowledges last year's feedback.• At least one clear example of an assessment success is described.• At least one clear example of an assessment challenge is described.	Met	Very detailed analysis with many well thought-out conclusions.
<p>How has assessment <u>led to process, curricular,</u></p> <p><u>or programmatic change</u> within your program?</p> <p>Provide at least two concrete examples of process, curricular, or programmatic changes made to your curriculum or</p>		

<p>program that will improve student learning.</p> <p>Criteria:</p> <ul style="list-style-type: none"> • At least two concrete examples of changes made to the program are described. • These changes were made as a result of the program's assessment processes. 	<p>Met</p>	<p>These past changes were due to past assessments. This year's results will lead to proposed changes.</p>
<p>Looking ahead over the next two years, what are your plans for your department's/program's assessment processes? How will your program maintain its Tier 1 status? What actions or steps will your program take to sustain its momentum?</p> <p>Criteria:</p> <ul style="list-style-type: none"> • There is a concrete plan in place to move assessment forward. • The plan and a vision are clearly articulated. • The changes that will be made are clearly explained. • The reasons for these changes are clearly explained. • The program reflected about the assessment process itself and described what it has learned from engaging in assessment. 	<p>Met</p>	<p>The program is doing very well. They have learned specific information, for example, the problem students encounter with the concept of intersectionality. They also learned that outreach vs on campus classes had no significant learning differences—good news. Program is showing great</p>

		commitment to assessment and they plan to continue with their current efforts and they also have a plan to develop a common reading assignment.
Tier Status	Recommended Tier Status at End of 2014-2015	
<ul style="list-style-type: none"> The program should maintain its Tier 1 status. The program's tier status should change (please specify). 	Maintain Tier 1 status.	

Comments:

ASSESSMENT REPORT-GRADUATE MINOR

Department or program name: Gender & Women's Studies

Degree/program assessed: Gender and Women's Studies Graduate Minor enrolled in WMST 1080-Introduction to Women's Studies

Program level: Graduate Minor

Submitted by: Susan Dewey (Chair), Cathy Connolly, Bonnie Zare

Date submitted: June 1, 2015

The Gender and Women's studies program sponsors a minor in Gender and Women's studies to complement a student's major field. Requirements for completion of the minor include completion of WMST 5710 – Feminist Theoretical Perspectives and nine additional course hours (that may be cross-listed with the students home department), and the completion of a project with feminist content (this could include a thesis, dissertation, internship and/or independent

study) with supervision by a GWST faculty member. During AY 2014-15, two students completed the minor.

To assess the graduate student work, the Curriculum Committee Chair worked closely with each respective committee chair in the graduate student's home department using a rubric that we designed based upon our newly adopted graduate student learning outcomes, which we revised in spring 2015 in response to the A&S directive to sharply differentiate between undergraduate and graduate learning outcomes.

The Gender & Women's Studies assessment chair coordinated with graduate committee chairs in History and English to evaluate thesis using a rubric that included our two graduate learning outcomes:

1. Students should demonstrate the ability to design and conduct independent gender studies analysis while working within the norms of their home discipline.
2. Students will produce a high quality written document that, while adhering to the norms of their home discipline, showcases their ability to engage in original analysis.

Table 1. Graduate Student Assessment Results

Criteria By the completion of their degree, students will:	Advanced (# of students)	Proficient	Basic	Unsatisfactory
Demonstrate the ability to design and conduct independent gender studies analysis while working within the norms of their home discipline.	2			
Students will produce a high quality written document that, while adhering to the norms of their home discipline, showcases their ability to engage in original analysis.	2			

Results indicate that both students were independently evaluated and received 'advanced' scores in both outcomes. For AY 2015-16, we will repeat the 2014-2015 assessment of the graduate minor with double the number of graduate students, thanks to increased enrollment.

Our assessment challenge this year for the graduate minor was to differentiate learning outcomes for graduate and undergraduate students. Our graduate minor outcomes now, most appropriately, center research and original analysis.

ASSESSMENT REPORT

Department or program name: Gender & Women's Studies

Degree/program assessed: Majors and non-majors enrolled in WMST 1080-Introduction to Women's Studies

Program level: Undergraduate major and minor

Submitted by: Susan Dewey (Chair), Cathy Connolly, Bonnie Zare, Colleen Denney

Date submitted: June 1, 2015

1. Please reflect on your program's assessment process and feedback provided by the University Assessment Coordinators Committee last year. Provide one example of your program's assessment successes and one example of an assessment challenge.

In 2014 the University Assessment Coordinators Committee recommended that the Gender & Women's Studies Program be moved from Tier 2 to Tier 1 assessment status. Gender & Women's Studies faculty were delighted that the assessment committee's evaluation were summarized by the phrase, "Good job!" Specific comments in the rubric itself included either direct quotes from our assessment report or the statements "detailed support provided" and "provided undergraduate and graduate-level outcomes." Gender & Women's Studies takes this feedback, in conjunction with our promotion to Tier 1 status, as indication that we are engaging effectively with the assessment process in ways that meet the highest university standards.

As indicated in our report from last year, we proposed focusing our assessment for AY 2014-15 on one of our foundational courses, Introduction to Women's Studies (WMST 1080). We were curious about 1) the success of the course in introducing core concepts in the discipline, as well as any 2) distinctions in outcomes based on online v. on campus delivery, and 3) large v. medium sized classes.

This was an enormous undertaking and commitment from our assessment committee. We teach up to five sections of the class each semester through a variety of delivery modes (including online, and on campus classes with enrollments of 100 students and 35 students), and with instructors who range from an adjunct with a Master's degree to a tenured full-professor. In fall, 2014, we worked closely with the four instructors scheduled to teach the course in spring 2015 to develop a common assignment designed to assess student attainment of our undergraduate student learning outcomes. After we agreed upon a common assignment, at the end of the Spring 15 semester, we had instructors upload the assignments without student names to Dropbox. We then randomly selected one-third of papers from each class, for an N=104. Four members of the GWST faculty, in teams of two, independently reviewed and evaluated this student work using a three-item learning outcomes-based rubric, with scores of 'Advanced', 'Proficient', 'Basic' or 'Unsatisfactory' for each item. The teams then met to merge and analyze data, discuss findings, and to develop next year's assessment process. We review the findings from this exercise in the next section.

Gender & Women's Studies 2014-2015 Assessment Success:

Our successful coordination of the 1080 assessment was in itself one example of an assessment success. As indicated above, this was an enormous process.

Results of this assessment demonstrated that over half of all 1080 students whose work we evaluated received evaluations of “Advanced” or “Proficient”, with under 10% deemed “Unsatisfactory” (Table 1). Tables 2, 3, 4 disaggregate this data further.

Table 1. Student Mastery of Learning Outcomes: Total Percentages (Results from all 104 students)

Advanced	Proficient	Basic	Unsatisfactory
21.9%	34.8%	33.9%	9.4%

Table 2. Percentage Measurement of Student Mastery of Learning Outcomes, by Column (Results from all 104 students):

Criteria At the end of this course students will have:	Advanced	Proficient	Basic	Unsatisfactory
Demonstrated an understanding of identity in an analysis of a text (outcome 2)	42.6%	38%	24.8%	29%
Demonstrated an understanding of intersectionality in an analysis of a text (outcome 2)	25%	27.7%	40%	55%
Demonstrated the ability to understand and analyze the texts and information critically (outcomes 1&2)	37.4%	34.3%	35.2%	21%

Table 3. Percentage Measurement of Student Mastery of Learning Outcomes, by Row (Results from all 104 students):

Criteria At the end of this course students will have:	Advanced	Proficient	Basic	Unsatisfactory
Demonstrated an understanding of identity in an analysis of a text (outcome 2)	28%	39.8%	25.2%	6.8%
Demonstrated an understanding of intersectionality in an analysis of a text (outcome 2)	16.2%	28.6%	40%	15.2%
Demonstrated the ability to understand and analyze the texts and information critically (outcomes 1&2)	21.6%	36.3%	36.3%	5.9%

Tables 2 and 3 indicate that of those student who were advanced (21.9% of the total), there was some difference among the three outcomes tested with the least advanced outcome being intersectionality, and the most identity. Similarly, of the 9.4% of those whose papers were ‘unsatisfactory’ over half did not understand intersectionality. Table 3 confirms this finding for all papers, indicating that over half of these students had only a basic or unsatisfactory understanding of the concept of intersectionality.

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Unsatisfactory	8.9%
Faculty Member Three (on-campus 100 person class, line faculty)	
Advanced	7.65%
Proficient	47.4%
Basic	32.05%
Unsatisfactory	12.8%
Faculty Member Four (on campus 35 person class, adjunct)	
Advanced	14.1%
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Basic	44.1%
Unsatisfactory	8.9%

In sum, we began our assessment of all four 1080 courses taught in spring 2015 with the goal of ascertaining potential differences between both large and small courses taught on campus and courses taught via outreach. Data presented in Table 4 demonstrates that outreach students met the assessed learning outcomes with greater frequency than on-campus students, possibly because of the written format of online teaching or because outreach courses may attract a different kind of student. The large 1080 course, which a faculty member taught for the first time in spring 2015, also did not differ significantly following analysis of results from all courses.

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2. How has assessment led to process, curricular, or programmatic change within your program? Provide at least two concrete examples of process, curricular, or programmatic changes made to your curriculum or program that will improve student learning.

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Specifically in response to 2014-2015 assessment:

- 1). Gender & Women's Studies does not need to make substantial changes to large or outreach courses in order to increase student mastery of learning outcomes.
- 2). Intersectionality, a core and fundamental concept, needs fuller development in courses in order to increase student mastery over this topic. Faculty members will work together to determine the best way to do this, including by engaging in the 2015-2016 assessment exercise described below.
- 3). Students may benefit from an increased focus on reading comprehension and note-taking skills, possibly by reducing the amount of required reading in favor of fuller, more nuanced discussion of

assigned readings. Faculty members will work together to determine the best way to do this, including by engaging in the 2015-2016 assessment exercise described below.

3. Looking ahead over the next two years, what are your plans for your department's/program's assessment processes? How will your program maintain its Tier 1 status? What actions or steps will your program take to sustain its momentum?

Gender & Women's Studies enjoys a mature set of assessment processes that meet the Tier 1 criteria. We will continue to engage in multiple forms of assessment, ranging from the formal Assessment and Curriculum Committee analysis of student work to the constant, collegial conversations we have among faculty regarding future directions our program may take, making assessment a major element of our program's culture. We will likewise continue to involve all our line faculty, as well as the advisory committee as appropriate, in the careful analysis of both our assessment procedures and results, and have been successful in implementing evidence-based practices ascertained from the assessment process.

In 2015-2016 we will engage in the following assessment process at the undergraduate level:

“Development of a common assignment to evaluate student's a) reading comprehension and b) understanding of intersectionality. Gender & Women's Studies will use a common assignment, for the purpose of consistency, that will require students to define intersectionality, provide clear examples from the readings, and engage with the author's analysis.”

We will again employ team(s) of faculty to independently evaluate this assignment, and analyze the findings.

Department/Program: Gender and Women's Studies - Graduate Minor

Reader(s): Donna Brown, Sue Koller, Audrey Shalinsky

	Criteria Met (Met/Partially Met/Not Met/Unclear/Not Applicable)	Specific Comments
<p>LAST YEAR'S FEEDBACK: Please reflect on your program's assessment process and feedback provided by the University Assessment Coordinators Committee last year. What did you change or do differently with regards to your assessment processes? Provide at last two concrete examples. <u>(If you did not submit a report last year, please indicate this.)</u></p> <p>Criteria:</p> <ul style="list-style-type: none"> • Narrative acknowledges last year's feedback. • At least two clear examples of changes to the assessment process are described. 	Not Applicable	<p>All the readers assumed that this was the first assessment report for this program, especially given that it used none of the required reporting formats. As such all readers reviewed as a Tier 3 program.</p>
<p>DO YOU HAVE STUDENT LEARNING OUTCOMES FOR YOUR DEGREE/PROGRAM? If yes, please list them here. (Please note that student learning outcomes for your graduate program should be different from those you may have for your undergraduate program since a higher level of learning would be expected.)</p> <p>Criteria:</p>		

<ul style="list-style-type: none"> • Student learning outcomes are provided. • Student learning outcomes are different at graduate and undergraduate levels. 	Met	Differentiated the graduate minor outcomes from the undergraduate program.
<p>DISCUSSION: What discussions have taken place with the faculty regarding student learning outcomes and an assessment of student learning project? Please provide details of the meeting(s) and who was involved.</p> <p>Criteria:</p> <ul style="list-style-type: none"> • There has been discussion among the faculty with regard to assessment. • Specific details of people and meetings involving assessment were provided. • The department/program discovered something concrete either about student learning or the assessment process in general. 	Partially Met	Though the details were not given, the fact that the graduate committee chairs from multiple departments worked together on the learning outcomes and a rubric is commendable.
<p>ACTIONS/STRATEGIES: What steps has your department/program taken over <u>the last year</u> to implement your assessment plan if one was in place? Include specific examples such as curriculum mapping or developing tools such as rubrics, development of test questions, surveys, etc. (even if a project is not yet completed) and indicate which student learning outcomes were assessed.</p>		

<p>Criteria:</p> <ul style="list-style-type: none"> • The department/program has worked on assessment since last year. • There are concrete examples of forward progress. • There is an example of at least one assessment tool or completed assessment activity 	<p>Partially Met</p>	<p>Outcomes and rubrics were designed. No assessment tools, rubrics, etc. were included. No clear indication of how students were assessed, just that it occurred and that data was collected.</p>
<p>INITIAL FINDINGS: Do you have any assessment of student learning results to share? If so, please include?</p> <p>Criteria:</p> <ul style="list-style-type: none"> • There has been discussion among the faculty with regard to assessment. • The department/program discovered something concrete either about student learning or the assessment process in general. • Some results (even preliminary results) are available and included in report. 	<p>Partially Met</p>	<p>Very small program. Hard to say a lot about it at this time. It's not clear that the results could/should be considered significant, especially given that is unclear how the data was collected.</p>
<p>NEXT STEPS: What are the plans for your program to improve from Tier 3 to Tier 2 status? What concrete steps will you take next year to improve?</p>		

<p>Criteria:</p> <ul style="list-style-type: none"> • The department/program has learning outcomes identified and can report them. • There is a concrete plan in place to move assessment forward. • The plan and a vision are clearly articulated. • The changes that will be made are clearly explained. • The reasons for these changes are clearly explained. 	Partially Met	
<p>Tier Status</p> <ul style="list-style-type: none"> • The program should maintain its Tier 3 status. • The program's tier status should change (please specify). 	<p>Recommended Tier Status at End of 2014-2015</p> <p>Move to Tier 2.</p>	

Comments:

Should have used the required Tier 3 reporting template (available on the Assessment of Student Learning website). Next year, use the Tier 2 template to report the details of an assessment project.

APPENDIX E: Summary of responses to survey of graduates

1 - Were you a major or minor in (Gender and) Women's Studies (GWST)?

- . Yes, minor.
- . Minor
- . Minor
- . Minor
- . Minor
- . minor
- . I was a minor in Gender and Women's studies with a major in Fine Arts.
- . minor
- . minor
- . Minor
- . Minor
- . Minor
- . a Minor in Queer Studies
- . minor
- . Major
- . Major
- . Major
- . Major
- . Graduate Minor
- . Major
- . Major, and currently a Graduate Minor
- . Major

2 - What attracted you to become a major/minor?

- . One of my professors, Colleen Denney, an art historian by practice is an amazing lecturer. She gave the gendered perspective of many of the art history pieces that we looked at. I had always had these feminist beliefs in the back of my mind, but I had never heard someone say them so blatantly. A professor talking about a woman's perspective on history and art was unheard of to me before that. She was actively recruiting for the minor. I don't think I could major in it at that time, so I did the next best thing and loved it.
- . Acceptance into law school and emphasis on communication in a complex societal matrix.
- . I was an MA student in History and felt that a minor in GWST would give me 1) Training unavailable to me in the History department and 2) A competitive edge in applying for doctoral programs
- . I took one course as part of a requirement and I really enjoyed learning about the history of women's impact on society.

- The department offers a minor in queer studies. As no other college has classes that address sexual orientation or gender non-conformity as a form of diversity, I found this minor to be very important. As I am a teacher, it is my privilege to work with all types of students and I wanted my knowledge on LGBTQ+ communities to be compassionate and factual so I could be a better advocate.
 - I took a lot of GWST classes during my freshman and sophomore years. I was a communication major but loved GWST and took as many classes as I could. When I was a junior I was in a class with Dr. Denney, and she suggested that I make it my minor, because I had taken so many courses already. I loved GWST.
 - Attention to issues surrounding the rights of women and LGBTQ-identified people is very present in our society at this moment. I consider being knowledgeable and fluent in these issues is crucial to understanding how and why changes are being demanded by activists and are necessary to a balanced society.
 - 1 - I previously worked as the program manager of 2 department of corrections rehabilitation group homes for teenaged girls. In this capacity, I specialized in and became an advocate for gender focused rehabilitative services. I have firsthand experience and understanding of the impact of gender responsive services and the unique challenges girls and women face on a daily basis. These challenges are what generally lead girls and women to lower socio-economic status and criminal behavior. I pursued a minor in gender and women's studies, because I wanted a more comprehensive understanding of what 51% of our population faces and better tools to combat these challenges. 2 - The gender and women's studies faculty were extremely dedicated and helpful. Whenever my department failed me, the Gender and Women's studies department had the answers and support.
 - It dovetailed nicely with, and provided a good theoretical framework for, my planned thesis work.
 - My interest stemmed from my experiences as a women. I would consider myself to have been an at risk youth and many of my issues were associated with my gender identity. This sparked my interest in college and the more I learned the more I wanted to become part of the GWST program.
 - My second freshman honors colloquium was taught by a female professor who would recommend books outside of assigned class readings. She recommended a book called Reading Lolita in Tehran that first made me realize the importance literature has had on my life as a female, and that other women have similar experiences. This book also addressed inequality and sexism, and I ended up doing my final project on it. Although this class wasn't a Gender and Women's Studies course, it still heavily influenced my decision to take more Women's Studies classes.
 - Learning about the treatment of others and how our society views gender roles and continues to oppress minority's as well as women.
 - I was interested in learning more about the experience of LGBT people. I am also passionately committed to social justice, and I thought that a minor in queer studies would help me conduct ethical and balanced research, advancing my hope of building a socially just world.
- I was studied Russian women's history for my MA.
- Dr. Barbara Logan. She is amazing! I did an intro class with her and was hooked.

- I was attracted to become a GWST major because it has the subject matter necessary for my career path, the professors from whom I wanted to learn and grow, and the support system to offer guidance through the undergraduate experience.
- I was interested in becoming a major because this was the only program that offered courses relevant to my interests in social justice, identity, and LGBTQ issues. At a school like UW, this is really the only major offered that critically combats stereotypes, sexual violence, hate and discrimination at the same time. I found it a good fit because of my own activism against sexual violence and because of my interest in gender identity and LGBTQ activism.
- What attracted me to the major was how the major was very much integrated with my personal experience growing up. The classes I took throughout the major made me reflect on my personal experiences and how I can become an active agent for social justice.
- I earned one of my bachelor's degrees in GWST, so adding a GWST minor to my grad work was a natural fit. I love the faculty in the program and they have supported me throughout my academic career.
- The Leadership Education Program which actually was discontinued upon my entering the program unfortunately.
- What attracted me to becoming a major was taking my first Introduction to Women's Studies (WMST 1080) class. Being from a very rural, homogenous town in Wyoming, I had not yet been exposed to the ideas or school of thought that Women's Studies provided. It was empowering for me to learn about topics such as the gender wage gap and the history of women's advocacy. After taking that class, I took several more that prompted me to become a GWMST major. I was learning from very accomplished and distinguished GWMST faculty, and I was becoming aware of all of the opportunities that GWMST presented to me, such as individual research and study abroad opportunities.
- My first semester at UW I took the Introduction to Women's Studies course in GWST, and can honestly say it changed my life. The course itself was so well taught and I felt I learned so much, not just academically but also about myself and my beliefs, in particular related to feminism and other social issues related to women and gender. It helped me more easily articulate things I already believed but didn't know how to say, and exposed me to new ideas that I now am so passionate about. At the end of the semester, when I took the final exam and turned it in to my instructor, she gave me a brochure for the program and encouraged me to consider pursuing further study in it, saying I seemed to enjoy the coursework and that I could be "an asset to the program." I ended up in another GWST course the following semester, changed my major to Gender and Women's Studies shortly thereafter, and loved every minute I spent in the program after that.

3 - What were your favorite classes and/or experiences in GWST or UW?

- How can I even pick one of them? They were all my favorite. Introduction to Women's Studies was fantastic and hilarious. I took it in the summer with a bunch of incoming freshman football players. It changed their perspective on women quite a bit. Gender and the Humanities taught by Dr. Denney stretched me so much. She knows how to challenge students. Dr. Logan is a dynamic speaker for Feminist Theories and that class had so much reading. This class was the defining moment for me when I knew that this field of study was

my passion. I stayed up many late nights to read all my texts which was difficult, but I wanted to do that over any of my other coursework. Dr. Connolly with Gender and Society was hugely influential on my graduate work on gender based violence and how to set up a sociological study.

- History of Medicine

- I appreciated the theoretical training I received in feminist studies.

- Feminist Theories, Gender and Society, Gender Development was particularly interesting for me as a psychology major.

- My favorite class was a Minority Sexual and Gender Identity class. It examined the history of education in regards to issues surrounding gender and sexual identities. I also greatly enjoyed GLTBQ literature. I use a few of the readings in my own classroom.

- Intro was great, because it truly changed me. I was a different person after having taken that class. I loved all of the upper division writing courses. I really enjoyed being in class with so many students who were like-minded and passionate about the same issues. We had wonderful discussions and the professors were all awesome. I loved my theory class with Dr. Logan, and I love anything that Susan Dewey teaches.

- My favorite class was Girl's Studies, as it provided critical insight to how girls' (and therefore a sweeping majority of women) minds are influenced by the culture and media that is created for them, or by them, and its marked difference from the culture engineered for boys. It was a class that allowed me to investigate further the expectations placed upon girls, and led me to question how these expectations or definitions of "girl-ness" become interpreted differently as girls become diverse women. I also enjoyed Queer studies as it radically looked into sexuality as an ambiguous notion, rather than something as definite as "bi" or "straight" or "gay".

- My favorite classes at UW was Cathy Connolly's class. I don't remember the name of the course, but this class began as an intensive semester-long program and turned into a multi-semester publication and research experience. It was a lot of hard work, but one of the most helpful classes that I took. My other class that had the most impact was an independent study with my department chair with Dr. Garrison. I hated the class, but gained considerable knowledge and help. She was the first person to actually critique my writing skills, not just the content. (please note that I was pursuing my second Master's degree... many, many faculty and professors had the opportunity to provide me feedback, but Dr. Garrison was the only one who took the time the time to tell me... "your writing sucks"

- I really enjoyed my independent studies with Dr. Dewey - they were highly valuable. I also really enjoyed all of my GWST and INST classes, many of which were cross-listed.

- My first class, the one everyone has taken, really got me hooked. We did a project that I got into and that changed my thinking. Later, I had a teacher that challenged my thinking so much that I refused to write because I could not get over the fact that language itself confines one to particular gender roles.

- Nonwestern Women Writers was one of my favorite classes and one of my first upper division Women's Studies courses. I was so impressed by the professor who taught it that I asked her to be my mentor for my senior honors thesis. I also loved Gender, Women, and Health which was taught by a visiting professor, as well as Religion and American Women Writers. My favorite thing about studying Gender and Women's Studies was the way I could

use it in all of my other classes. As an English major, I could apply everything I learned in Women's Studies to my English papers.

- Sexuality and the law, taught by Cathy Connolly Gender in society Growing my experiences and knowledge through the psychology program and awoken studies program
- All of them. I really enjoyed Queer Theory with Beth Loffreda. I also enjoyed my feminist research methods class, and my independent study with Susan Dewey.
- My favorite classes were Feminist Theories with Dr. Barbara Logan and Woman and Islam with Dr. Marianne Kamp.
- There were many courses I enjoyed, but can't remember the titles off the top of my head.
- My favorite classes in GWST were the classes I took related to gender and politics, women in leadership, and sexuality and the law. These classes had direct relevance to my current career path and gave invaluable insight to the experiences I have had as a woman in politics. In addition, I was able to work on a publication, complete multiple independent studies, and internships with Dr. Connolly which not only helped to improve my research skills but my writing skills as well- both of which have contributed to my success in my career field.
- There were many. I really enjoyed the classes taught by Barbara Logan, Cathy Connolly and Bonnie Zare. They were of very very different topics. I left feeling I had learned more and developed more as an individual. They also challenged my peers and I in ways other courses did not.
- My favorite classes where with GWST. I really enjoyed taking the course Queer Theory with Dr. Loffreda and also taking Feminist Theory with Dr. Logan. It is so hard to think of which class was my favorite because the faculty really made the courses fascinating and intriguing. I have learned more about the inequalities that we face in today's contemporary society from those classes.
- Feminist Perspectives was a favorite of mine at the Grad level. All of the grad level seminar-style classes that are cross-listed in GWST are fabulous!
- The best classes involved Professor Susan Dewey due to her experience in the field, obligation to her students, and commitment to teaching.
- All of my accomplishments and opportunities throughout my undergrad experience can be attributed to GWMST. Here are a few of my experiences: 1) Introduction to LGBTQ Studies was immensely important for me in understanding social movements as a whole. I learned about LGBT history both in local (Wyoming) and international contexts. Having important discussions about marginalized identities prompted me to become involved in the community around me, and I found myself walking into Dr. Connolly's office that semester asking how I could get a better hands-on experience with political work. I felt comfortable in doing this because the GWMST faculty truly takes a vested interest in their students, and I knew Dr. Connolly was also an elected member of the Wyoming House of Representatives. She said that if I was willing to put forth the work, I could be her legislative aide for the 2013 General Session at the state legislature. This is representative of my experience with the GWMST department: if you're willing to put forth the effort, the opportunities that the department is capable of offering will benefit you greatly both as a student and as a young professional. I took internship hours that spring semester and was able to be at the Wyoming Legislature every day during the 40 day session. This experience

was life changing for me, as it empowered me to be an engaged and active citizen as well as provide me the foundation for exploring potential career opportunities. 2) As a sophomore I took WMST 3500- Gender and Society. This class was a methods/research course and continues to be one of the most beneficial courses in my entire career at the University of Wyoming (I am now a graduate student in Public Administration). The GWMST professor took us through different modes of research, from analyzing data to qualitative methods. We even did a project at the American Heritage Center, and got hands on experience with some of the most historical documents in the country. From that experience, we learned about the first female governor of Wyoming and Ester Hobart Morris (first justice of the peace in the United States), to name a few. It was absolutely fascinating to read through these papers, and the professor created a certain culture among the students that allowed us to bond through our research projects and interests, and to provide and accept feedback. I am still in contact with several of the students from that class, and on occasion we talk about how that class specifically helped shape our undergraduate careers. This course opened my eyes to the possibilities of a career in academia, and the skills I learned put me at the top of my cohort when I entered the McNair Scholars program that summer, as I already had a grounded understanding in research methods and had established my research interests. 3) Politics of Sexuality was another course that I highly benefited from. We learned how to read court cases, state statutes, court opinions, and case briefs. These are beneficial skills for any citizen, and has proven to be especially helpful in my career thus far. Several students in that class have gone on to law school, and have mentioned to me that the coursework and material was extremely beneficial for them in their respective law programs. I appreciated how the professor took her time in making sure all of the students understood what is a pretty difficult skill to master- no student was left behind. 4) Another class that I really enjoyed was Women in India, taught by Dr. Zare. This course was a prerequisite to the India trip led by Dr. Zare. We learned about the history of India, read Indian literature and discussed the social and political positions of Indian women. Perhaps one of the best experiences in GWMST (and my life) was taking the trip to India with Dr. Zare. This was the opportunity of a lifetime, as we got to travel the country and build on the relationship UW has with Aarti Home in Kadapa, India.

• There are several favorite classes and experiences I could list that I was fortunate enough to take part in while in the GWST program at UW. First, taking courses with such amazing faculty and being able to get to know them outside of the classroom as well truly became a formative experience for me. The three classes I took with Dr. Barbara Logan, an Assistant Academic Professional Lecturer in the program, were challenging and rewarding, and I learned so much from Dr. Logan. Taking Feminist Theory from her my senior year was a highlight of my time at UW, and she later wrote a letter of recommendation for me for graduate school. Likewise, I took several classes with Dr. Cathy Connolly, professor and now Program Director for GWST, during my years at UW and not only learned so much but genuinely looked forward to class each day. Dr. Connolly helped me organize my GWST internship with the Wyoming Coalition for Domestic Violence and Sexual Assault, and eye-opening experience and one I think back on often as a time when I remember truly helping people and making a difference. I also loved being able to have a faculty member serve as my academic advisor during college. Having now worked at two four-year universities that are much larger than UW (where academic advisors, not faculty, advise students on course selection), this is such a unique opportunity UW offers its students - the ability to seek

guidance directly from their professors, and it helped me develop relationships with members of the GWST faculty I may not have otherwise.

4 - Are you currently employed or in school? If so, what type of work or program are you in?

- I am currently serving as an AmeriCorps VISTA with the Girl Scouts of Montana and Wyoming. I have longed to find a position where I am helping women and girls reach their full potential. I want to continue to alleviate gender based issues
- Office Administration
- I am a doctoral candidate in a top ten program in History.
- I just finished a graduate program where I received my master's degree in Clinical Mental Health Counseling and will be starting a full time job as a staff therapist at a community mental health center next in a few days.
- I am employed by Laramie County School District #1. I teach government and politics and specifically focus on civil rights and liberties. I am the department chair for Social Studies.
- I graduated in 2011 and I have been the volunteer coordinator at SAFE Project (Laramie's domestic violence/sexual assault agency) since 2012.
- I am currently the Photographic Technician for the American Heritage Center at the University of Wyoming. I also teach art to elementary-age children part-time, and am an independent working artist.
- I am currently the development advisor for Central Asia's largest locally registered CSO. When I began working with this organization 5 years ago, it was a very small operation, with very little financial stability and only covering Kazakhstan. I have helped design 4 major initiatives, winning the organization over \$10 million in grant funding and expanding their coverage area to the 5 Central Asian states. I also work as a freelance consultant and have developed multi-million dollar programs for USAID, European Union, and European Delegation.
- I'm currently employed as the Sr. Manager of Public Engagement for the Food Bank of Alaska. I work on public policy and advocacy for the federal food programs and food insecurity/hunger issues. I also do a lot of communications work.
- I am a 4th grade teacher at a Native American school.
- I work at the Wyoming Survey and Analysis Center (WYSAC) in Laramie, but in September I am going to Prague to get certified to teach English as a foreign language.
- I am a licensed masters of social work clinically conditional where I do intensive I home counseling for children with disruptive behaviors in low income families. I also do adult outpatient therapy.
- I am currently an Assistant Professor of Psychology and Mental Health Counseling at Central Washington University.
- I am in a history PhD program at the University of Kansas.
- I am currently employed in digital marketing.
- I am employed as the Executive Director of the Wyoming Democratic Party, the youngest person serving in my position in the country. I have previously worked with other organizations that directly relate to my work in GWST including the Human Rights

Campaign, the nation's largest LGBT advocacy organization, NARAL Pro-Choice Wyoming, and Planned Parenthood of the Rocky Mountains, as well as on local and statewide campaigns in Wyoming and in Texas.

- I am graduating from law school and have an offer from the United States Army to join the Judge Advocate General Corps. I received offers for employment at prosecutor's offices and firms.

- I am currently both employed and in school. I currently am studying Special Education at Liberty University and I work full time as a paraprofessional in a self-contained special education classroom in Roanoke, VA.

- Will continue school, accepted into a PhD program at a private university with full funding.

- Yes, employed within the School District teaching Elementary students.

- I am currently both employed and in school. I work for the ACLU of Wyoming as the Public Education and Outreach Coordinator, and I hold a graduate assistantship with the SLCE office. I am in the Masters of Public Administration program and a GWMST minor. With the ACLU of Wyoming, I work to pass nondiscrimination ordinances in Wyoming towns, as well as provide support for other LGBT issues in the state.

- Yes, I am currently employed at the University of Nebraska-Lincoln (UNL) in the Department of Residence Life. Last year, I completed my Master of Arts degree in Student Affairs Administration from Michigan State University, which is ranked in the top three for student affairs/higher education graduate programs in the country. At UNL, I work for the academic success for first-year students who live on campus, through both programming and a peer mentor program. I also have plans to go back to school to pursue a doctorate degree, either in higher education or social science

5 - Has the GWST major/minor been beneficial in your current employment/education? Please explain especially as related to skills or knowledge.

- Yes of course. I understand the oppression that women face every day through sexism in the media, workplace, and at home. I know that our country still has a problem with discrimination and women have not reached parity. I know how women benefit from receiving the same treatment as men in areas of education and economics. My minor guided my work in graduate school as well as I researched gender based violence on a global scale. I am currently the Volunteer Coordinator at our office and look for college positive volunteers to lead outreach Girl Scout troops at low income schools. My coursework showed me that this is my passion. Our country, our world, still treats women as second class citizens and we must continue our work to alleviate inequality.

- Yes. I work in an office of women. Communication can be difficult at times. GWST helped me learn communication strategies.

- The GWST minor gave me the tools necessary to integrate myself into a doctoral program. I still use some of the books, notes, and resources I collected during my time at UW. I went from a small program at UW to a rather large, prestigious R1 program. When I first started, I feared that maybe my training would be inferior compared to my fellow cohort members coming from places like Harvard and Yale; however, I found my training at UW, especially in the GWST program, to be on par with other students' training.

- I feel that the minor has been beneficial to my further education by giving me a strong foundation of what stereotypes and challenges women and particularly women of minorities

face in our society and cultures and how this effects them psychologically. Also I think that it has been helpful for me to have at least a basic understanding of what some of my clients face as far as discrimination and how to help advocate for them.

- My minor has been paramount in my teaching. It has taught me to be a critical reader of my textbooks (what do omissions of certain groups say about biases?) and has helped me be more empathetic towards my GLBTQ+ students. We are putting a GSA into place at our school and I am one of the academic advisors. Additionally, I have served as a knowledge base for other teachers regarding laws and best practices in regards to two students who are transitioning (M to F).

- Oh yes, tremendously. I wouldn't have been drawn to this work without GWST, and I don't believe I would have gotten my job without it. I had a very firm grasp about feminist issues and theories when I applied for my job, and that compensated for the fact that I hadn't done domestic violence work before. I fell in love with being an activist and working to better women's lives. Women's studies taught me that I needed to use my voice to stand up for women who were silenced. I know that I wouldn't be who or where I am now without my education in GWST.

- The minor I earned has really directed my approach to teaching art with children. I find that analyzing the expectations we as a society have placed on children through gender has influenced me to make my classes more equitable for my students. My language is less gendered when I talk to them as an instructor, and I believe this does not place limits on their individuality or creativity, making them into better artists. Because gender issues will continue into prominence for years to come, people working closely with younger people and future generations (teachers, counselors, psychologists, etc.) will find a lot of benefits to having taken a GWST course, or becoming a minor/major, so they may better understand students/clients as individuals. As an artist, I continually base my work from principles and issues studied in my GWST courses. Where I sought better technical execution from my Fine Arts major, the GWST minor was what gave my work content as queer issues and activism is my passion. Frequently the work I was doing in one arena of my education would become a subject of the other, and that still holds true. Some of my recent photography is a critique on presumptions of femininity by exploring the movement and culture of roller derby, an aggressive full-contact sport that reinterprets what it means to be female for many of its participants. This work is important to me, and through my viewers I hold an audience to consider the ideas first imparted to me through my GWST minor.

- Yes. The organizations I help and the programs I write are focused on empowering disenfranchised groups. The GWST minor gave me an academic perspective to better understand the barriers these groups face and the support necessary to address these issues. In addition, I draw upon the research, critical thinking, and analytical writing skills gained from my GWST courses.

- A lot of the base skills I learned at UW have helped me in my current job, especially the research aspects. Working in communications, I do a lot of story collecting and other qualitative and quantitative research - skills that I honed during my time at UW and as part of the GWST department. Outside of my employment, I have been appointed to the Anchorage Women's Commission, which is a body that advises the Mayor of Anchorage on issues pertaining to the status of women. My minor in GWST absolutely helped me be appointed to this position, and the background and knowledge on a variety of women's

issues that I learned in the GWST program has helped me to be an informed and productive member of the Commission.

- The beliefs of my students, and their gender roles, are different than my own. Native traditions hold men and women to certain roles because when the roles were established they were equal and necessary. Even though this is no longer the case, the roles have remained the same. This is something that I have to tread lightly on but am advocating for the ladies in my classroom to reach beyond these roles to meet their full potential.

- I do a lot of research and editing at WYSAC, which are skills that I learned as a GWST minor. I research tobacco use in Wyoming and the U.S., and how it differs between genders, socioeconomic status, age, etc. I am aware of the social constructs that maintain the inequality in the categories because of GWST. It is interesting to learn how tobacco use affects and influences different social groups.

- Yes, it has taught me about oppression and different means to integrate that model of overcoming the overt tendencies of our culture. It has also lead to my usage of feminist theory as a model of therapeutic intervention.

- Queer Studies helped me become a more effective critical thinker. It also gave me a unique expertise that I utilize to engage with students, training them to critically think, actively engage and question social norms. I have also taught queer theory twice since begging my job in fall of 2014. It is scheduled this summer, the third time the course is being offered in 2 academic years. Additionally, when I teach Multicultural Counseling, and Multicultural Psychology, my knowledge about queer theory and studies, I have a background to discuss heteronormativity, gender performativity, and a variety of other topics that are not covered in multicultural textbooks.

- Yes, I am minoring in GWST.

- I have a concurrent degree in music and gender and women's studies. The company that I work for brings alternative material to cinemas including music events and events that my gender and women's studies degree directly relates to. For example we are currently doing an event on human trafficking. My gender and women's studies degree also helped me to become a better writer which is something that I use every single day. I feel like having a gender and women's studies degree has helped me because it shows that I am a critical thinker and have the ability to see the world through a variety of lenses.

- YES, the GWST has been invaluable to my current employment. Not only have I learned the nuances of sexuality and the law as it relates to public opinion, but I've also learned about recruiting women to run for elected office, the challenges and barriers they face, as well as honing and refining my research and writing skills. During my time at the University of Wyoming I was a student of GWST, POLS, and the Honor's Program- while all are fine programs with good educators and mentors- I would not be in my current position or have achieved the success that I have were it not for the GWST department. I received unmatched guidance and support, was pushed to my fullest, and credit all of my current success to this department and the professors who were tirelessly to make it the remarkable program that it is.

- The major has been extremely beneficial in my current education and my employment. I am able to translate the skills I have learned to be more understanding and aware of the identities of my peers and clients. I developed superior critical thinking, legal analysis

and the ability to learn a lot of material very quickly because of the coursework from my major.

- The major was beneficial for my employment because it got me to stand out from a crowd. There are not many male GWST majors and so it really intrigued my interviewers.

- Yes, definitely! Without the analytical skills that I learned in my senior year at the undergrad level, I would never have pursued a Master's degree and definitely never would have continued on to a PhD program. This program teaches students to think critically from several different angles to analyze an argument. This program also gave me an excellent theoretical base as an undergrad, allowing me to build on that knowledge with the graduate level feminist perspectives class with Dr. Logan.

- No, my other degree (in Psychology) has benefited me much more in the field. I am appreciative of my research completed via the Women's Studies program.

- The GWMST major and minor has been crucial to my success in both my career and education. As mentioned above, the program provided me with critical research and writing skills. With the mentorship of a GWMST faculty member, I published as an undergraduate and continue to work on publishing as a graduate student. Publishing as an undergraduate was a life changing experience and propelled my passion for academia as a whole. This is vital as I go to apply for PhD programs in the near future. Similarly, the skills I gained through my internship hours at the Wyoming Legislature helped me create lasting relationships with political leaders around the state, and I attribute the fact that I was hired by the ACLU of Wyoming to the prior work I was able to do in the Wyoming Legislature. In 2014 I was the recipient of the Rosemarie Martha Spitaleri award, was a College of Arts and Sciences Top 20 Graduate, and currently hold a 4.0 in my graduate program. This success could not be possible without the guidance, mentorship, and skills development that I acquired with the GWMST program. The department has shaped me into who I am today, and I am forever grateful for the opportunities provided to me because of it. While at UW, I took first-ever Sexuality and the Law course with Dr. Connolly, and completed an independent study project with her the following semester based on what I did in that class. At her encouragement, I presented my research at Undergraduate Research Day, and I do believe this year spent under Dr. Connolly's mentorship and instruction helped my develop my love of research, just as Dr. Logan helped me discover theory. I felt so challenged academically in GWST, and feel the program helped me develop into the strong writer I am today, which served me very well in graduate school. As I mentioned, it also exposed me to many new ideas that growing up in rural Wyoming I had never even heard, which then developed into passions that I now care deeply about.

- I think specifically now of social justice and gender equality. I think this is in large part due to the interdisciplinary nature of the GWST major that allowed me to explore my interests and take electives in other programs on campus (Disability Studies and African American Studies, as examples), and I truly feel it is this program that helped prepare me for my later academic success in graduate school. Being able to participate in research as an undergraduate and take classes with professors passionate about theory, I learned skills and gained knowledge that left me better prepared for graduate school than many of my peers in my master's program. I didn't have to learn how to read and interpret theory because I already knew how. I didn't feel intimidated by doing a 20-page research project and paper, because I'd already done so - both of which I had done in GWST. I cannot speak highly

enough of my experiences there, what I learned, and how formative my GWST has been in my academic and professional career.

6 - Do you have suggestions for the GWST department based on your experiences as a former student and graduate of our program?

• It'd be nice to have an alumni network or some sort of outreach. I receive nothing as far as updates or outreach from UW as a whole. I receive all kinds of information from the two private universities I have attended. I don't understand why I hear nothing from my alma mater.

• Leave politics and political views out of the classes.

• Keep up the great work!

• One thing that I do wish is that I had become a minor sooner so that I would have been able to take more courses in this department. So my suggestion would be let students know what's available and why they should take these courses. I didn't really know about this department before taking a course that was cross listed with a psychology course.

• I would love to see more course offerings but know that is budget based. Certainly the courses in place must remain but I would also love to see GWST work more closely with the College of Education to help support future teachers who will work with GLBTQ+ youth and families. A course covering current laws (especially the "what bathroom should the person use?" discussion) would be helpful. I also think an advocacy course (how to support families and youth, how to start a GSA, etc.) would be beneficial.

• Keep up the good work!

• I would love to see more courses that delve into new and/or ambiguous concepts of gender, sex, and identity. It is new territory for people outside and within gender studies academia, but we are living in a revolutionary period for these issues and should be probing further into how gender has become a force for change.

• no

• no

• YES!!!!!!!

I think having direct help with what to do after graduation and providing an abundance of information and possible opportunities in fields relating to GWST would be extremely helpful. Although I did not directly reach out for help about what to do after I graduated, I never had anyone explain to me the different uses of a GWST degree. I felt pretty lost after I graduated and I couldn't decide what I wanted to do, and I think it would have been helpful if someone from the University had worked more closely with me about my plans after school.

• With budget cuts, maintain the core classes, those are what drew me into the program. Although I greatly enjoyed the higher level classes, I only got into the program through the introduction of the core classes. I remember the program being challenging but the comradery of being a part of the program was amazing, even as a straight male in the program.

• If I could go back, I would have taken more classes and become more involved, earlier in the Queer studies program. That is to say, I wish I had more opportunities to learn from the GWST faculty. It was however not the fault of the GWST program, but my own priorities.

• There were actually classes I really wanted to do that were always full. I always wanted to do the class that involved pop music and gender studies.

• My only suggestion is that the University of Wyoming invest in expanding this program to share the knowledge and opportunities of GWST with a larger group of students at UW. Wyoming has the third largest gender wage gap in the country, has the lowest number of women in the state legislature, and was the last state in the country to pass legislation against human trafficking. This is a stark departure from our origins as the state that first extended women the right to vote, elected a woman governor, and had the first all-female jury. If the University of Wyoming is to promote a return to the state's history, they should invest in and expand the GWST department, as it is from this group of educators that change makers and leaders in our state will find the tools and passion for success.

• Keep fighting for the program! Nothing to improve on that I am aware of.

• I do not. I really enjoyed my experience at UW and with the GWST program.

• I wish the program had a full MA program instead of just a minor. I think that the skills taught in this program are absolutely comparable and even better than other departments on campus. Though the program is small, the impact on its students is, in my opinion, life changing. At least ONE course in GWST should be required for all A&S students in order to really teach them the critical thinking skills that is lacking in many of the other programs. (I know this because I changed majors several times and have experience with other departments and programs across campus) This program definitely deserves more funding and faculty opportunities because they are doing great work and should be recognized for that! They are one of the oldest GWST programs in the country and the faculty are fabulous!!

• The department needs to maintain offerings such as the Leadership courses they had even with low enrollment levels. This could have been catered to online or otherwise a smaller course. I really was looking forward to this education in Women's Leadership development, alongside the hands-on style performance instructing other young women in the field. None of this was able to occur due to funding and instructor sabbatical.

• I do not have suggestions for the GWMST department. I will say, however, that the department graduates some of the most accomplished individuals from the University of Wyoming and should be recognized for doing so.

• Honestly no - I wouldn't change one thing about my time in GWST. I only hope that the feedback I've submitted aids the program in their program review, and highly encourage UW to seriously consider what they would be losing without the GWST department. UW is the first exposure to the rest of the world for many small town, rural Wyoming kids like me, and what I learned and how I grew in the department helped me so much since I've left Wyoming, in graduate school, in living in urban and more diverse areas, and fully developing into who I am and what I believe. I credit GWST with helping prepare me to navigate all of that, and would be devastated if UW chose not to support this truly incredible and valuable department at the university

7 - Were there any negative experiences in GWST that you'd like to share with us?

• Not really. The faculty are really supportive. After I finished my coursework and graduated, I was able to reach out to some of the professors I never took classes with to

help guide me in my independent research in graduate school. My graduate school did very little to help me and I was enrolled there! Thank you Dr. Zare and Dr. Dewey!

- There was a huge pressure to adhere to a certain political party and belief. It was uncomfortable if you didn't agree.

- None.

- I do not recall any negative experiences.

- I had no issues with the courses or faculty. My only complaint is there were not enough courses in GWST for me to take. I would have taken so many more and would love to see more offered in the future.

- No, not at all.

- Only that I was not able to take enough courses either because only so many could be offered at a time or my schedule wouldn't comply.

- No. GWST was an extremely supportive department, without GWST I would not have completed my Master's degree at UW and would not have the skills to do my current work.

- no

- My 101 class was wonderful but many of the students were forced to take the class. They did not take it seriously and this undermined the whole program. Men need to be educated on GWST and I know this but many of them were unkind and closed minded in class. It may have discouraged other students and it certainly was a distraction.

Not that I can remember.

- The classes were of course challenging, but in hindsight, they made me a better student later in grad school. Even if I was miserable during the course load, I feel it made me a better student and person.

- No

- No

- There are no negative experiences that I had during my time in GWST.

- None.

- I have one to share!

- No, I love this program and the faculty!

- Some GWST courses are VERY bias and not "real world" appropriate. These courses are purely viable within the educational/school circles. The courses that are most enjoyable apply real world context, application, and changing social context. It was a challenge to schedule school courses while working a fulltime job for many courses. I made it work but often found limited time to complete assignments/attend some class dates or times due to my schedule. More offerings online, a wider range of "realistic" courses rather than opinion style offerings would be appreciated. The overall staff in the main office were great to work with. My advisor was out, replacement advisor was sufficient.

- No. I would like to note that this evaluation shouldn't be read as a rare student success story, or as an already accomplished student who happened to fall into the program. This evaluation should be read as a testament to what a strong department can do for what was a disengaged undergraduate who had plans of graduating with a 4 year degree and simply getting a job wherever she could find one, preferably out of state. I think it is important to

highlight this because as a GWMST graduate, I have chosen to stay in the State of Wyoming and pursue career opportunities here that were afforded to me by way of the GWMST program. One of the challenges UW (and the state as a whole) faces is that it churns out too many graduates who do not want to stay in Wyoming and contribute/give back to their communities, but rather leave the state in search of a more fulfilling experience. The GWMST department aides in educating Wyoming's young people and helping them find opportunities in Wyoming communities.

•No - see previous.

Academic Program Review: **Gender & Women's Studies BA**

Section 8 – Cost

a) Ratio of student credit hours per FTE (AY 2014/15): **841.2**

b) Direct instructional expenditures (FY 2015): **\$606,400**

i) Per student FTE: **\$6,125**

ii) Per total degrees awarded: **\$202,133**

iii) Non-personnel expenditures / total academic FTE: **\$4,705**

c) Course enrollment (AY 2014/15)

i) Classes falling under university minimums: **0**

ii) Lower-division courses falling under university minimums: **0**

e) Research expenditure per tenure-track FTE (FY 2015): **\$0**