

**Minutes and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Women's & Gender Studies Major and Minor, 2019-2020**

**Date:** 10/19/2020

**Time:** 2 p.m.

**Place:** Webex

**Invited:** Interim Provost Greg Cook; Interim AVC Kristin Plessel; Dean Frank Goza (L&S); Department Chair/Program Coordinator Ellie Schemenauer; faculty and staff in the Women's & Gender Studies program (Ashley Barnes-Gilbert, Jessica Walz, Mary Alkons, Lauren Smith); Audit & Review Team Chair Barbara Bren; Audit & Review team members James Collins, Yushan Zhao, Lisa Huempfner, and assessment representative Katy Casey

- 1) Call to order
  - a) Meeting was called to order at 2:05
- 2) Introductions
- 3) Overview of review team evaluation, program comments
  - a) Conducted in fall 2019, following 2014-15 review, which recommended a short self-study
  - b) Much has happened since the review in fall 2019
  - c) Issues related to staffing seem to be ongoing and review team recommended a progress report to address this issue
- 4) Dr. Schemenauer made comments related to program
  - a) Reminded group that the program is home to work done on campus regarding a number of diversity issues integral to campus climate and retention
  - b) SCH to FTE numbers are very strong, among highest in college- smallness of program is reflective to number of resources the program controls
    - i) Staffing issue: recommendation from team was to work with Dean to resolve these issues, confirmed that chair works with Deans regularly to discuss staffing. Dr. Schemenauer noted that she has worked to address staffing needs creatively outside of the college across the university- believes the work of the program is central to the work of diversity and inclusion across the university- Dean Goza secured a tenure line and is under approval in HR and there are concerns that this may not be approved due to current budget
- 5) Discussion of Review Team's evaluation:
  - a) Recruitment: Enrollment has increased, and the program describes several activities used to accomplish this. The review team commends these efforts, especially the collaborations with other departments, the Advising Center, and Student Affairs. Are some of these efforts more successful than others? The team also acknowledges that the value of the program includes its contributions to other programs like General Education and to the campus values of diversity and inclusion.
    - i) Summarized increased enrollment
    - ii) Provost Cook noted that Certificate ideas were intriguing and wondered if they could be marketed to businesses – models similar to 1-3 hour canvas self-paced system for purchase (e.g., cybersecurity training to sell as a package that is not credit or course based, once developed it would require monitoring and would not require an instructor)
      - (1) Lauren Smith added work would need to be done to determine what employers want and to then plan accordingly, current offerings may be too much and would need to be condensed
      - (2) Dean Goza recommended looking at classes currently available and packaging certificate accordingly
      - (3) Barbara Bren suggested looking at groups and reaching out to those who might be interested in this training (e.g., law enforcement, based on feedback the Criminology program had received)

- (4) Dean Goza recommended thinking more broadly about the targeted audience for the certificates, rather than limiting marketing to law enforcement or to the region
  - (5) Lauren Smith said that she was willing to help with efforts related to the certificate development, as long as her supervisor approved.
- b) **Assessment:** There has been significant work on assessment since the last self-study, including development of new program SLOs, establishment of an assessment schedule, and development or adoption of rubrics. Some review team questions are rooted in the nature of a short self-study in that it responds to specific questions or recommendations from the previous self-study review. WGS also has the communication challenges experienced by other programs that incorporate contributions from multiple areas, e.g., how to involve affiliated instructors with assessment.
- i) Work with affiliated instructors in interdisciplinary programs can be difficult in moving assessment forward
  - ii) Assessment is embedded in program and rooted in reflective thinking
- c) **Staffing resources:** The program has considered its needs for staffing resources and the impact this need has on scheduling of courses and plans for the future, such as additional certificates and online instruction. The previous review team recommended that the program discuss staffing issues with the Dean. The short self-study does not state that this has taken place, although the program describes staffing needs and issues that should be addressed.
- i) Review team asked the program to better explain how they work collaboratively with the Dean to address staffing, since this was not explicit in self-study
  - ii) Chair indicated the work with the Dean is frequent and ongoing
  - iii) As needed, the program coordinator has reached out to other areas to address staffing needs, e.g., LGBTQ coordinator who can teach at the collegiate levels (Student Affairs pays for that), works with other Deans to support coordinator releases (Dean Fox supported course release for coordinators)
  - iv) Unsure of status of current open position request, Dr. Schemenauer is the only full-time faculty in the program and believes the position is integral to the stability of the program
  - v) Would need additional resources to develop certificates or trainings, e.g., summer stipends, course release, grants
  - vi) Requested position is with the Director of Financial Services and Controller, Dean Goza requested information from Provost regarding open line, Provost Cook shared that we are still trying to understand the status of the budget and we will then be looking at strategies- predictable tools used include a freeze on non-essential hiring; probably won't get an answer on this position for a few weeks
  - vii) Dr. Schemenauer is feeling frustrated at the limited resources regardless of the University's financial status (faced same struggle with staffing when University was flush with resources); Dr. Cook shared that this is the work of Program Optimization – and encouraged faculty participation to determine priority of resources
  - viii) Dean Goza noted of 13 retirements in L&S, he is just requesting this one line
  - ix) Dr. S pointed out some structural challenges with supporting the WGS, specifically related to interdisciplinary programs; would like more control over resources of those affiliate instructors. In addition, she recommends reviewing the siloed structure of academic programs and addressing how to better support interdisciplinary programs.
- 6) **Recommended Actions:** The evaluation report lists recommended actions for the next self-study (see last page).
- a) The original review team recommendation was to require a progress report to encourage the program to collaborate with the Dean on staffing issues. After further deliberation on the discussion during the face-to-face meeting, the review team decided to remove the progress report.
- 7) **Recommended Result:** *Continuation with minor concerns*
- Please make use of the detailed comments in the evaluation report (previously distributed).
  - Please select all applicable boxes and fill in the appropriate year:
    - Next FULL self-study will be due to the College Dean on October 1, 2024 and to the Assessment Office on November 1, 2024.

- Next SHORT self-study will be due to the Dean on October 1, 2024 and to the Assessment Office on November 1, 2024.
- A progress report will be due to the College Dean on February 1, 2022 and to the Assessment Office by February 15, 2022.

8) Adjourn.

**University of Wisconsin-Whitewater  
Review of Audit & Review Short Self-Study  
Women's & Gender Studies Major and Minor, 2019-2020**

Date of Evaluation 12/13/2019 Short Self Study (SS\*) X  
 Program: Women's and Gender Studies Major: X Minor X

**Evaluations submitted by:** James Collins, Barbara Bren, Catherine Chan, Yushan Zhao, and Lisa Huempfner  
**Review meeting attended by:** James Collins, Barbara Bren, Catherine Chan, Yushan Zhao, and Lisa Huempfner

**Recommendation #1**

Work on recruitment. The Diversity Leadership Certificate is a great idea, but the program really needs to come up with ideas to increase enrollment.

**Recommendation #1 Overall Evaluation (please select your choice).**

Good Progress	5
Making Progress	0
Little/No Progress	0

**Comments related to recommendation #1.**

- The program has nearly doubled enrollment in the major program since 2014 and has steadily increased enrollment in the minor program during the previous three years. Major enrollment has been flat since 2016, however. Several new initiatives have been implemented to increase recruitment/enrollment (e.g., expansion of 100 level coursework, addition of other course offerings, etc.).

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- It is desirable to continue growing enrollment, but the numbers are approaching those at other campuses (La Crosse's dashboard shows 19 Women's, Gender, and Sexuality Studies majors and 50 minors enrolled for Fall 19; Eau Claire's dashboard shows 18 majors enrolled in Fall 18). 5 students graduated with the major here in 2017/18 (a 5-year high), compared to Eau Claire's 5 in 2017/18 (a 5-year high for Eau Claire too) and Oshkosh's 9 in 2017/18 and 8 in 2018/19.
- Do you have any idea how effectively the various initiatives contribute to enrollment? The department is providing great assets for the campus, including teaching the LC and working with Student Affairs on the lecture series. The certificate ideas are very interesting. Might they be established in collaboration with other departments? Can they provide insight as to potential demand? The Diversity Leadership Certificate that exists now had 7 enrollees for 2018/19 (the highest number except for the Forensic Science certificate).

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- I commend the program for establishing collaboration with other departments and the Division of Student Affairs. As noted by the department, it is important to keep exploring possibilities for future collaboration, including with Admissions, to keep the awareness of the program high and help with sustaining and increasing enrollment. It is also important to continue discussion with campus leadership to acquire/maintain necessary resources.

**Recommendation #2**

Work with Dean to resolve staffing issues, scheduling, and hiring.

**Recommendation #2 Overall Evaluation (please select your choice).**

Good Progress	0
Making Progress	3
Little/No Progress	2

**Comments related to recommendation #2**

- The report outlines a convincing rationale for the need to increase its staffing resources, however, there is no explicit mention of how the program has worked with the Dean on these issues. Given the current climate of freezing or shrinking staffing throughout the university, it is understood that this may be a difficult conversation, but I would like to see how the two are working together to resolve the issue.
- The recommendation was to work with the Dean, but there is no mention of that. Has there been any discussion with the dean about the department's needs? I do not know the history of the "borrowed" faculty position. How has the department been involved in discussions about instructor FTE needs when the position is assigned to other responsibilities? Is Spring 2018 the last time the person taught a course for WOMENST (303, also taught in Spring 2017)?
- I am not blaming the program for the relative lack of substantial progress in this area. Indeed, the program has clearly laid out its staffing needs in this report. I strongly encourage the program to continue discussion with campus leadership regarding this area.
- Staffing issue related to university funds.

**Recommendation #3**

Continue to develop and implement program assessment:

- a) Develop an assessment “timeline” to determine which SLOs will be assessed in which years. The timeline should ensure systematic assessment of all SLOs over a period of years.
- b) Consider developing rubrics to help with the direct assessments.
- c). Develop a systematic way to track how assessment data are used to improve student learning.
- d) Develop strategies for communicating assessment results and data-based instructional recommendations to instructors, especially adjunct faculty and faculty from other departments.

**Recommendation #3 Overall Evaluation (please select your choice).**

Good Progress	4
Making Progress	1
Little/No Progress	0

**Comments related to recommendation #3**

- This has been completed and was shared in appendices A and B; assessment timeline was developed/projected through 2026. However, all SLOs are assessed using what appears to be the same

portfolio assignment from Advanced Seminar. Does a map exist that aligns specific assignments/artifacts obtained from specific courses to each SLO?

- Rubrics have been created and these were shared as appendices.
- Assessment data are discussed annually and an email survey has been constructed to communicate changes/feedback from affiliated faculty who teach program courses. This also serves as a method to communicate common academic concerns among students with faculty/staff.
- Instructional staff are invited to department meetings that are dedicated to analysis of assessment results. Meeting minutes are shared electronically.
- A timeline and rubrics have been created. I am curious what kind of responses you get from faculty. Are assessment results accessible in a shared space? What kind of attendance do the brown bags have? Are there examples of changes made due to assessment results?
- I appreciate the assessment schedule provided in Appendix B. The program SLOs have been established rather recently, would the program be able to share at least preliminary assessment results collected in assessment year 2018?
- There is an assessment schedule attached. Rubrics for SLOs are developed. Efforts being made to close the loop.
- The program is clearly working to address its assessment needs. Perhaps the addition of a Canvas site where assessment results can be shared could further enhance this effort.

**If the program included additional information/remarks at the end of the short self-study, please add any comments you have on this additional information. (Note: Programs are not required to include additional information/remarks.)**

- The conclusion summarized information nicely and this was a very well-written report.
- The program would like to consider creating two online certificates/micro-credentials. I encourage the program to complete a market study to estimate demand for such certificates in order to bolster the request for resources to campus leadership.
- I believe that the online initiatives mentioned in the conclusion would be wonderful additions for this program and would also be a place of contact between the university and the community. I would urge the program and the College to discuss these desirable initiatives as they engage in discussions regarding staffing issues.
- The value of this program to the College and University's mission of honoring diversity and inclusivity and fostering student personal and professional growth should be obvious. I would like to see that this value be recognized via creative solutions to its staffing and resource issues.

**Recommended actions for the next self-study: Please make sure recommended actions are clearly stated so the program will know what is expected.**

1. Continue to work with the Dean to resolve staffing issues, scheduling, and hiring.
2. Continue progress on assessment and report results on the evaluation of SLOs. Include a description of the level of involvement of affiliated instructors, and changes made or planned based on those findings.
3. Continue to work on and refine plan for student recruitment based on data collected.

**Should the program be required to submit a progress report before their next full self-study?**

Yes, the program should submit a progress report by February 2022.

No, a progress report is not needed

X

**Final Result: *Continuation with minor concerns***

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.

Continuation without qualification

Continuation with minor concerns

X

Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns

Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.

Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.

Non-continuation of the program.

**\*\*Next FULL self-study will be due to the College Dean on October 1, 2024 and to the Assessment Office on November 1, 2024.**