

## Program Review Self-Study Template

Academic unit: Women's Studies

College: LAS

Date of last review 2004

Date of last accreditation report (if relevant)

List all degrees described in this report (add lines as necessary)

Degree B.A. \_\_\_\_\_ CIP\* code 05.0207

Degree \_\_\_\_\_ CIP code \_\_\_\_\_

Degree \_\_\_\_\_ CIP code \_\_\_\_\_

\*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)\*

|      |           |
|------|-----------|
| Name | Signature |
|------|-----------|

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Submitted by: Deborah Gordon Chair and Associate Professor Date June 30, 2011



As the second oldest Women's Studies program in the U.S., the Center for Women's Studies is the sole undergraduate interdisciplinary unit in the College of LAS. It offers the longest continuing interdisciplinary major in LAS. It is committed to the critical examination of the intersection of gender with race, class, sexuality, nationality and global region, and religion, in teaching, research, and service. As such, Women's Studies fosters critical thinking about gender and women in the 21st century.

- c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Center for Women's Studies (WS) and Religion (REL) Program are committed to the mission of Wichita State University to provide quality "teaching, scholarship," professional, and "public service" to the state's largest metropolitan community. Note that REL was merged with WS in 1989 and plays an increasingly integral role in the Women's Studies major while maintaining scholarly autonomy within the unit. To enhance the effectiveness of Women's Studies majors to live and work in a diverse urban environment such as Wichita, the WS and REL programs serve nontraditional, racially, ethnically, and religiously diverse students. ( )

Through student scholarships (Plaza of Heroines, Kathleen Van Saun Scholarship for single mothers, preferred WS majors, and Harriet Graham Scholarship), WS supports our academic foundation with financial assistance for majors. The Plaza of Heroines is a continuous source of public visibility for the Center for WS, having exceeded its original fund-raising goals. It has attracted the development of events such as the Honoring Our Heroines preview party with selected women chosen to be honored in vignettes on KPTS and KMUW (2008-2010). B98-FM disc jockey, Tracy Cassidy, has sponsored a contest for listeners to honor a woman with a brick in the Plaza of Heroines (2009-2010).

- d. Has the mission of the Program (s)

Previously Goals #1 & 2 concerned Learning. Goal #3 concerned Student Satisfaction. Goal #4 is newly added as of spring 2011—to increase majors by 10 juniors and seniors per year. ( )



They joined the senior faculty in revising and better communicating the major such that it would attract those students we had identified in our previous KBOR review as less represented-- younger, more traditional. Moving from a department with multiple administrative roles to more full time teaching faculty created a personnel base to create a thematic and problem-based major, reflective of new

Goal #1 Learning

-Oral and written communication

-Numerical literacy

-Critical thinking and problem solving

-Collaboration and teamwork

-Library research skills

-Diversity and globalization

Majors



"It (Women's Studies degree) has influenced every aspect of my understanding of the world! It has brought the realities of half of our world to the forefront instead of it languishing in the shadows. I have been empowered."

"I avoid being stereotyped in the workplace, or at least I refuse to accept any stereotypical behavior as the 'norm.'"



\*To support the WS major and its

2008

\$130

\$153

| (For Last 3 FYs)   | Goal (s)                                  | Assessment Data Analyzed | Outcome   |
|--|---|--------------------------|---|
| The last KBOR review was in 2004, thus the data reflects the different parameters for the previous report. The 16 page booklet including appendices is available on request. | Increase majors through recruitment ideas |                          | Faculty showed short promotional video, "What to do with a Women's Studies Major," in all general education classes; faculty outreach in courses increased student interest in the major. Updated |

End of

|  |  |  |  |
|--|--|--|--|
| exchange for agreement<br>to increase gpa and have<br>extra advising |  |  |  |
|--|--|--|--|

of daily life are globalized. It is also attracting women of color to major in Women's Studies—23% of our majors are either of color/South Asian or Muslim.

Faculty engage in global learning in the classroom, connecting students at WSU to students and scholars in non-Western societies from which they learn how to objectify and analyze their own cultural and political assumptions, which is a crucial skill for a global workplace.

The Plaza of Heroines has been a successful fund-raising project for endowed funds. These funds will continue to be used for student scholarships for majors and minors. Despite the economic recession, we are raising more funds at a faster pace this year than in the last few years. The Plaza of Heroines has been so successful that it inspired a group of women in the community to plan the annual "Honoring our Heroines" event to raise funds for our endowment by elevating Women's Studies visibility in Wichita; last year, \$5,000 was raised from this event. We anticipate initiating and participating in future events that support our endowment and telephone campaign funds.

#### Weaknesses of the Program:

The small size of the Women's Studies department means that proportionally more effort on the part of faculty is required to recruit and maintain majors to meet Regents minima.

The meaning and value of Women's Studies is not obvious to students at the university. Much of the student body is focused on professionalism and career preparation. Women's Studies is not perceived as having practical value in the job market. Thus, we do not have a direct pipeline for major recruitment.

Our most successful recruitment comes after a student has enrolled in one of our courses, where the student learns about the meaning and value of Women's Studies. But while we advertise our courses through flyers and the course schedule, enrolling in a women's studies course is one of many choices in the humanities for general education.

#### Opportunities:

Beginning in 2012 Women's Studies will advise and administer the Global Studies Field Major and coordinate LASI 300 Global Issues; this could help us meet the Regents' minima by adding Field Majors to our overall total of major numbers that meet the criteria of "minima."

Because we know that recruitment for Women's Studies is most successful among students who have taken our classes, we have just instituted two new courses which we hope will enable this recruitment effort. These are "Introduction to LGBT (Lesbian, Gay, Bisexual, and Transgender) Studies" and "Women in Sports". The latter course serves to increase ties between Women's Studies, WSU Athletics and sports supporters, season ticket holders, etc., through a speaker series of prominent woman athletes in

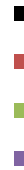


## Results

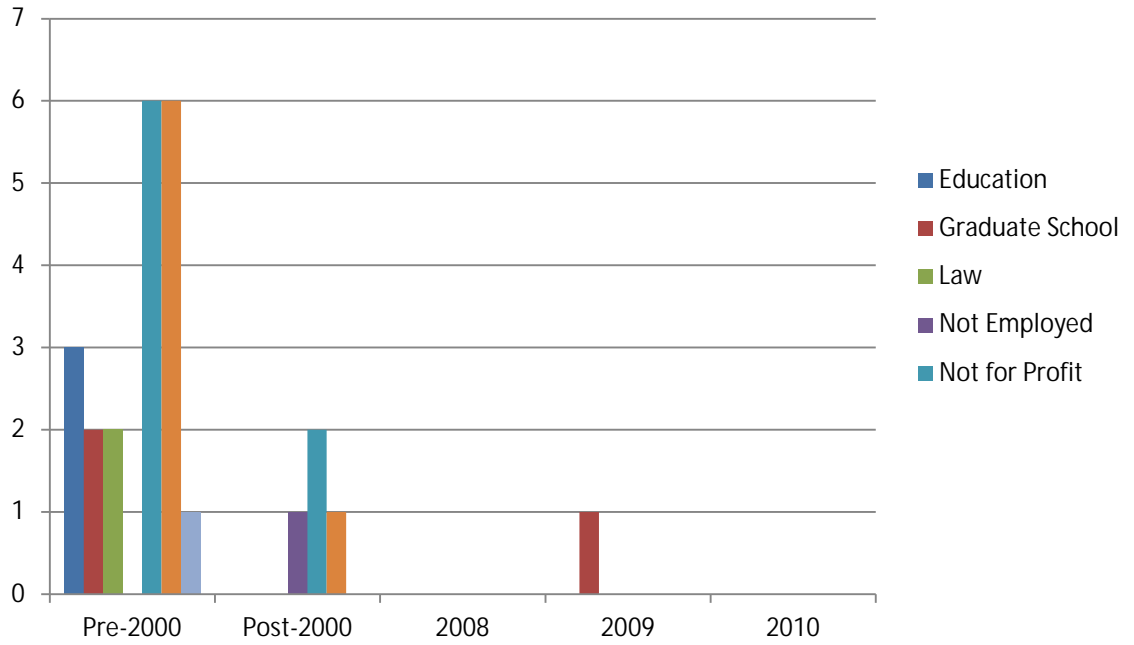
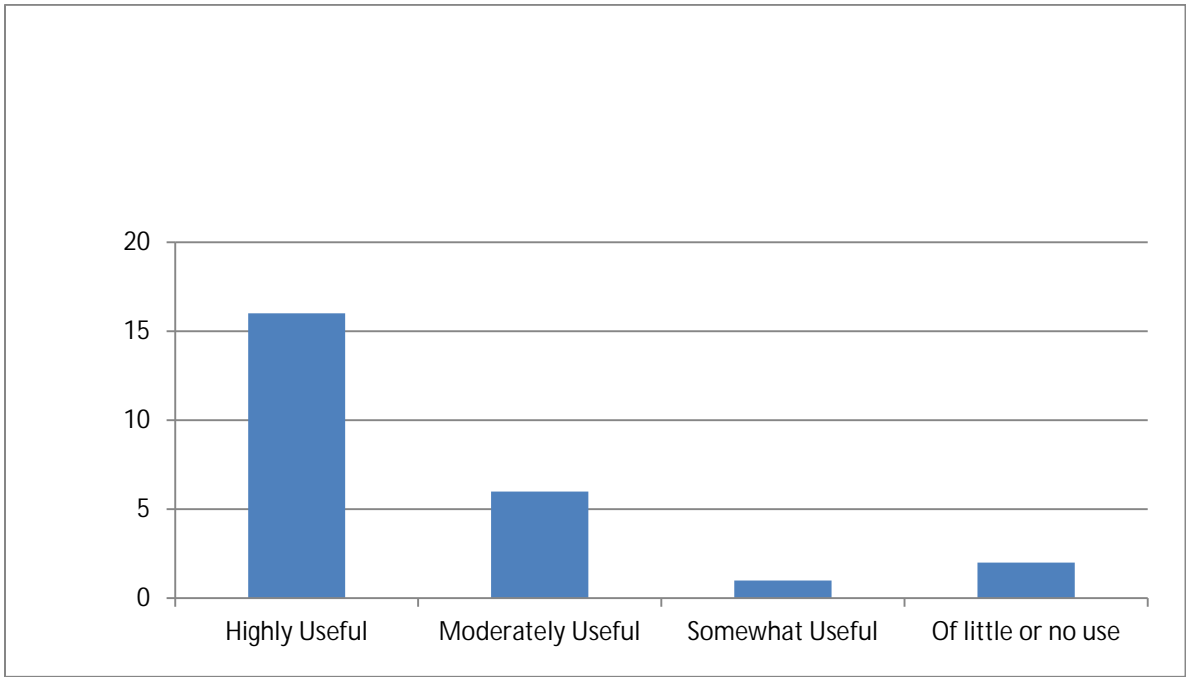
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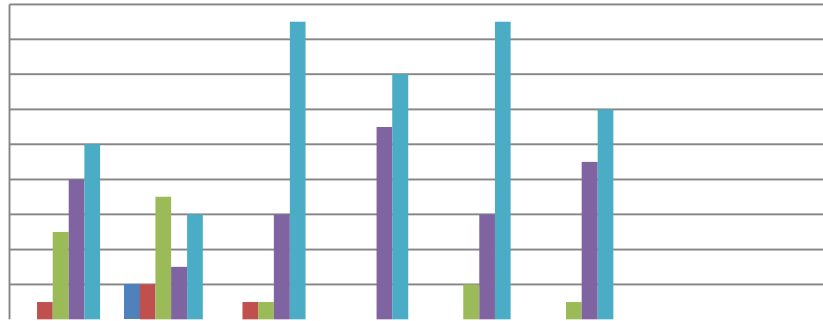
Average salary of respondents who are employed \$69,583

d=25=Response rate of 25.5%

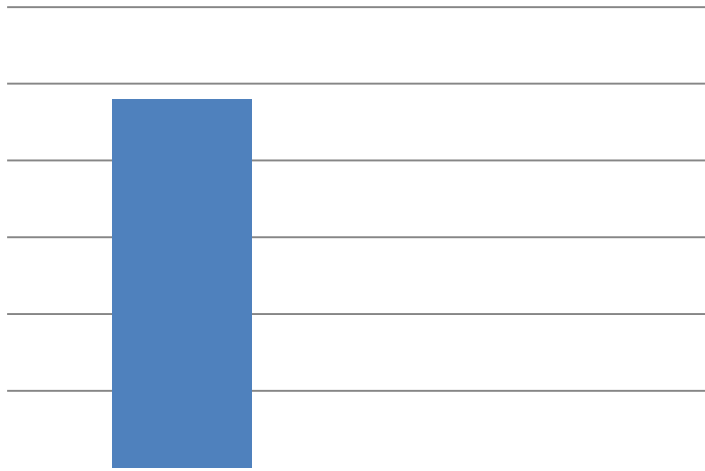








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\_\_\_\_\_G. Retired

\_\_\_\_\_H. Enrolled in graduate or professional school (or accepted to)

\_\_\_\_\_I. Currently not employed and not enrolled in graduate/professional school, but seeking admission to grad/professional school

9. Thinking about the entire Women’s Studies degree program, how satisfied were you with the following while enrolled in the program?

|  | Not |   |   | Extremely |   |
|--|-----|---|---|-----------|---|
| Communication skills                         | 1   | 2 | 3 | 4         | 5 |
| Diversity e.g. respect for others            | 1   | 2 | 3 | 4         | 5 |
| Critical thinking and problem solving skills | 1   | 2 | 3 | 4         | 5 |
| Research skills                              | 1   | 2 | 3 | 4         | 5 |
| Teamwork, collaboration with others          | 1   | 2 | 3 | 4         | 5 |

10. What do you think are the significant strengths of the Women’s Studies program?

11. What do you think are the significant weaknesses of the Women’s Studies program?

12. Please list the primary factor(s) that influenced you to choose the Women’s Studies program?

13. Now that you have had the opportunity to use your Women’s Studies degree in life and work, please explain briefly the value of that degree from your perspective.

NOTE: The following responses are requested so the alumni may be represented, for the purpose of this survey, as a whole.

14. Age: \_\_\_\_\_

15. Gender: Female \_\_\_\_\_ Male: \_\_\_\_\_ Transgender \_\_\_\_\_ Other \_\_\_\_\_

16.



|   |  |           |           |
|---|--|-----------|-----------|
|   | through Check sheet for Writing Sample—yearly faculty meeting devoted to self-assessment |           |           |
| 1.2 Students in the major will learn about the social/cultural misperceptions about women, the contexts in which they arose, theoretical perspectives on how and why they are often perpetuated | See above  | See above | See above |

1.3 See aTa(3)]T(-)Tj-0.00  
social/cult7f



|   |           |           |           |
|---|-----------|-----------|-----------|
| 1.6 Students in the major will be able to recognize and conceptualize potential designs for remedies to social problems and distributions of privilege in society | See above | See above | See above |
|---|-----------|-----------|-----------|