



Gender Studies Program Portfolio

Description of Program

Gender Studies explores some of the complex questions and problems surrounding relationships between women and men, while investigating academic and applied approaches for pursuing gender equality. The Gender Studies minor, available on campus and through distance education, requires 33 credit hours drawing on courses from disciplines across the university. For students desiring to compliment majors in the liberal arts or professional programs, Gender Studies offers a variety of General Education courses as well as specialized courses related to their fields. A minor in Gender Studies enhances students' ability to graduate in a timely manner. Students leave the program confident in their applied skills because they have the opportunity to test theoretic understanding and develop a resume through internship or practica. In addition, students gain awareness about the intersections of gender, class, age, ability, race, culture, and sexual orientation¹ required for today's work world. Gender graduates have the knowledge and skill necessary to promote equality with others in any discipline, organization or institution.

How Program serves the Mission of the University and needs of region

A strong and viable Gender Studies Program is essential to the mission of EOU in educating global citizens prepared to live and work in a diverse and increasingly interconnected world. As a rural regional university, EOU faces particular challenges in addressing issues of diversity. Gender Studies addresses this challenge by helping students to analyze gender as it intersects with other diversities. The program furthers EOU's liberal arts mission and especially the strategic goal related to diversity/globalization, which states, "[to]support and sustain an educational community that respects racial, ethnic, gender, sexual, socioeconomic, physical, ideological and other differences" (February 2008). The program uses gender as both an important category of analysis and a powerful social structure that profoundly shapes human experience. Through innovative and collaborative teaching, scholarship, and service, the program promotes transformative knowledge and socially responsible action.

Program Objectives/Outcomes:

As successful participants in the Gender Studies Program, students will have the ability to:

1. Trace the major historical developments in interdisciplinary gender scholarship, and be able to discern the parallels and intersections of gender discrimination with other prejudices related to social class, age, ability, race, culture, and sexual preference;
2. Demonstrate critical thinking and writing skills in understanding gender relations through focused argument, analysis, and presentation of scholarly research;
3. Connect scholarly inquiry to the work environment and social justice through service, internships, and practica.

Recent Programmatic Changes

Initiated in 1999 through funding from the Eastern Oregon College Consortium, Gender Studies began as a stand-alone on-campus minor and an asynchronous distance program. In the 2000-01 academic year, with a one-year commitment to a fixed-term faculty position, the Gender Studies program set the record for distance courses in new program development and new distance course

offerings. The Program Coordinator supported this development by creating an infrastructure by getting additional courses approved for General Education designation, training regional advisors across the state about the merits of Gender Studies courses for online students, expanding the program with new “core” courses (GEND 201 and 220), developing the Gender Studies/Business Pre-Approved Liberal Studies major, and developing promotional materials.

In 2002- 2003, while the Gender Studies program saw maximum to over-enrollment in both upper-division courses and the new 200-level courses, the then Division of Distance Education withdrew its support (.25 FTE) effective June 2003 under the auspices of impending budget cuts, and the distance program was scaled back accordingly, and the program operated under a part-time status after the budget cuts of 2003-2004.

Despite this setback, strong faculty and student support for the program led EOU to establish a tenure-track line for an assistant professor of Gender Studies and to conduct a successful national search in Winter of 2006. The previous fall, a Gender Studies Advisory Council retreat was held and focused on the need to transition the program from the at-will status it had labored under since its inception to its projected permanent status. The issue of structure, both of the Gender Studies program and GSAC, were addressed as a first step in this transition. The following objectives were set:

1. Establish clear definition and design for leadership of the Gender Studies program;
2. Create a plan to transition the faculty into a permanent advisory council;
3. Enhance program funding through grant opportunities.

By 2007 the first two goals had been met with the formal establishment of the GSAC’s faculty chair to assist the coordinator, a curriculum committee, and a committee on tenure and promotion. Efforts towards the third goal continue with serious discussion of plans to develop a Rural Women’s Institute, which would engage students and faculty on issues related to women in rural communities. The goal of the institute will be to inform regional and state policy makers and to serve as a basis for collaborative grants and other initiatives.

Key Programmatic Curricular Assessment Features

Gender Studies, like other minors at EOU, was not required to participate in the formal assessment process until this year. However, the collaborative approach to student learning, which is theoretical commitment of the discipline, has created an environment where students and faculty regularly meet and discuss curricular needs and deficiencies.

More importantly, the Gender Studies minor is structured to include regular assessment of students’ abilities through the GEND 401 and 409 (both required courses). The minor was designed to meet the programmatic objectives and outcomes through these two summative course assessments, using such assignments as:

- Practicum (GEND 409): Weekly practicum journals, interviews with practicum supervisors at mid-term and term-end, and the writing of a synthetic paper at the completion of the internship.
- Research capstone (GEND 401): Primary and secondary research papers, oral histories, symposium presentations, collaborative reports, multi-media projects, and art exhibits

Student success is determined through qualitative assessment of specified learning outcomes by means of stated criteria. Please see Appendix C for examples of student research in Gender Studies.

In addition, program faculty regularly encourages students to “claim their education” (<http://www.webpages.ttu.edu/bahahn/Courses/Rich-Claiming.pdf>). This ideology requires Gender Studies to incorporate assessment into the normal course of doing business. One manifestation of this practice is developing new curricular initiatives in response to student interest and identified knowledge deficiencies. For example, faculty regularly canvass students about topics of interest as subjects for upper division electives. Students have expressed a desire for courses that address the following: gender and law, gender and sports, gender and the environment. The implementation of these topical courses in areas of current student interest have contributed to student learning and enrollment growth.

Current Programmatic Assessment Reflections/Recommendations of Curriculum and Instruction

1. Emphasize the role of Gender Studies in addressing issues of diversity:

The Gender Studies program, like other minor programs, was not required to participate in the formal assessment process until this year. However, the program has conducted regular informal assessments as a matter of good business-- to understand the needs of our students and meet them effectively. Students have provided the most powerful evidence to date of the value of the program. Please see comments collected from student evaluation forms listed in Appendix A for examples. Many of these comments call for the establishment of a diversity requirement at EOU and are shared with this focus in mind. The University Diversity Committee, with the strong support of the Gender Studies program faculty, has worked tirelessly since 2001 to institute such a requirement, but the requirement has not yet been approved.

Assessment data clearly show that students and graduates believe in the value of the program, and have found it to offer essential skills for navigating the increasingly diverse world of work and daily interaction. Gender Studies should be allowed to grow its curricular offerings and meet the needs of students, knowing that engaged students who are allowed to “claim their education” learn better. Further, the stated commitment to diversity as one of the major strategic goals of EOU underscores the importance of ensuring the stability of a program designed explicitly to assist students in reaching this goal.

2. Work with EOU partners where possible in designing courses that could meet their students specific needs. For example, electives have been developed to meet the needs of the OHSU Nursing students. Consultation with the curricular chair at OHSU lead to the creation of two new courses in spring term 08, Gender and Medicine and Gender and Environment. These two courses were taught on campus in a trial run and now need to be reconfigured as distance education weekend college and hybrid courses to meet the scheduling demands of nursing students working clinical duty.

3. Encourage discussions across campus about possible ways to strengthen interdisciplinary program offerings and successful student participation. Currently, the Liberal Studies major, Media Arts major, Gender Studies minor, and Global Studies minor provide important opportunities for students to craft a major/minor that works best for them using courses from a variety of programs. Greater coordination, and even the possible creation of a program/department in interdisciplinary studies, might better meet the needs of students for timely advising, coordinated programmatic planning, and effective assessment.

4. Minimize scheduling conflicts among interdisciplinary gender-themed courses

Within Gender Studies itself, increase coordination of interdisciplinary scheduling to minimize time conflicts among gender-themed courses. Since students complete elective credits for the minor from many different disciplines on campus, and since program schedules may be set without awareness of other programs, this becomes a time-consuming but necessary task for the GSAC. Meeting our students needs requires that we do a better job of this.

5. Work with National Women's Studies Association (NSWA) on program assessment

With a permanent program in place, the GSAC should now commit to participate in the NWSA program assessment processes to insure that we are covering the content and skills that are considered to be best practices in the field of Women's and Gender Studies.

Student Accomplishments:

Please see Appendix attached.

Programmatic Assessment: Synthesis and Recommendations

Since minors at EOU were excluded from formal assessment until this year, it is now poised to undertake regular and ongoing formal assessments as follows:

Fall 2008: Initiate focus group exercises with Gender Studies minor students to determine if they are able to trace the major historical developments in interdisciplinary gender scholarship and discern intersections between gender, race and class. (Objective/Outcome 1)

Fall 2009: Conduct outcomes assessment to evaluate capstone papers to determine if students can demonstrate critical thinking and writing skills in understanding gender relations through focused argument, analysis, and presentation of scholarly research. (Objective/Outcome 2)

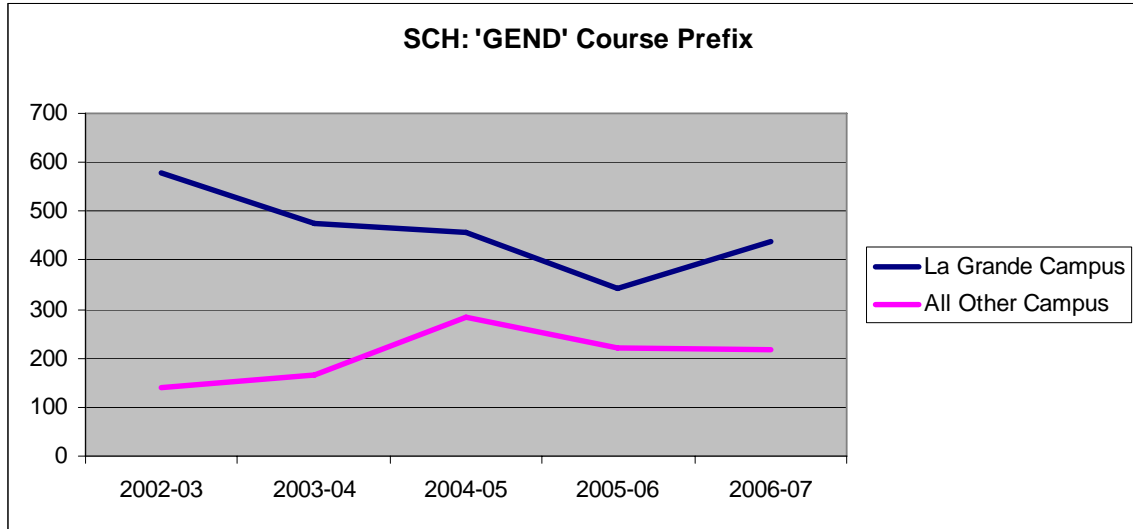
Fall 2010: Design and implement a survey for students in the practicum course to determine how well they were able to connect scholarly inquiry to the work environment and social justice through service. (Objective/Outcome 3).

Fall 2111: Participate in the National Women's Studies Association program evaluation project if funding can be secured. (Objective/Outcome 1, 2, and 3)

These assessments will enable the Gender Studies Program to meet its responsibility to the public and to students by using data to drive program improvements with a focus on what students have learned about gender.

Enrollment Program Performance

5 Year Student Credit Hours Generated by 'GEND' Course Prefix



	2002-03	2003-04	2004-05	2005-06	2006-07
La Grande Campus	577	476	457	341	438
All Other Campus	141	166	283	220	216

Total	718	642	740	561	654
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*SCH includes all terms effective end of term

Commentary on Enrollment and Graduate Trends

The implementation of a university wide Diversity Requirement would have a positive impact on Gender Studies enrollment. Gender Studies enrollments in lower division courses will certainly grow and these will serve as “feeder” courses for students interested in taking the minor. With a diversity requirement in place, the enrollment in the program will continue to grow.

Program and Course Scheduling Requirements

See chart on next page.

Program: Gender Studies Year 1 Gen Ed Courses	Fall		Winter		Spring		Comments
	Course #	Credits	Course #	Credits	Course #	Credits	
	Gend 201 (en: 13)	5	Gend 220 (en: 19)	5	Gend 110 (>15)	5	
Service /Pre-reqs							
Minor/Major LD	Gend 110 (en: 22)						
		5					
Minor/Major UD	Gend 301 (hybrid) (en: 16)	5	Gend 340 (multimodal) (en: 12)	5	Gend 310 (en: 22)	4	Gend 401/405/409 generally enrolled 10-12 students = 2 credits
	Gend 401/405/409		Gend 401/405/409		Gend 401/405/409	2	
Year 2 Gen Ed Courses							
	Gend 201 (en: 13)	5	Gend 220 (en: 19)	5	Gend 110 (>15)	5	
Service /Pre-reqs							
Minor/Major LD	Gend 110 (en: 22)						
		5					
Minor/Major UD	Gend 301 (hybrid) (en: 16)	5	Gend 341 (multimodal) (en: 12)	5	Gend 310 (22)	4	Gend 401/405/409 generally enrolled 10-12 students = 2 credits
	Gend 401/405/409		Gend 401/405/409		Gend 401/405/409	2	

*Hybrid = on campus and online

**Multimodal = larger delivery category, eg. Delivery online or other combinations of modality and timing.

Staffing

The Gender Studies program is supervised by the Gender Studies Program Coordinator, one full-time tenure line responsible to teach required and elective courses, manage administrative functions, meet student needs, and guide program growth, and by the Gender Studies Advisory Council (GSAC), comprised of faculty from a wide variety of disciplines who have developed gender as an area of expertise. Many teach electives for the minor. Please see attachment for recent faculty accomplishments. Current program faculty include:

Residential:

- Tonia St. Germain (JD, Program Coordinator and Assistant Professor of Gender Studies),
- Kathleen Dahl (PhD, Associate Professor of Anthropology)
- Marilyn Ewing (PhD, Professor of English/Writing)
- William Grigsby (PhD, Associate Professor of Sociology)
- Rebecca Hartman (PhD, Assistant Professor of History),
- Nancy Knowles (PhD, Associate Professor of English/Writing)
- Charles Lyons (PhD, Professor of Psychology)
- Cory Peeke (PhD, Associate Professor of Art)
- Rosemary Powers (PhD, Associate Professor of Sociology)

Distance:

- Paula Humfrey (Assistant Professor of History)
- Kim Snarr (Assistant Professor of Anthropology)

Cost Ratios

Load/Faculty On Campus

Based on the 2006/7 SCH, the ratio of SCH to faculty in ----- prefix courses is ----
Student load hours/---- FTE = ----- load hours per faculty member.

Total SCH is -----

ON Campus SCH -----

ONLINE SCH -----

ON SITE SCH -----

SCH/Faculty ratios:

On campus (-----SCH/----- FTE) ----- SCH per faculty member

Summary Recommendations/Observations related to the future of Gender Studies

Recommendations:

1. Institute a Diversity Requirement for all students and recognize Gender Studies as a major vehicle for providing identified courses to meet the requirement.

The proposed requirement emphasizes the development of diversity courses across the curriculum, and students should be able to meet the requirement within the structure of general education offerings and their own majors. Most of Gender Studies courses have been approved for general education, and are available for helping students to become culturally competent global citizens. Students have also indicated that this requirement could help change the campus climate and make it a better learning environment for all students no matter their race, gender, age, class, etc. In addition, a stronger understanding of diversity could make the campus a safer place for students who might be subjected to sexual assault and gender or racial harassment.

2. Move forward to implement the strategic plan with regard to diversity by ensuring the stability of the academic program that is explicitly designed to further that goal. Since its inception, the GEND program has been subjected to a series of threats of program elimination under the auspices of budget cuts. While these experiences have created much instability for students in the minor, they have provided a vehicle to regularly connect with students who have taken GEND courses, students in the minor, and Gender Studies graduates. These connections provide an informal but powerful assessment of the value of the program to students who have participated. Please see Appendix B for examples from the latest budget cut elimination process.

3. Encourage new program initiatives:

In addition to the internal curricular issues identified in the recommendations (see page three). The Gender studies program has identified additional potential growth areas and these are listed below.

- a. In response to the enrollment consultant's (Black Associates) recommendation, which identified adult learners with a bachelor's degree in the Union County area as needing more educational opportunities, Gender Studies conducted an informal focus group inquiry with students who reflect this demographic group. Focus group participants all long time residents recommended a gender and leadership summer certificate-type program be developed to assist adult women professionals in the local area. They identified the socially, religiously, and politically conservative climate of the region as a major factor in rural women's lack of assertiveness skills, competitive spirit, and professional ambition. Gender Studies needs to be allowed to develop this type of course as part of the EOU summer program.
- b. In addition, this informal focus group indicated that there are many adult learners with a high school diploma or GED who would benefit from an outreach program to encourage them to consider completing a bachelor's degree. The students in the focus group told stories about their own trepidation about returning to an academic environment after such a long hiatus and how having a friend and mentor who was enrolled made all of the difference in taking the step. Gender Studies needs to be allowed to develop an outreach program for rural women directed at meeting these needs during the summer term.
- c. Gender Studies has been working with the strong support of the College of Arts and Sciences Dean over the past two years in an attempt to develop a Rural Women's Research Institute at EOU. We have explored many possibilities, but have made little progress to date. Currently, there

is no place for students, faculty, local non profits, local businesses, or state policy-makers to go to find data on rural women in Oregon. If Gender Studies were allowed to create such an institute at EOU, it would help fulfill our mandate to serve the region, could serve the state as a repository of data on members of the demographic group, and would definitely meet the research needs of students and faculty alike who are at EOU.

Administrative Review of Program

Based on all of these data, the Dean and Provost will provide some direction for each program .