

## Women's and Gender Studies Comprehensive Program Review Fall 2020

### General and Overview

1. Describe your program's most significant opportunities and significant challenges.

The WGS program is anticipating the growth of our program over the next five years. We have recently restructured our minor and in Fall 2021 will be renamed the Women's, Gender, and Sexuality Studies program. The new program name better reflects the breadth and diversity of our course content—including the introduction of a Certificate in LGBTQ studies in 2018—and more clearly aligns our program with the broader discipline of WGSS. With several popular introductory and lower-level courses and increased online offerings, we are able to reach students across the 4-campus institution, helping enhance their understanding of diversity, inclusion, and equity through the lens of gender and sexuality. Our program is often a place where students from marginalized groups find a home, as our academic field provides the analytical framework, inclusive pedagogy, and content that takes account of their diverse backgrounds and identities.

Because we are part of the UW System Women's and Gender Studies Consortium, we benefit from programming and support from colleagues across the state. It is through the Consortium that we are able to sponsor one student researcher to present at the annual 4W conference in Madison. Additionally, program members have participated in a range of professional development and service opportunities, like a Decolonizing Pedagogies workshop, Caregiving Task Force, and Feminist Leadership Series in Fall 2020.

One significant and ongoing challenge is limited staffing to offer courses to meet student needs and provide our minors with a range of courses to fulfill their degree requirements. We want to build a program that is stable and sustainable with reliable staffing. We also desire to teach more of our classes online, with the long-term goal of offering students a fully online pathway through the minor. However, we face obstacles in consistently teaching our courses online during the academic year, as our faculty are balancing the needs of our program against the curricular needs of their home departments and units.

2. What are some things that would help make your program and its students more successful? (Narrative)

One of our ongoing challenges is offering a range of courses every semester that help students complete our minor and have a degree of choice in what courses to take. Because we don't have any dedicated faculty and rely on faculty who have responsibilities to one or more other programs, it is difficult to count on staffing for

our courses. We would also benefit from more courses from colleges other than CAHSS to provide our students with greater interdisciplinarity. Increased staffing and more collaborative, multi-semester curricular planning would help us better meet students' needs, as well as provide more consistency for our faculty, who would benefit from knowing their teaching expectations ahead of time.

Having a dedicated program director who can chair the program, teach courses, and oversee internships would provide stability and also allow us to enhance our recruitment and outreach efforts.

### 3. What are some program accomplishments worth highlighting? (Narrative)

In addition to the opportunities and accomplishments listed above, program members excel at university and community service, bringing the insights from our academic field to institution building. Some highlights include:

- Center for Civic Engagement
- Assessment Coordinator
- Faculty senate

### 4. Have there been any significant changes that have affected your program? (Narrative)

Two major changes to the university's programmatic structure have impacted WGS over the past three years. First, the UW Colleges restructuring increased our program size and expanded our curricular offerings. We are now able to offer students, in theory, a much wider range of lower-level courses. However, as UW Colleges faculty joined units and departments on the Green Bay campus, they likewise assumed responsibility for the curricular needs of those other programs. As a result, the courses we can offer students on paper often do not match the curriculum we can realistically mount in any given semester. Second, the deactivation of the Human Development program eliminated one popular class from our minor and two courses from the LGBTQ certificate. These courses were not replaced by new offerings in the Psychology program. Consequently, there is only one Psychology class, the Psychology of Women, that is part of the WGS curriculum.

Finally, we are deeply concerned about how the new incentive-based budget model will impact our program, as its metrics do not account for minor programs or certificates. We have already felt the impact of this new approach to budgeting in a shift away from cross-listing courses. It is unclear how our students and courses will be counted in the new budgeting model. Additionally, we are troubled about the ramifications of the budgeting model for our courses and staffing if it generates pressure for programs and units to staff courses that are not cross listed with our curriculum.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

We envision a program that is cutting-edge, with a range of courses in the three related areas of our program name: women's studies, gender studies, and sexuality studies. We envision a program with a dedicated director who can oversee programming and budgets, supervise internships, and broaden our curricular offerings. We envision a program with a pathway to complete the WGSS minor and LGBTQ Studies certificate online, and with enhanced outreach to students at all four campuses and beyond.

**Demand**

*All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)*

**Internal**

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

Women's and Gender Studies explores:

- women's past and present contributions to societies as persons, creators and thinkers
- the intersectional diversity--racial, economic, sexual, generational, and so forth--of women's, men's, and nonbinary individuals' experience
- scholarship exposing the structural and institutional factors that perpetuate sexism, racism, heteronormativity, and transphobia

While women's, gender, and sexuality studies is a discipline in its own right, our interdisciplinary program draws upon methods and content from a wide range of programs and major, including anthropology, literature and the arts, biology, economics, history, political science, psychology, religion, and sociology. Our minor prepares students to:

- better understand individuals, particularly but not only women, and the social structures that impact the lives of individuals
- think critically about the intersectional issues which they will face in their lives professionally and personally
- extend students' intellectual development by helping them to understand women's accomplishments and capabilities, and by looking beyond the limits of traditional gender-differentiated roles
- think, research, and write while using strong interdisciplinary skills

We believe the methodology and content of WGS is an essential component of a liberal arts education.

## 2. Curriculum development (Lists, brief narrative if appropriate)

### *LGBTQ Studies Certificate Program*

The LGBTQ Studies Certificate Program was introduced in 2018-2019 as a program open to students in any major on all four campuses. In keeping with the interdisciplinary nature of the WGS program (in which it is housed), LGBTQ Certificate students take course work across a broad range of fields, including, but not limited to Women's and Gender Studies, Democracy and Justice Studies, History, English, and Sociology. The certificate also includes additional training in diversity and the development of a participant-directed, high impact practice such as an internship, research project, or other practicum. Students have fulfilled this HIP through internships at the Pride Center; independent studies on LGBTQ+ issues with WGS faculty; and participation in the Cofrin Library LGBTQ+ Archive project. As of Fall 2020 there are 7 students enrolled in the certificate program.

### *WGS Minor Program Revision*

Our minor program was significantly revised in 2019-2020. Students now have a wider number WGS courses to choose from at the 200 level, now including Introduction to LGBTQ Studies; Women in Popular Culture; Women in Literature; Fertility, Reproduction, and Family Planning; Sociological Perspectives on Gender; Latin American and Latina Women; and Women in the Performing Arts. The minor also incorporated a new course developed in Social Work on Human Trafficking. We also eliminated the upper-level 6-credit Core, enabling students to have greater flexibility in fulfilling upper-level requirements. They are now required to take 12 credits of upper-level classes and can choose from among 13 offerings.

## 3. Connections to other programs (Lists, brief narrative if appropriate)

We are the most interdisciplinary and cross-connected program on campus. Our faculty come from all four colleges and teach on all four campuses. They are trained in the disciplines of English, History, Art, Philosophy, Art History, First Nations Studies, Psychology, Sociology, Political Science, Communications, Biology, Physics, Music, Theater and Dance, and Social Work. Our curriculum includes courses from Women's and Gender Studies, English, History, First Nation Studies, Democracy and Justice Studies, Psychology, Human Biology, and Social Work.

## 4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

Our program offers 25 courses, which includes first year seminars, internships, independent studies, and travel courses. At the lower level, roughly 25% of our curriculum (4 out of 12 classes) is available online, although these classes are usually offered only in the summer. At the upper level, about 15% of our classes (2 out of 13

courses) are offered online in the summer. Long term, our goal is to be able to mount our program fully online during the academic year.

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

*Students*: WGS minors are far more diverse according to race, transfer status, first-generation college student designation, sexual identity, and gender identity than the overall pool of students at UWGB. For example, while UWGB is 90% white according to the university's Quick Facts, only 65% of WGS minors identify as white while 35% are classified as students of color. At a university where 41% are first-generation college students, among Fall 2020 WGS minors 73% are the first in their family to go to college. The statistics on gender identity provided by ISE do not accurately represent the diversity of our students. While the data lists 100% of our current minors as "female," many of these students identify as trans men or non-binary individuals.

*Faculty*: Our faculty come from all four colleges and teach on all four campuses. They are trained in the disciplines of English, History, Art, Philosophy, Art History, First Nations Studies, Psychology, Sociology, Political Science, Communications, Biology, Physics, Music, Theater and Dance, and Social Work.

*Curriculum*: Our curriculum is diverse in a number of ways. Women's and Gender Studies is an inherently interdisciplinary discipline. Our curriculum includes courses from Women's and Gender Studies, English, History, First Nation Studies, Democracy and Justice Studies, Psychology, Human Biology, and Social Work. Additionally, our discipline is principally focused on understanding and analyzing the systems that shape the experiences of people of diverse backgrounds. As such, our entire curriculum is engaged with racial, ethnic, socioeconomic, gender, sexuality, and other intersectional identity categories that effectuate diversity.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

#### General Education Classes

- *Humanities*: WOST 102, WOST 203, WOST 205,
- *Social Science*: WOST 241
- *Fine Arts*: WOST 272, WOST 379
- *Ethnic Studies Perspective*: WOST 102, WOST 360
- *Biological Sciences*: WOST 206
- *Sustainability Perspective*: WOST 206
- *Writing Emphasis*: WOST 205, WOST 241, WOST 348, WOST 370, WOST 379, WOST 401

#### First Year Seminars: WOST 198

- Women in the Performing Arts (Spring 2018)
- Gender and Visual Culture (Fall 2019)

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

While our interdisciplinarity is one aspect of our unique strength as a program, it is also the case that our faculty are pulled in multiple directions by their additional unit/departmental obligations. No faculty member has their tenure home in WGS, and we often struggle to cover our curriculum. One measure of the challenge we face in staffing our courses is the number of independent studies that our faculty teach every semester. ISE does not track enrollment data for WOST 498, our independent study course. But SIS provides staffing data from Spring 2018 onward:

- Spring 2018: A. Staudinger (1 student); L. Poupart (1 student)
- Fall 2018: C. Smith (2 students)
- Fall 2019: K. Reilly (3 students); R. Nesvet (1 student)
- Spring 2020: K. Reilly (1 student)
- Spring 2021: K Reilly (4 students)

One area of curricular development in which we need greater institutional support is in LGBTQ Studies. Students request these classes. They comprise a crucial component of our minor and backbone of our LGBTQ studies certificate. Providing LGBTQ-focused curricular offerings not only supports our university's mission, but also lends substance to our much-heralded reputation as an "LGBTQ-friendly" institution. However, since we launched our LGBTQ certificate in Fall 2018, we have only been able to teach our LGBTQ studies introductory class (WOST 201) in Summer 2019. In Fall 2020, we developed a "LGBTQ Archive Workshop," working in partnership with the Cofrin Library to develop a long-term archival project documenting the history of the LGBTQ community in northeast Wisconsin. This class helps to build institutional ties with the community and support our minor and certificate programs. However, as we have lost faculty with expertise in WGS and LGBTQ studies, we find ourselves increasingly stretched thin in terms of the course offerings we can mount. It is becoming difficult to attract students and build our minor and certificate programs when crucial courses are offered inconsistently or only in the summer months. Our faculty's willingness to take on the extra burden of teaching uncompensated independent studies cannot surmount this incapacity. A program that aligns as strongly and consistently with the university's values of inclusivity, equity, and diversity—and which mentors and supports a diverse and inclusive student body—deserves a larger measure of institutional support from this university.

8. Cost per credit hour (TBD)

## External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

### *Outreach*

- Jessica Van Slooten presented “More Than Happily Ever After: Finding Hope in Popular Romance Novels.” Lakeshore Unitarian Universalist Fellowship. Manitowoc, WI. January 26, 2020.
- Jessica Van Slooten presented “I’m Dreaming of a Straight, White, Christmas: Normative Romance and Nostalgia in Hallmark Holiday Movies.” Lester Public Library, Two Rivers, WI. December 11, 2020.
- Jessica Van Slooten presented “Malala Yousafzai.” Ladies of the Roundtable. Manitowoc, WI. December 2020.
- Kimberley Reilly presented “Woman Suffrage 100 Years Later: Assessing Its Triumphs and Limits,” Door County Auditorium Lecture Series, Fish Creek, Wisconsin, February 2020.

### *External-Facing Programming*

- Jessica Van Slooten presented “Romance Novels are Feminist” at UWGB TEDx (October 2019)
- Jessica Van Slooten presented “Gender Equity in Romantic Relationships” at the 2019 Common CAHSS Conference (December 2019)
- Alison Staudinger presented “Barriers to Gender Equality in the Classroom Setting: Evidence and Pedagogical Solutions” (with Katia Levintova) at the 2019 Common CAHSS Conference (December 2019)
- Rebecca Stone Thornberry and students presented on the issue of human trafficking through World Theater and Performance at the 2019 Common CAHSS Conference (December 2019)
- Jessica Van Slooten “Unwrapping Hallmark Holiday Movies: A Live Viewing and Discussion.” with Ryan Martin. UW Green Bay. December 2019.
- Alison Staudinger, Valerie Murrenus Pilmaier, Alison Gates, Christine Smith, Jessica Van Slooten. “Feminist Pedagogy and Practices from the Women’s and Gender Studies Department.” Instructional Development Institute. UWGB, January 2020.
- Kimberley Reilly was scheduled to present “Student Parents Navigating High Impact Practices: Evidence from a Regional Comprehensive University” with Dr. Katia Levintova, OPID 2020 Spring Conference on Teaching and Learning, Madison, Wisconsin (postponed due to COVID-19).

2. Contributions to regional infrastructure (Lists)
  - WGS students contribute to local social outreach programs, including internships and volunteer work at Golden House domestic violence shelter,

- the YWCA of Green Bay, Sexual Assault Center (of Family Services NW WI), Planned Parenthood, and Wise Women Gathering Place
- UWGB graduates with a minor in WGS or certificate in LGBTQ studies support equity, diversity, inclusion practices in workforce.

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

For the sake of space, we are including a sample of the scholarly activity for some members of the WGS program.

*Books*

- Kimberley Reilly, *The Politics of Prosperity: Mass Consumer Culture in the 1920s* in the series *Debating American History*, eds. David J. Voelker and Joel M. Sipsiss (Oxford UP, 2020).
- Ann Mattis, *Dirty Work: Domestic Service in Progressive-era Women's Fiction*. University of Michigan Press, 2019.

*Articles*

- Valerie Murrenus Pilmaeier, "Faking Them All Out: Imposter Syndrome as a First-Gen Professor" in *Professor Burn-Out*, ed. By Rebecca Pope-Ruark, Johns Hopkins. Forthcoming.
- Ann Mattis, "Teaching New Womanhood through the Threshold Concept Approach." *Teaching Modernist Women's Writing in English*, ed. Janine Utell. Forthcoming.
- Jessica Lyn Van Slooten, "Assessing Student Learning in GSW: Curricular and Faculty Development in the Two-Year College," with Drs. Holly Hassel, Ann Mattis, and Amy Reddinger. In *Theory and Praxis: Women's and Gender Studies at Community Colleges*. Research article in an edited collection. Eds. Genevieve Carminati and Heather Rellihan. Gival Press. December 2019.
- Jessica Lyn Van Slooten, "Better Living through Policy: Using Policy Development to Support Ethical and Equitable Professional Environments." with Drs. Joanne Giordano, and Holly Hassel. Research article in an edited collection, Eds. Holly Hassel and Kirsti Cole. December 2019.
- Valerie Murrenus Pilmaeier, "SoTL and Gendered Division of Labor on our Campuses: A Case for More Equity and Change in Professional Values" with Valerie Barske, Katia Levintova, and Darci Thoune. In *Academic Labor beyond the Classroom: Working for Our Values* edited by Holly Hassel and Kirsti Cole, Routledge, Nov. 2019.
- Kimberley Reilly, "Third Wave Feminism (1990-Present): Historical Overview," *Volume Four: Cold War America to Today*, in *Women in American History: A Social, Political, and Cultural Encyclopedia and Document Collection* (ABC-CLIO, 2017), 273-77.



- Kimberley Reilly, “Third Wave Feminism (1990-Present): Thematic Issues,” *Volume Four: Cold War America to Today*, in *Women in American History: A Social, Political, and Cultural Encyclopedia and Document Collection* (ABC-CLIO, 2017), 379-88.

#### *Public Scholarship*

- Jessica Lyn Van Slooten, “Romance Novels are Feminist.” *TEDTalk*. October 2019.
- Jessica Lyn Van Slooten, guest appearances on *Shelf Love Podcast* episodes 36, 37, 43, 48.

#### *Conference Presentations*

- Kimberley Reilly, “To Love Not Obey: Coverture in the Era of Contract,” Conference on Women’s Rights and the Post-Civil War World, George and Ann Richard Civil War Era Center, Penn State University, College Station, PA, September 2019.
- Jessica Lyn Van Slooten, “I’m Dreaming of a Straight, White Christmas: Normative Romance and Nostalgia in Hallmark Holiday Movies.” Romance Area, Popular Culture Association, Washington, D.C., April 2019.
- Kimberley Reilly, “Rethinking the ‘Lady Who Shops’: Consumption, Dependency, and the Law of Necessaries,” American Society for Legal History, Houston, Texas, November 2018.
- Jessica Lyn Van Slooten, with Amy Reddinger. “Thinking Over the Threshold: Student Learning and Faculty Development in Gender, Sexuality and Women’s Studies.” AAC&U 2018 General Education and Assessment Conference, Philadelphia, PA, February 2018.
- Jessica Lyn Van Slooten, with Amy Reddinger. “Building an Assessment Program through Threshold Concepts: Student Learning and Faculty Development in Gender, Sexuality and Women’s Studies.” International Society for the Scholarship of Teaching and Learning (ISSoTL), Calgary, Alberta, Canada, October 2017.
- Kimberley Reilly, “Labor as Love: Housework, Emotional Labor, and the Market, 1870-1920,” Berkshire Conference on the History of Women, Genders, and Sexualities, Hofstra University, Hempstead, New York, June 2017.
- Kimberley Reilly, “Commodifying Care: Wives, Labor, and ‘Loss of Services’ Suits in the Nineteenth Century,” Organization of American Historians Annual Meeting, New Orleans, LA, April 2017.

#### **Student Success**

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

### *High-impact practices*

- Undergraduate research: WOST 350: Topics in WGS (Fall 2020) - The LGBTQ+ Archives Workshop provides students with background in LGBTQ+ history and training in oral history collection. In collaboration with the Cofrin Archive, students solicit materials and interviews from the local community to build the collection. This is an ongoing project.
- First-year experience: we've offered several sections of WOST 198, as noted above
- Collaborative learning: As a discipline, WGS is informed by pedagogies that emphasize collaboration; many program members embed collaboration in their courses.
- Additionally, students earning the LGBTQ Certificate complete one HIP as part of the requirements; this has taken the form of internships with the Pride Center, independent studies, or undergraduate research (see above description of WOST 350).

### *Individualized Learning (recent examples)*

- Christine Smith worked with six students on a research assistantship to bring to our campus "I Am Psyched," an interactive exhibit on the history of Women of Color in psychology. The exhibit opened in February 2020. In early March 2020, these students presented on the exhibit at a national conference, Association for Women in Psychology.
- Kimberley Reilly taught an independent study with two students focused on developing an LGBTQ+ Oral History Project that would be housed at the UWGB Cofrin Archive. The oral histories collected by the students focused on "coming out" stories. Four interviews were conducted, and the students' work was to be presented at the April 2020 UW System WGSC/4W Conference (cancelled due to COVID-19).
- Kimberley Reilly taught an independent study with one student focused on including women's, gender, and sexuality issues (including LGTBQ+ themes) in the U.S. history survey for high school students. The student wrote multiple lesson plans that could be used in a U.S. history class in order to teach high school students about the diversity of identities and issues in the past.
- Kimberley Reilly taught an independent study with one student who examined the historical continuities between the AIDS epidemic and the COVID-19 pandemic in the United States.

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

Our program is often a place where students from marginalized groups find a home, as our academic field provides the analytical framework, inclusive pedagogy, and

content that takes account of their diverse backgrounds and identities. We attract and retain students who are disproportionately (in relation to the overall UWGB student body) students of color, first-generation students, and members of the LGBTQ+ community. As our university endeavors to become more diverse, inclusive, and welcoming of multi-cultural students, our program provides a model for the type of mentoring, student support, and curricular programming that our institution should embrace.

### **Mission Relevant**

1. Relevance to mission (Narrative or lists as appropriate)

- Program members are well-represented in pedagogical research and scholarly teaching initiatives, including the Wisconsin Teaching Fellows and Scholars Program, which is co-directed by former chair and program member Alison Staudinger. Recent fellows and scholars include Rebecca Nesvet, Valerie Murrenus Pilmaier, Jessica Lyn Van Slooten. Additionally, program members regularly participate in CATL programming to enhance teaching.
- As a member of the UW System Women's and Gender Studies Consortium, we build collaborative relationships to deepen and enhance our program's influence on our campus, community, and across the state. Current co-chair Jessica Lyn Van Slooten is a former co-chair of the consortium.
- Through our curriculum and outreach, the WGSS program is inherently and explicitly dedicated to "[serving] the needs of women, minority, disadvantaged, disabled, and nontraditional students and [seeking] racial and ethnic diversification of the student body and the professional faculty and staff." We are deeply committed to an intersectional approach to "diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels."

2. Cultural enrichment (Narrative or lists as appropriate)

As mentioned above, program members are consistently involved in many initiatives and events on and off campus that provide cultural enrichment. From community presentations to appearances on podcast and other media, our program members share their expertise in WGS to enrich the communities where we live and work, include our world online. Notable, many program members have participated in the 2019 and 2020 Common CAHSS event, highlighting their own work as well as student work in theater, arts, literature, history, political science all through a lens of gender.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

N/A