Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

In the last three years the Master's program in Women's Studies has seen considerable growth. In 2010, low graduation rates in the Master's program, decreased applications to the Master's program were a concern. The program responded by recruiting widely across the campus and nation. It was observed that there was a problem in the graduation rates. 9 of 15 students in Fall 2012 were having difficulty finishing their theses. Three of six faculty had left for other jobs in Spring 2012. Students complained about being unable to complete the written thesis requirement due to a) lack of guidance and poor advising by faculty, b) inadequate preparation in the classes for the substantive knowledge requirements for a thesis, and c) lack of adequate training in writing in the graduate courses. This problem, a result of the loss of half the tenure track and tenured teaching faculty, had given the program a reputation as unable to graduate students and substantially reduced the pool of interested applicants to the Master's program. The response was the institution of a comprehensive examination system in Spring 2013 as a substitute for the existing thesis requirement; the thesis became an option for graduation. Removing specific faculty from an undue burden for advising of theses and requiring the distribution of responsibility for advising across all faculty, including those who were part time or fulltime instructors. Consultations with students by the Chair as to the thesis and comp exam options provided students with the information they needed to complete the program. Discussion was held with faculty in department meetings for that purpose over the streamlining of the graduate course curriculum, the need to teach so that students can frame a thesis within the time frame of a two year graduation expectation. As a result, 6 students completed the comprehensive examination in Spring 2013, 3 students finished the thesis. The graduation rate was almost 100%. In Fall 2013, 19 students were accepted into the Master's Program, bringing the total students level to 25. This was a jump of 10 students over the previous year. In Spring 2014, 8 students completed the comprehensive examination, 2 students finished the thesis. The number of students in Fall 2014 will be 35. The changes were a success, as the program grew more than 100% in size, from 15 students to 35.

Mission / Purpose

The Department of Gender and Race Studies is committed to examining and producing knowledge that promotes social justice approaches to gender and race inequities by researching the political categories of difference and the operations of social hierarchies, and by providing a forum for interdisciplinary research, teaching, and service that facilitates the critical investigation of the status and roles of women, African Americans and other people of color locally, nationally and globally.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge

Students who complete the M. A. in the Women's Studies degree program will demonstrate a comprehensive understanding of the principles and theories of the field.

Connected Document

Womens Studies MA Curriculum Maps

Relevant Associations:

Standard Associations

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

Strategic Plan Associations

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.
1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.11 Increase attention to, and rewards for, excellence in teaching.
3.12 Increase the level of academic scholarship support.
3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.2 Provide leadership in advocating for state and federal legislation and regulations that support and improve educational, health care, and social services.
4.3 Produce scholars who will become academic and civic leaders in their disciplines.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.
M 1: Written Communication VALUE Rubric
Students must enroll, and successfully complete at least one course in feminist theory. Using the Written Communication VALUE Rubric, at least 95% of students enrolled in WS 535 will demonstrate milestones (3) or capstone (4) performance for context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics in seminar papers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 95% of students enrolled in WS 535 will demonstrate milestones (3) or capstone (4) performance.

M 2: Masters Requirements
All students are required to either write a thesis or successfully complete comprehensive examinations that demonstrate their proficiency and knowledge of the graduate education requirements of coursework necessary to complete a Master's degree in Women's Studies. 100% of students who complete the M. A. in Women's Studies will demonstrate performance that is satisfactory or excellent either in thesis or examination form. The department faculty evaluates students whose work can include original scholarship.

Source of Evidence: Senior thesis or culminating major project

Target:
All students who complete the M. A. in Women's Studies will demonstrate performance that is satisfactory or excellent.

SLO 2: Discipline Methodological Skills
Students who complete the degree program are expected to demonstrate critical thinking skills, and to apply feminist methodologies in order to address meaningful social justice issues that focus on diversity.

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Relevant Associations:
Student Learning Outcome #2 Improvement Action(s) to be advanced:
Teaching portfolios can be improved by providing students with examples of excellent portfolios and rubrics of portfolio assessment.

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4.5 Develop and reward leadership skills among students, faculty, and staff.
4.6 Promote leadership development among Alabama's community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures
M 3: Feminist Methodology
Assessment of students is done through scholarly research papers and critical thinking assignments. The assessments are done in Issues and Problems in Women's Studies (WS 532). At least 90% of students will demonstrate excellent or satisfactory application of feminist methodology in their final projects assess by the articulation of questions guiding research, literature review, specified methodology, and source and evidence citation.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 90% of students will demonstrate excellent or satisfactory application of feminist methodology.

M 4: Teaching Demonstrations and Portfolios
Assessment of students is done through teaching demonstrations and portfolios. The assessments are done in Teaching Gender and Race (WS 503). At least 90% of students will demonstrate excellent or satisfactory demonstrations and portfolios, measured by the number and quality of student-centered learning assignments and course interactions.
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
At least 90% of students will demonstrate excellent or satisfactory demonstrations and portfolios.

**M 5: Monitor Number of Exemplary Portfolios**
Monitor the number and detail of exemplary portfolios and rubrics for feminist methodological assessment provided to students in WS 503. Rubrics will be assessed for identification of the type and purpose of rubric, identification of distinct criteria to be evaluated, determination of levels of assessment, and description of each level for each criteria.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Demonstration of knowledge through research and teaching portfolio production

**M 6: Surveys**
Through post-graduate surveys and data collection we assess the extent to which our graduates apply the training and skills acquired while students in the degree program. The number and percent of students engaged in feminist and diversity activities post graduation.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
Continued application of knowledge gained in the Master's program in their future employment or research.

**SLO 10: General Education**
The Department of Gender and Race Studies will provide courses to support the general education needs of students.

**Relevant Associations:**
Gen Ed Student Learning Outcome #1 Improvement Action(s) to be advanced:

Increase the number of seats offered by GRS at the Masters level.

**Standard Associations**

**SACS 3.3.1**
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

**General Education/Core Curriculum Associations**

6 Humanities - SLO is related to students’ ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
11 Writing - SLO is related to building on students’ competency in academic writing skills and aims to extend those skills

**Strategic Plan Associations**

University of Alabama
1.5 Effectively use course offerings and class size to support priorities.
2.7 Expand the University's emphasis on global and cultural studies.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 28: Monitor Number of Seats Allocated to Gen. Ed. Courses**
Monitor the number of seats allocated to general education courses on a semester basis.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**M 29: Monitor Syllabi**
Monitor syllabi for meeting standards of general education requirements on a semester basis and as new courses are adopted.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**M 30: Monitor Number of General Education Courses Offered**
Monitor the number of general education courses in department catalog and the frequency they are offered.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

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Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
OtHo 3: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality research, service, and instruction

Relevant Associations:

Program Outcome #1 Improvement Action(s) to be advanced (copies from 2010-11 report):

Low- or No-Cost Recommendations: 1. The department could explore the options of consolidating and organizing intellectual resources, especially for the GTA instructors in WS200. This could include consultation with the librarian in charge of resources in Women's Studies, with the aim of providing GTAs with ready access to up-to-date information to support their teaching. This would include a cataloging of existing library holdings and online resources. A model for making these resources available to GTAs (and other graduate students) would be the Department of Anthropology website, that offers direct links to bibliographies, websites, library resources, and other supporting materials for anthropology graduate students. 2. The department could explore new ways of structuring the participation of adjunct faculty. Currently, efforts are made to make graduate students in Women's Studies aware of these faculty as resources and potential advisors, and to circulate to them courses offered by adjunct faculty to support graduate students' programs of study. It appears, however, that there continues to be missed opportunities for graduate students to avail themselves of the expertise of these adjunct faculty, and steps to better organize the participation of these faculty might be useful. 3. The department could initiate work on a comprehensive development plan. This would involve specifically the organization of an alumni leadership board that could advise the department with respect to exploring resources to support the teaching program of the department, as well as advise the department of future growth. 4. The department could explore the development of a new undergraduate course, perhaps taught at the 100 level, but that would not replace WS200. The course could be taught in a lecture/discussion group format, with a fulltime faculty member (or members) presenting the lectures and GTAs leading the discussion sections. Such a course addition would provide three advantages: (a) it would respond to enrollment pressures; (b) it could, in turn, reduce the demand for space in WS200, thus enabling the department to remain true to its vision of providing that course experience for students who are truly interested in Women's Studies; and (c) it would enhance the preparation of GTAs to then teach WS200. (Implementation of such a course would probably have to be accompanied by efforts to re-publicize the goals, objectives, and expectations of the course to academic advisors across campus.)

Requiring New Funds or Reallocation of Funds

Related Measures

M 7: Alumni Achievement
The Master's in Women's Studies within GRS is held in general high regard within the University community. As was noted in numerous discussions, this was one of the earliest graduate programs in Women's Studies in the country. Noted feminist theorists have been associated with the department throughout its history, and it has attracted high quality students nationally and internationally. As noted above, current faculty is active in research and publication, and their rate of citation in the literature is indicative of the impact of their work. The graduate program is, of necessity, small, given the small size of the faculty and the emphasis placed on the individual mentoring of students. While in the past two years there have typically been 10-15 graduate students in the program, currently there are 23 students completing their Master's degree, all of whom scored satisfactorily on standardized admissions tests as well as performed in the top of their class while in undergraduate programs. What is perhaps most impressive about the cohorts of graduate students in the department is their record of achievement after finishing their master's degrees. Since 1988 almost two-thirds of graduates of the department have gone on in higher education, either to pursue an additional degree or in teaching. Other graduates have obtained professional degrees (e.g., law) and work in governmental service. 1. A major strength of the Department of Women's Studies is the quality and commitment of its current permanent and adjunct faculty. These faculty are clearly dedicated to teaching women's studies and to mentoring and helping to develop their graduate students. 2. A major strength of the program is the quality of its students, both graduate students and undergraduate minors. The committee found all of these students to be bright, articulate, and engaged in the subject matter. 3. The scholarly productivity of the permanent and adjunct faculty is also a strength. In addition to their contributions to the scholarly literature, they provide excellent role models for their students.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Phd acceptance numbers for Master's students.

M 8: Faculty
1. The department is in need of additional faculty. This would increase the number of faculty offering courses within the department. 2. One of the strengths of the department is its committed group of adjunct faculty. An area of opportunity is for the department to increase the role of these faculty. The courses offered by these faculty could enhance the quality of the graduate experience of current and future students if there was a better understanding by the students of the availability of these courses. Clear, accurate, and consistent communication of the courses offered is needed in advance of registration each semester. 3. WS200 is a course that is very much in demand in the University, and the availability of spaces for that course is limited by the way it is taught (by individual GTA instructors in relatively small classes). The preparation of the instructors for the course has been an issue in the past that the department addressed by introducing a seminar for graduate students on the teaching of women's studies. WS200 is a demanding course both in the sense of the range of topics covered and in the emphasis within the course place don unsettling student expectations regarding mainstream gender norms. There is a contradiction between the current course objectives, that seem to emphasize instructor-guided self-reflection, and enrollment pressures leading to a lecture class more conducive to a broader analysis of women in society. This suggests the possibility of developing another course designed to respond to enrollment pressures, while at the same time maintaining the original objectives of WS200. 4. Faculty are all teaching at least one course a year at the graduate level.

Source of Evidence: Administrative measure - other

Target: No Target Established.

M 9: Action Plan
In recent years the department has experienced significant changes that have hindered the organization of an Alumni Leadership Board. In August 2008, Dr. DoVeanna S. Fulton Minor became chair of the department. In November 2009 the University of Alabama Board of Trustees approved the proposal to rename the Department of Women's Studies to Gender and Race Studies. The department was restructured to blend African American Studies (AAST) and Women's Studies (WS) into one unit. In 2012 three faculty, including the chair left, reducing the tenure and
tenure track faculty to three by June 2012. The new chair was hired as of January 2013. With these departmental changes, the department has not had time to explore the leadership board initiative. However, the Chair and faculty will begin planning for development of this board in 2013-2014. We anticipate having the board organized by 2014-2015. The Alumni Leadership Board will be under the Chair's leadership.

Develop a Strong Plan for Expanding the Faculty: The department has a total of four tenured or tenure-track faculty members, with two additional 25% appointment tenure track faculty. To sustain the major and minor programs, as well as the Master's program additional faculty are necessary.

The furniture in Manly 308 has been replaced with individual desks that allow for flexible movement and accommodate course capacities without being overcrowded. However, these desks are inadequate in size of both the writing tops and the chairs. The desks are far too small to accommodate anything more than a sheet of 8 1/2 x 11 paper. The chairs are not comfortable, and often do not accommodate large-sized students. Moreover, several of these desks are now broken with the desktops detached. The lighting is still harsh and the window coverings need upgrading. On sunny days students cannot view the images projected onto the board, even when all the blinds are closed.

Source of Evidence: Administrative measure - other
Target: No Target Established.

OthOtm 4: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 10: Credit Hour Production
Graduate semester credit hour production for the last three fall semesters.

Source of Evidence: Administrative measure - other
Target: increased CH production.

M 11: Number of Students in Major
Number of students in graduate program for the last three fall semesters.

Source of Evidence: Administrative measure - other
Target: 35 students in Master's Program.

M 12: Number of Degrees Awarded
Number of degrees awarded in graduate program for last three years (August, December, and May).

Source of Evidence: Administrative measure - other
Target: More than 3 student graduates a year.

OthOtm 5: Highly Valued by Program Graduates and Key Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 13: Exit Survey Results
Results from exit survey for graduates of program.

Source of Evidence: Student satisfaction survey at end of the program
Target: No Target Established.

M 14: Informal Discussions between Faculty and Students
Results from informal faculty advising or discussion with students regarding future plans.

Source of Evidence: Discussions / Coffee Talk
Target: No Target Established.

M 15: Monitor Student Professional Activities after Graduation
Monitor student professional activities after graduation; that is, the number of students who enter doctoral programs, professional schools, etc.

Source of Evidence: Academic indirect indicator of learning - other
Target: 100% success in graduate placement.

OthOtm 6: Provide High Quality Instruction
The Department of Gender and Race Studies will provide high quality instruction at the undergraduate and graduate levels.
**Related Measures**

### M 16: Calculate Course Ratings
The number of faculty who receive course ratings of \( \geq 4.0 \) will be calculated.

**Source of Evidence:** Student course evaluations on learning gains made

**Target:**
- SOI ratings higher than 4.0 for all courses.

### M 17: Student Opinions of Instruction
Calculate average SOI score for adjunct faculty who teach courses.

**Source of Evidence:** Student satisfaction survey at end of the program

**Target:**
- SOI higher than 4.0

### M 18: GTA Observations
All Graduate Teaching Assistants will be observed by a supervising faculty member. Supervising faculty will submit written report and meet with GTA, providing teaching mentorship.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
- 100% GTA supervision.

### OthOtcm 7: Maintain Active Scholarship
Gender and Race Studies faculty will maintain active research productivity.

**Relevant Associations:**
- Department Outcome #2 Improvement Action(s) to be advanced:
  - Each faculty member is urged to produce (in hand) at least one publication in a refereed journal or book chapter, or book each year. Submissions that are in progress are urged to be moved to publication. Faculty are urged to maintain or exceed their presentation rates and grants, contract, and fellowship submission rates.

### Related Measures

### M 19: Faculty Productivity
Measures of overall faculty productivity will be calculated for the past 3 years, using the total number of publications for the department, the average number of publications per faculty, and the percent of faculty with > 1 publications. We will also calculate overall measures over the past 3 years of presentations and grant activity.

**Source of Evidence:** Administrative measure - other

**Target:**
- Faculty average of greater than 1 publication per year.

### M 20: Faculty Publications
Change in publication rate for those faculty publishing \( \leq \) refereed publications from 2011-2012 to 2012-2013 will be calculated.

**Source of Evidence:** Administrative measure - other

**Target:**
- No Target Established.

**Related Action Plans (by Established cycle, then alpha):**

#### Improve publication rate for faculty
*Established in Cycle: 2012-2013*
- Hire additional faculty and provide a stable and productive research environment for existing faculty. A writing seminar, genero...

For full information, see the Details of Action Plans section of this report.

### M 21: Monitor Number of Grants, Contracts and Fellowships
Monitor number of grants, contracts, and fellowships faculty submit on an annual basis.

**Source of Evidence:** Administrative measure - other

**Target:**
- No Target Established.

### OthOtcm 8: Develop Presence in the Discipline
The Department of Gender and Race Studies is committed to developing and maintaining a significant presence through teaching and scholarship in the areas of gender and race studies both on campus and the wider research community.

**Relevant Associations:**
- Department Outcome #3 Improvement Action(s) to be advanced:
Increase the number of media citations of departmental teaching and scholarship both statewide and nationally. Increase the number of Master’s students in the program.

**Related Measures**

**M 22: Monitor Event Attendance**
Monitor the number of events and in attendance at department sponsored events like symposia, brown bag lecture series, and film series.

Source of Evidence: Activity volume

**Target:**
No Target Established.

**M 23: Faculty Invitations**
Calculate the average number of invitations to faculty to attend and contribute to scholarly and teaching activities regionally, nationally, and internationally.

Source of Evidence: Administrative measure - other

**Target:**
Improved faculty attendance at conferences

**M 24: Monitor Growth of Major**
Calculate the change in number of graduate students in the program.

Source of Evidence: Administrative measure - other

**Target:**
Neutral or positive growth in graduate student enrollment in program each year.

**OthOtcm 9: Provide Supportive Environment for Students**

The Department of Gender and Race Studies is committed to providing a supportive environment for its graduate students in the Master's Program.

**Relevant Associations:**
Department Outcome #n Improvement Action(s) to be advanced:

Provide more opportunities for students to develop relationships with peers and faculty through academic interaction. This would include academic gatherings with faculty and students, supporting development of a departmental student organization and formal mentoring programs. Master's Students meet with faculty in a seminar once a week.

**Related Measures**

**M 25: Faculty Advising**
The percent of students who are advised by faculty.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**M 26: Informal Discussions between Faculty and Students**
Perceptions of students regarding their advising experience ascertained through informal faculty and student feedback.

Source of Evidence: Discussions / Coffee Talk

**Target:**
High reported student satisfaction with environment.

**M 27: Monitor Number of Activities Provided for Faculty/Student Interaction**
Monitor number of opportunities department provides for student peer and faculty interactions.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Improve publication rate for faculty**

Hire additional faculty and provide a stable and productive research environment for existing faculty. A writing seminar, generous travel allowance, and constant advising from the chair are being implemented.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
<table>
<thead>
<tr>
<th>Measure: Faculty Publications</th>
<th>Outcome/Objective: Maintain Active Scholarship</th>
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<tr>
<td>Responsible Person/Group: chair</td>
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**Build course program to meet aspirational goals**

Provide at least four grad courses per semester, in sequence, to build a strong Master’s Program. The goal is to provide students with the training to be superior candidates to a top ten PhD program. Recruit faculty, require all faculty to teach grad courses in rotation, monitor quality and teacher engagement. Move all faculty to a system where they each teach one grad course if tenured or tenure track a semester, one a year if FTTI. All rank faculty teach 300 level or higher courses, with more faculty this could change.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Faculty strategic planning  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Chair and departmental faculty

**Recruit Graduate Students**


**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Recruit actively from UA undergraduates and from programs across the country.  
**Responsible Person/Group:** Chair and faculty.
Mission / Purpose

The Department of Gender and Race Studies is committed to examining and producing knowledge that promotes social justice approaches to gender and race inequities by researching the political categories of difference and the operations of social hierarchies, and by providing a forum for interdisciplinary research, teaching, and service that facilitates the critical investigation of the status and roles of women, African Americans and other people of color locally, nationally and globally.

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Related Measures

M 1: Written Communication VALUE Rubric
Students must enroll, and successfully complete at least one course in feminist theory. Using the Written Communication VALUE Rubric, at least 95% of students enrolled in WS 535 will demonstrate milestones (3) or capstone (4) performance for context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics in seminar papers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 95% of students enrolled in WS 535 will demonstrate milestones (3) or capstone (4) performance.

Finding (2012-2013) - Target: Met
Written Communication VALUE Rubric Capstone 4 Milestones 3 2 Benchmark 1 Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). 5 (100%) 0 (0%) 0 (0%) 0 (0%) Content Development 4 (80%) 1 (20%) 0 (0%) 0 (0%) Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). 4 (80%) 1 (20%) 0 (%) 0 (0%) Sources and Evidence 5 (100%) 0 (0%) 0 (0%) 0 (0%) Control of Syntax and Mechanics 4 (80%) 1 (20%) 0 (0%) 0 (0%) This rubric demonstrates that 100% of graduate students enrolled in WS 535 performed at high levels (capstone or milestone) in demonstrating a comprehensive understanding of feminist principles and practices.

M 2: Masters Requirements
All students are required to either write a thesis or successfully complete comprehensive examinations that demonstrate their proficiency and knowledge of the graduate education requirements of coursework necessary to complete a Master's degree in Women's Studies. 100% of students who complete the M. A. in Women's Studies will demonstrate performance that is satisfactory or excellent either in thesis or examination form. The department faculty evaluates students whose work can include original scholarship.
Source of Evidence: Senior thesis or culminating major project

**Target:**
All students who complete the M. A. in Women’s Studies will demonstrate performance that is satisfactory or excellent.

**Finding (2012-2013) - Target: Met**
100% of the students who graduated in 2010-2011, 2011-2012, and 2012-2013 demonstrated performance on their theses or comprehensive exams at the satisfactory or excellent levels. This indicates that students have successfully demonstrated a comprehensive understanding of feminist principles and theory, as well as an understanding of the field of research in preparation for participation in PhD programs. Of the 9 who graduated in 2013, 4 have gone on to top ranked PhD programs in Fall 2013.

**SLO 2: Discipline Methodological Skills**
Students who complete the degree program are expected to demonstrate critical thinking skills, and to apply feminist methodologies in order to address meaningful social justice issues that focus on diversity.

**Connected Document**
Womens Studies MA Curriculum Maps

**Relevant Associations:**
Student Learning Outcome #2 Improvement Action(s) to be advanced:
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4.5 Develop and reward leadership skills among students, faculty, and staff.
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Assessment of students is done through scholarly research papers and critical thinking assignments. The assessments are done in Issues and Problems in Women’s Studies (WS 532). At least 90% of students will demonstrate excellent or satisfactory application of feminist methodology in their final projects assess by the articulation of questions guiding research, literature review, specified methodology, and source and evidence citation.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
At least 90% of students will demonstrate excellent or satisfactory application of feminist methodology.

**Finding (2012-2013) - Target: Met**
Students were asked to complete a 17-20 page research proposal for either their M.A. Master's Thesis or their Ph.D. Dissertation. Students were asked to draft a research design in stages over the course of the semester for both instructor and peer evaluation. The final research proposal was worth 40% of the course grade and needed to include the following elements: a statement of the central research problem or question, a review of relevant literature, a discussion of the importance, relevance, and contribution of this research, a discussion of research methodology and a proposal and justification for the specific method(s) to be employed, and a statement of their relevance to feminist scholarship and to their "traditional" academic field. Student assessment was as follows: Excellent: Students articulated a sound research problem or question, framed this problem or question with a discussion of theoretical and methodological literature in the fields of inquiry, discussed the importance, relevance, and contribution of the research to both feminist scholarship and the larger traditional field of inquiry, provided sufficient justification for selected feminist research methods, and applied feminist methodology to their proposed study. Satisfactory: Students articulated a sound research problem or question, began to place this problem in relationship to larger bodies of knowledge through the review of some of the relevant literature, began to understand the contribution of the research to the larger fields of inquiry, and understood how to align feminist research methods to the larger question, while only demonstrating satisfactory understanding and application of feminist methodology. Poor: Students were unable to articulate a sound research problem or question, provided only a cursory review of relevant literature, did not understand the contribution of the research to larger field of inquiry, and while able to discuss particular feminist methods, they were unable to make a satisfactory argument for the application of a specific methodology or selected methods to the research problem or question. Of the 11 students enrolled in the
course, 8 students demonstrated excellent application of feminist theory and methodology, 2 students demonstrated satisfactory application of feminist theory and methodology, and 1 student demonstrated poor application of feminist theory and research methodology. Therefore 90% of students demonstrated either excellent or satisfactory application of feminist theory and methodology in their final projects through the articulation of questions guiding research, literature review, justification of methodology, and understanding of relevance to larger fields of inquiry.

**M 4: Teaching Demonstrations and Portfolios**
Assessment of students is done through teaching demonstrations and portfolios. The assessments are done in Teaching Gender and Race (WS 503). At least 90% of students will demonstrate excellent or satisfactory demonstrations and portfolios, measured by the number and quality of student-centered learning assignments and course interactions.

**Source of Evidence:** Portfolio, showing skill development or best work

**Target:**
At least 90% of students will demonstrate excellent or satisfactory demonstrations and portfolios.

**Finding (2012-2013) - Target: Met**
100% of students enrolled in WS 503 in fall 2011 demonstrated excellent or satisfactory demonstrations and portfolios. Students completed practice teaching demonstrations on three of five unit topics from WS200. Each presentation included learning objective(s), methodology, and assessment method and grading rubric. Portfolios consisted of 1) summary observation of the sections observed during the semester, along with an evaluation of what assignments/activities seemed to work best and work least effectively (3-5 pages); 2) a syllabus for WS 200 or AAST 201; 3) a statement of pedagogical philosophy; 4) three teaching modules (at least 1 as an electronic assignment and 1 as an activist project—these modules could be directly related to their teaching presentations); and 5) a detailed grading rubric for each assignment in the three teaching modules.

**M 5: Monitor Number of Exemplary Portfolios**
Monitor the number and detail of exemplary portfolios and rubrics for feminist methodological assessment provided to students in WS 503. Rubrics will be assessed for identification of the type and purpose of rubric, identification of distinct criteria to be evaluated, determination of levels of assessment, and description of each level for each criteria.

**Source of Evidence:** Portfolio, showing skill development or best work

**Target:**
Demonstration of knowledge through research and teaching portfolio production

**Finding (2012-2013) - Target: Met**
Students were given an example of an excellent portfolio and multiple models for rubrics. Rubrics in portfolios were evaluated for clarity of criteria and ratings. 100% of students received excellent on their rubric in their portfolios. Students adopted and adapted VALUE Rubrics from the AAUP. Other students created original detailed rubrics. This data indicates that student who complete the M. A. in Women's Studies acquire valuable pedagogical skills in feminist methodological assessment.

**M 6: Surveys**
Through post-graduate surveys and data collection we assess the extent to which our graduates apply the training and skills acquired while students in the degree program. The number and percent of students engaged in feminist and diversity activities post graduation.

**Source of Evidence:** Alumni survey or tracking of alumni achievements

**Target:**
Continued application of knowledge gained in the Master's program in their future employment or research.

**Finding (2012-2013) - Target: Met**
100% of the 9 students who graduated in 2012 have continued to pursue work, 4 in PhD programs, related to Women's Studies. All have applied their training to their post graduate employment or research.

**SLO 10: General Education**
The Department of Gender and Race Studies will provide courses to support the general education needs of students.

**Relevant Associations:**
Gen Ed Student Learning Outcome #1 Improvement Action(s) to be advanced:

Increase the number of seats offered by GRS at the Masters level.

**Standard Associations**

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

**General Education/Core Curriculum Associations**

6 Humanities - SLO is related to students’ ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

**Strategic Plan Associations**

University of Alabama
1.5 Effectively use course offerings and class size to support priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.13 Ensure the campus environment is safe for all members of the campus community.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.4 Produce graduates who serve as effective leaders in Alabama's government, businesses,
educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

**Related Measures**

**M 28: Monitor Number of Seats Allocated to Gen. Ed. Courses**
Monitor the number of seats allocated to general education courses on a semester basis.

*Source of Evidence:* Administrative measure - other

*Target:* No Target Established.

*Finding (2012-2013) - Target: Not Reported This Cycle*
In 2012-2013 67 students were enrolled in courses at the graduate level.

**M 29: Monitor Syllabi**
Monitor syllabi for meeting standards of general education requirements on a semester basis and as new courses are adopted.

*Source of Evidence:* Administrative measure - other

*Target:* No Target Established.

*Finding (2012-2013) - Target: Not Reported This Cycle*
All syllabi of general education courses have been reviewed for standards of general education requirements for fall 2012 and spring 2013. GRS faculty diligently adhere to the standards for general education requirements in course syllabi.

**M 30: Monitor Number of General Education Courses Offered**
Monitor the number of general education courses in department catalog and the frequency they are offered.

*Source of Evidence:* Administrative measure - other

*Target:* No Target Established.

*Finding (2012-2013) - Target: Not Reported This Cycle*
The graduate courses offered by GRS are popular across the campus with students from other programs, and meet the general demand for courses at the graduate level in the field.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 3: Sustained Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality research, service, and instruction

**Relevant Associations:**
Program Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

Low- or No-Cost Recommendations 1. The department could explore the options of consolidating and organizing intellectual resources, especially for the GTA instructors in WS200. This could include consultation with the librarian in charge of resources in Women's Studies, with the aim of providing GTAs with ready access to up-to-date information to support their teaching. This would include a cataloging of existing library holdings and online resources. A model for making these resources available to GTAs (and other graduate students) would be the Department of Anthropology website, that offers direct links to bibliographies, websites, library resources, and other supporting materials for anthropology graduate students. 2. The department could explore new ways of structuring the participation of adjunct faculty. Currently, efforts are made to make graduate students in Women's Studies aware of these faculty as resources and potential advisors, and to circulate to them courses offered by adjunct faculty to support graduate students' programs of study. It appears, however, that there continues to be missed opportunities for graduate students to avail themselves of the expertise of these adjunct faculty, and steps to better organize the participation of these faculty might be useful. 3. The department could initiate work on a comprehensive development plan. This would involve specifically the organization of an alumni leadership board that could advise the department with respect to exploring resources to support the teaching program of the department, as well as advise the department of future growth. 4. The department could explore the development of a new undergraduate course, perhaps taught at the 100 level, but that would not replace WS200. The course could be taught in a lecture/discussion group format, with a fulltime faculty member (or members) presenting the lectures and GTAs leading the discussion sections. Such a course addition would provide three advantages: (a) it would respond to enrollment pressures; (b) it could, in turn, reduce the demand for space in WS200, thus enabling the department to remain true to its vision of providing that course experience for students who are truly interested in Women's Studies; and (c) it would enhance the preparation of GTAs to then teach WS200.

(Implementation of such a course would probably have to be accompanied by efforts to re-publicize the goals, objectives, and expectations of the course to academic advisors across campus.)

*Requiring New Funds or Reallocation of Funds*
M 7: Alumni Achievement
The Master's in Women's Studies within GRS is held in general high regard within the University community. As was noted in numerous discussions, this was one of the earliest graduate programs in Women's Studies in the country. Noted feminist theorists have been associated with the department throughout its history, and it has attracted high quality students nationally. As noted above, current faculty is active in research and publication, and their rate of citation in the literature is indicative of the impact of their work. The graduate program is, of necessity, small, given the small size of the faculty and the emphasis placed on the individual mentoring of students. While in the past two years there have typically been 10-15 graduate students in the program, currently there are 23 students completing their Master's degree, all of whom scored satisfactorily on standardized admissions tests as well as performed in the top of their class while in undergraduate programs. What is perhaps most impressive about the cohorts of graduate students in the department is their record of achievement after finishing their master's degrees. Since 1988 almost two-thirds of graduates of the department have gone on in higher education, either to pursue an additional degree or in teaching. Other graduates have obtained professional degrees (e.g., law) and work in governmental service. 1. A major strength of the Department of Women's Studies is the quality and commitment of its current permanent and adjunct faculty. These faculty are clearly dedicated to teaching women's studies and to mentoring and helping to develop their graduate students. 2. A major strength of the program is the quality of its students, both graduate students and undergraduate minors. The committee found all of these students to be bright, articulate, and engaged in the subject matter. 3. The scholarly productivity of the permanent and adjunct faculty is also a strength. In addition to their contributions to the scholarly literature, they provide excellent role models for their students.

Source of Evidence: Academic indirect indicator of learning - other

Target: Phd acceptance numbers for Master's students.

Finding (2012-2013) - Target: Met
In 2012-2013 graduating Master’s students were accepted into PhD programs at the History of Consciousness Program at UCSC, Art at the University of Wisconsin, Sociology at the University of Delaware, and English at the University of Kansas. This continues a trend from 2011-2012 where the students were accepted to top ranked programs in their field of interest.

M 8: Faculty
1. The department is in need of additional faculty. This would increase the number of faculty offering courses within the department. 2. One of the strengths of the department is its committed group of adjunct faculty. An area of opportunity is for the department to increase the role of these faculty. The courses offered by these faculty could enhance the quality of the graduate experience of current and future students if there was a better understanding by the students of the availability of these courses. Clear, accurate, and consistent communication of the courses offered is needed in advance of registration each semester. 3. WS200 is a course that is very much in demand in the University, and the availability of spaces for that course is limited by the way it is taught (by individual GTA instructors in relatively small classes). The preparation of the instructors for the course has been an issue in the past that the department addressed by introducing a seminar for graduate students on the teaching of women's studies. WS200 is a demanding course both in the sense of the range of topics covered and in the emphasis within the course place on unsettling student expectations regarding mainstream gender norms. There is a contradiction between the current course objectives that seem to emphasize instructor-guided self-reflection, and enrollment pressures leading to a lecture class more conducive to a broader analysis of women in society. This suggests the possibility of developing another course designed to respond to enrollment pressures, while at the same time maintaining the original objectives of WS200. 4. Faculty are all teaching at least one course a year at the graduate level.

Source of Evidence: Administrative measure - other

Target: No Target Established.

Finding (2012-2013) - Target: Not Met
The loss of three faculty, including the chair, in 2012 has resulted in a drop in course offerings and resources in the department. The new chair hired in 2013 has been tasked with firming up the program, and will be in a position to hire two faculty with joint appointments with American Studies for Fall 2014. From 2012-2013 the course load has been taken up by adjunct faculty.

M 9: Action Plan
In recent years the department has experienced significant changes that have hindered the organization of an Alumni Leadership Board. In August 2008, Dr. DoVeanna S. Fulton Minor became chair of the department. In November 2009 the University of Alabama Board of Trustees approved the proposal to rename the Department of Women's Studies to Gender and Race Studies. The department was restructured to blend African American Studies (AAST) and Women's Studies (WS) into one unit. In 2012 three faculty, including the chair left, reducing the tenure and tenure track faculty to three by June 2012. The new chair was hired as of January 2013. With these departmental changes, the department has not had time to explore the leadership board initiative. However, the Chair and faculty will begin planning for development of this board in 2013-2014. We anticipate having the board organized by 2014-2015. The Alumni Leadership Board will be under the Chair’s leadership.

Develop a Strong Plan for Expanding the Faculty: The department has a total of four tenured or tenure-track faculty members, with two additional 25% appointment tenure track faculty. To sustain the major and minor programs, as well as the Master’s program additional faculty are necessary. The furniture in Manly 308 has been replaced with individual desks that allow for flexible movement and accommodate course capacities without being overcrowded. However, these desks are inadequate in size of both the writing tops and the chairs. The desktops are far too small to accommodate anything more than a sheet of 81/2 x 11 paper. The chairs are not comfortable, and often do not accommodate large-sized students. Moreover, several of these desks are now broken with the desktops detached. The lighting is still harsh and the window coverings need upgrading. On sunny days students cannot view the images projected onto the board, even when all the blinds are closed.

Source of Evidence: Administrative measure - other

Target: No Target Established.

Finding (2012-2013) - Target: Not Met
Additional faculty are required.
OthOtcm 4: Sustain Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 10: Credit Hour Production**
Graduate semester credit hour production for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
increased CH production.

**Finding (2012-2013) - Target: Not Met**
Graduate credit hour production for the last three fall semesters were: 40 (2010); 31 (2011) and 24 (2012). 2012 credit hours were lower because of the loss of 3 GRS faculty. This will increase dramatically due to the increased enrollment in the Master's program in Fall 2013 from 15 to 23. Two of the four faculty, and three adjuncts will teach graduate courses in spring 2014.

**M 11: Number of Students in Major**
Number of students in graduate program for the last three fall semesters.

Source of Evidence: Administrative measure - other

**Target:**
35 students in Master's Program.

**Finding (2012-2013) - Target: Partially Met**
The number of students enrolled in the M. A. in Women's Studies in the last three fall semesters were: 12 full-time, 1 part-time (2010); 15 full-time, 1 part-time (2011) and (2012). 9 students graduated in 2012. In Fall (2013) 23 students enrolled in the program. The goal is to expand the program to 35 full-time students, this will require additional funding sources.

**M 12: Number of Degrees Awarded**
Number of degrees awarded in graduate program for last three years (August, December, and May).

Source of Evidence: Administrative measure - other

**Target:**
More than 3 student graduates a year.

**Finding (2012-2013) - Target: Met**
The number of degrees award in the last three years were: 3 (2010-2011); 4 (2011-12); 9 (2012-2013). This data indicates that the program solidly meets viability standards.

OthOtcm 5: Highly Valued by Program Graduates and Key Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 13: Exit Survey Results**
Results from exit survey for graduates of program.

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Not Reported This Cycle**
No survey was given summer 2012 due to the chair leaving the program.

**M 14: Informal Discussions between Faculty and Students**
Results from informal faculty advising or discussion with students regarding future plans.

Source of Evidence: Discussions / Coffee Talk

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
All of the students who graduated in May 2013 have achieved their stated goals upon graduation, whether this is working or attending law school or a PhD program. The new chair had constant and intensive conversations with all of the students regarding their future goals and how to achieve them. This is a core part of the program for students as a Master's degree is not a final degree for most of the students.

**M 15: Monitor Student Professional Activities after Graduation**
Monitor student professional activities after graduation; that is, the number of students who enter doctoral programs, professional schools, etc.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
100% success in graduate placement.

**Finding (2012-2013) - Target: Met**
Of the nine students who graduated in 2013, five have entered doctoral programs, one is the assistant director.
of a women's resource centers, two have entered law school and one is employed as a diversity and tech administrator at a university.

**OthOtm 6: Provide High Quality Instruction**

The Department of Gender and Race Studies will provide high quality instruction at the undergraduate and graduate levels.

**Related Measures**

**M 16: Calculate Course Ratings**

The number of faculty who receive course ratings of $\geq 4.0$ will be calculated.

**Source of Evidence:** Student course evaluations on learning gains made

**Target:**

- SOI ratings higher than 4.0 for all courses.

**Finding (2012-2013) - Target: Met**

The graduate students gave all their courses higher than 4.0 SOI ratings in 2012-2013.

**M 17: Student Opinions of Instruction**

Calculate average SOI score for adjunct faculty who teach courses.

**Source of Evidence:** Student satisfaction survey at end of the program

**Target:**

- SOI higher than 4.0

**Finding (2012-2013) - Target: Met**

The SOI for adjunct faculty teaching graduate courses was higher than 4.0

**Related Action Plans (by Established cycle, then alpha):**

**Increase SOI for Adjunct Faculty**

*Established in Cycle: 2011-2012*

As a result of the low SOIs for the hybrid format of Introduction to Women's Studies, the department will refrain from offering...

For full information, see the *Details of Action Plans* section of this report.

**M 18: GTA Observations**

All Graduate Teaching Assistants will be observed by a supervising faculty member. Supervising faculty will submit written report and meet with GTA, providing teaching mentorship

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**

- 100% GTA supervision.

**Finding (2012-2013) - Target: Met**

All Graduate Teaching Assistants were observed by their supervising faculty member. Each supervising faculty member submitted a written report of the observation and met with the GTA for teaching mentorship. The department places high value on developing high quality teachers and providing high quality teaching to undergraduates. Therefore, faculty devote significant time to Graduate Teaching Assistant development.

**OthOtm 7: Maintain Active Scholarship**

Gender and Race Studies faculty will maintain active research productivity.

**Relevant Associations:**

Department Outcome #2 Improvement Action(s) to be advanced:

Each faculty member is urged to produce (in hand) at least one publication in a refereed journal or book chapter, or book each year. Submissions that are in progress are urged to be moved to publication. Faculty are urged to maintain or exceed their presentation rates and grants, contract, and fellowship submission rates.

**Related Measures**

**M 19: Faculty Productivity**

Measures of overall faculty productivity will be calculated for the past 3 years, using the total number of publications for the department, the average number of publications per faculty, and the percent of faculty with $>1$ publications. We will also calculate overall measures over the past 3 years of presentations and grant activity.

**Source of Evidence:** Administrative measure - other

**Target:**

- Faculty average of greater than 1 publication per year.

**Finding (2012-2013) - Target: Met**

The total number of publications in-print, accepted and/or forthcoming in the last three years were as follows: (2010-11) 22; (2011-2012) 28 and (2012-2013) 7. The average number of publications per faculty were: (2010-11) 3.67; (2011-2012) 4.67; (2012-2013) 1.5. The percent of faculty with $>1$ publications were: (2010-11) 67%, and (2011-2012) 75%. Grant activity was as follows: (2010-2011) 12 submitted, 6 awarded; (2011-12) 1 submitted, 6 in-force; (2012-2013) 0 submitted, 2 in-force. These data indicate that Gender and Race Studies faculty members are productive and they have great promise for continued success in their
publication record and their commitment to good scholarship. The loss of two faculty who were publishing at a high rate is responsible for the drop in average production. For a department with an extremely small faculty size who are attending to various administrative and service demands, the faculty continues to maintain an active research agenda.

**M 20: Faculty Publications**
Change in publication rate for those faculty publishing <= refereed publications from 2011-2012 to 2012-2013 will be calculated.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Partially Met**
The faculty publication rate, measured by the percent of faculty publishing >1 work, dropped in 2012-2013 to (50%) from (67%) in 2011-2012. This was due to the loss of two faculty lines whose occupants produced at a high publication rate.

**Related Action Plans (by Established cycle, then alpha):**

- **Improve publication rate for faculty**
  *Established in Cycle: 2012-2013*
  Hire additional faculty and provide a stable and productive research environment for existing faculty. A writing seminar, genero...

  For full information, see the Details of Action Plans section of this report.

**M 21: Monitor Number of Grants, Contracts and Fellowships**
Monitor number of grants, contracts, and fellowships faculty submit on an annual basis.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Partially Met**
Grant activity was as follows: (2010-2011) 12 submitted, 6 awarded; (2011-12) 1 submitted, 6 in-force; (2012-2013) 0 submitted, 2 in-force. The level of grant submissions must improve.

**OthOtcn 8: Develop Presence in the Discipline**
The Department of Gender and Race Studies is committed to developing and maintaining a significant presence through teaching and scholarship in the areas of gender and race studies both on campus and the wider research community.

**Relevant Associations:**
Department Outcome #3 Improvement Action(s) to be advanced:

- Increase the number of media citations of departmental teaching and scholarship both statewide and nationally.
- Increase the number of Master's students in the program.

**Related Measures**

**M 22: Monitor Event Attendance**
Monitor the number of events and in attendance at department sponsored events like symposia, brown bag lecture series, and film series.

Source of Evidence: Activity volume

**Target:**
No Target Established.

**Finding (2012-2013) - Target: Met**
The department sponsored or co-sponsored a total of 32 events in 2012-2013. This was the 50 year anniversary of the Stand in the Schoolhouse Door and GRS co-sponsored a majority of the events on campus. During the academic year of 2012-2013, the department sponsored a number of other events that celebrated and promoted diversity, such as lectures by the Somersell series as well as the Bracero Exhibit by American Studies, a film preview, the speaker Dr. Baumgartner, the Rose Gladney lecture, Take Back the Night, Lavender Graduation, as well as African Film night. These events also included brown bag presentations, colloquia, and other co-sponsored events. A total of eight brown bag presentations were held and co-sponsored by the Department of Gender and Race Studies and the Women's Resource Center. The eight brown bag lectures averaged ten attendees. For a small department with limited faculty and financial resources, GRS is highly active in the number of outreach events and the level of attendance to these events.

**M 23: Faculty Invitations**
Calculate the average number of invitations to faculty to attend and contribute to scholarly and teaching activities regionally, nationally, and internationally.

Source of Evidence: Administrative measure - other

**Target:**
Improved faculty attendance at conferences
Finding (2012-2013) - Target: Met
The average number of invitations to faculty to attend and contribute to scholarly and teaching activities regionally, nationally, and internationally is 2 per faculty member. This measure demonstrates that GRS faculty hold recognized expertise and maintain a significant presence in the discipline and the wider community. One faculty member has been asked to be President of the National Women's Studies Association, the preeminent professional body in the field.

M 24: Monitor Growth of Major
Calculate the change in number of graduate students in the program.

Source of Evidence: Administrative measure - other
Target: Neutral or positive growth in graduate student enrollment in program each year.

Finding (2012-2013) - Target: Met
The number of graduate students in the program remained at 15 from 2011 to 2012, in the fall of 2013 the enrollment rose to 23.

OthOtm 9: Provide Supportive Environment for Students
The Department of Gender and Race Studies is committed to providing a supportive environment for its graduate students in the Master's Program.

Relevant Associations:
Department Outcome # Improvement Action(s) to be advanced:
Provide more opportunities for students to develop relationships with peers and faculty through academic interaction. This would include academic gatherings with faculty and students, supporting development of a departmental student organization and formal mentoring programs. Master's Students meet with faculty in a seminar once a week.

Related Measures

M 25: Faculty Advising
The percent of students who are advised by faculty.

Source of Evidence: Administrative measure - other
Target: No Target Established.

Finding (2012-2013) - Target: Not Reported This Cycle
100% of the graduate students enrolled in the Women's Studies program were advised in fall 2012 and Spring 2013.

M 26: Informal Discussions between Faculty and Students
Perceptions of students regarding their advising experience ascertained through informal faculty and student feedback.

Source of Evidence: Discussions / Coffee Talk
Target: High reported student satisfaction with environment.

Finding (2012-2013) - Target: Met
Students reported that faculty were more accessible and easier to talk to than faculty in other departments. Students expressed their appreciation that faculty were accommodating and made time to meet with them.

M 27: Monitor Number of Activities Provided for Faculty/Student Interaction
Monitor number of opportunities department provides for student peer and faculty interactions.

Source of Evidence: Administrative measure - other
Target: No Target Established.

Finding (2012-2013) - Target: Not Reported This Cycle
GRS faculty invite and encourage undergraduate and graduate students to attend almost all departmental events and activities. All sponsored or co-sponsored events were opportunities for student peer and faculty interaction. GRS hosted an open house, holiday party, and faculty and student appreciation luncheon in which students engaged faculty and their peers. Finally, the department supported development of an African American Studies student association and established the Triota Women Studies Honors society chapter on the campus to foster student engagement in the program. Students held weekly meetings in 2012-2013. Student peer and faculty opportunities for interactions were numerous, and through events such as the monthly brown bag series faculty and students were able to establish strong academic relationships.

Related Action Plans (by Established cycle, then alpha):

AAST 100 Course
Established in Cycle: 2011-2012
The AAST director has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course ...

Student Association
## Details of Action Plans for This Cycle (by Established cycle, then alpha)

### AAST 100 Course

The AAST director has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course in that is interdisciplinary and team-taught, that will use the Paul Jones African American Art Collection to introduce students to the breadth and richness of African American culture. This course is designed to attract freshmen to the program and give them the opportunity to meet the AAST core and affiliated faculty, and expose them to the wide range of courses AAST offers.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** Monitor Number of Activities Provided for Faculty/Student Interaction  
**Outcome/Objective:** Provide Supportive Environment for Students  
**Implementation Description:** Create and offer AAST 100 with guest lectures.  
**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** AAST Director  
**Additional Resources:** None

### Increase Number of General Education Courses

The department will create and offer a greater number of Social Behavior and Writing core courses. The department chair will closely follow up on core course development and approval to ensure course proposals are moved through the process of approval in a timely manner.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** Monitor Number of General Education Courses Offered  
**Outcome/Objective:** General Education  
**Implementation Description:** Create and submit syllabi for SB and W core credit.  
**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** Department chair and GRS faculty  
**Additional Resources:** None

### Increase SOI for Adjunct Faculty

As a result of the low SOIs for the hybrid format of Introduction to Women's Studies, the department will refrain from offering this format in fall 2012 and will support professional teaching development for instructors who will teach the course in the hybrid format in the future.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** Student Opinions of Instruction  
**Outcome/Objective:** Provide High Quality Instruction  
**Implementation Description:** Support adjunct faculty with mentoring and professional development.  
**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** Department chair and instructors.  
**Additional Resources:** Funds for professional teaching development.  
**Budget Amount Requested:** $0.00 (no request)

### Student Association

The department will continue to support the African American Studies student association and encourage members to lead and promote events and activities that involve student with their peers and with faculty.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
**Measure:** Monitor Number of Activities Provided for Faculty/Student Interaction  
**Outcome/Objective:** Provide Supportive Environment for Students  
**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** Department chair and AAST director
**Improve publication rate for faculty**

Hire additional faculty and provide a stable and productive research environment for existing faculty. A writing seminar, generous travel allowance, and constant advising from the chair are being implemented.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Faculty Publications  
- **Outcome/Objective:** Maintain Active Scholarship

**Responsible Person/Group:** chair
Mission / Purpose

The Department of Gender and Race Studies is committed to examining and producing knowledge that promotes social justice approaches to gender and race inequities by recognizing the intersections of categories of difference and the operations of social hierarchies, and by providing a forum for interdisciplinary research, teaching, and service that facilitates the critical investigation of the status and roles of women, African Americans and other people of color locally, nationally and globally.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
Students who complete the M. A. in Women's Studies degree program will demonstrate a comprehensive understanding of feminist principles and practices.

Connected Document
Womens Studies MA Curriculum Maps

Relevant Associations:

- Standard Associations
  - SACS 3.3.1
    - 3.3.1.1 Educational programs, to include student learning outcomes
    - 3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
  - 1.1 Promote and enhance areas of academic, scholarship, and research excellence.
  - 1.4 Align resources to most effectively support academic, scholarship, and research excellence priorities.
  - 2.7 Expand the University's emphasis on global and cultural studies.
  - 3.11 Increase attention to, and rewards for, excellence in teaching.
  - 3.12 Increase the level of academic scholarship support.
  - 3.14 Provide career preparation and employment services that lead graduates to satisfying and productive careers and professions.
  - 4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
  - 4.3 Produce scholars who will become academic and civic leaders in their disciplines.
  - 4.4 Produce graduates who will serve as effective leaders in Alabama’s government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.
  - 4.6 Promote leadership development among Alabama’s community leaders, businesses, educational systems, healthcare systems, government agencies, arts organizations, and other vital areas of the state.

Related Measures

M 1: Written Communication VALUE Rubric
Students must enroll, and successfully complete at least one course in feminist theory. Using the Written Communication VALUE Rubric, at least 95% of students enrolled in WS 535 will demonstrate milestones (3) or capstone (4) performance for context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics in seminar papers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 95% of students enrolled in WS 535 will demonstrate milestones (3) or capstone (4) performance.

Finding (2011-2012) - Target: Met

<table>
<thead>
<tr>
<th>Written Communication VALUE Rubric</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<td>5 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Includes considerations of audience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This rubric demonstrates that 100% of graduate students enrolled in WS 535 performed at high levels (capstone or milestone) in demonstrating a comprehensive understanding of feminist principles and practices.

**M 2: Masters Requirements**
All students are required to either write a thesis or submit and defend an anthology of scholarly seminar papers that demonstrates their graduate education in Women's Studies. 100% of students who complete the M. A. in Women's Studies will demonstrate performance that is satisfactory or excellent. Faculty determines satisfactory or excellent evaluations by students fulfilling assignment requirements, which can include original scholarship and theoretical framework.

Source of Evidence: Senior thesis or culminating major project

**Target:**
All (100%) students who complete the M. A. in Women's Studies will demonstrate performance that is satisfactory or excellent.

**Finding (2011-2012) - Target: Met**
100% of the twelve students who graduated in 2009-2010, 2010-2011, and 2011-2012 demonstrated performance on their theses or anthologies at the satisfactory or excellent levels. This data indicates that students who complete the M. A. in Women's Studies demonstrate a high level of comprehensive understanding of feminist principles and practices.

**SLO 2: Discipline Methodological Skills**
Students who complete the degree program are expected to demonstrate critical thinking skills, and to apply feminist methodologies in order to address meaningful social justice issues that focus on diversity.

**Connected Document**
[Womens Studies MA Curriculum Maps](#)

**Relevant Associations:**
Student Learning Outcome #2 Improvement Action(s) to be advanced:
Teaching portfolios can be improved by providing students with examples of excellent portfolios and rubrics of portfolio assessment.

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.4 Research within its educational mission

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.
3.14 Provide career preparation and employment services that lead graduates to satisfying and
Related Measures

M 3: Feminist Methodology
Assessment of students is done through scholarly research papers and critical thinking assignments. The assessments are done in Issues and Problems in Women's Studies (WS 532). At least 90% of students will demonstrate excellent or satisfactory application of feminist methodology in their final projects assess by the articulation of questions guiding research, literature review, specified methodology, and source and evidence citation.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
At least 90% of students will demonstrate excellent or satisfactory application of feminist methodology.

**Finding (2011-2012) - Target: Met**
Students were asked to complete a 17-20 page research proposal for either their M.A. Master's Thesis or their Ph.D. Dissertation. Students were asked to draft a research design in stages over the course of the semester for both instructor and peer evaluation. The final research proposal was worth 40% of the course grade and needed to include the following elements: a statement of the central research problem or question, a review of relevant literature, a discussion of the importance, relevance, and contribution of this research, a discussion of research methodology and a proposal and justification for the specific method(s) to be employed, and a statement of their relevance to feminist scholarship and to their "traditional" academic field. Student assessment was as follows:

**Excellent:**
Students articulated a sound research problem or question, framed this problem or question with a discussion of theoretical and methodological literature in the fields of inquiry, discussed the importance, relevance, and contribution of the research to both feminist scholarship and the larger traditional field of inquiry, provided sufficient justification for selected feminist research methods, and applied feminist methodology to their proposed study.

**Satisfactory:**
Students articulated a sound research problem or question, began to place this problem in relationship to larger bodies of knowledge through the review of some of the relevant literature, began to understand the contribution of the research to the larger fields of inquiry, and understood how to align feminist research methods to the larger question, while only demonstrating satisfactory understanding and application of feminist methodology.

**Poor:**
Students were unable to articulate a sound research problem or question, provided only a cursory review of relevant literature, did not understand the contribution of the research to larger field of inquiry, and while able to discuss particular feminist methods, they were unable to make a satisfactory argument for the application of a specific methodology or selected methods to the research problem or question.

Of the 10 students enrolled in the course, 5 students demonstrated excellent application of feminist theory and methodology, 4 students demonstrated satisfactory application of feminist theory and methodology, and 1 student demonstrated poor application of feminist theory and research methodology. Therefore 90% of students demonstrated either excellent or satisfactory application of feminist theory and methodology in their final projects through the articulation of questions guiding research, literature review, justification of methodology, and understanding of relevance to larger fields of inquiry.

M 4: Teaching Demonstrations and Portfolios
Assessment of students is done through teaching demonstrations and portfolios. The assessments are done in Teaching Gender and Race (WS 503). At least 90% of students will demonstrate excellent or satisfactory demonstrations and portfolios, measured by the number and quality of student-centered learning assignments and course interactions.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
At least 90% of students will demonstrate excellent or satisfactory demonstrations and portfolios.

**Finding (2011-2012) - Target: Met**
100% of students enrolled in WS 503 in fall 2011 demonstrated excellent or satisfactory demonstrations and portfolios. Students completed practice teaching demonstrations on three of five unit topics from WS200. Each presentation included learning objective(s), methodology, and assessment method and grading rubric. Portfolios consisted of 1) summary observation of the sections observed during the semester, along with an evaluation of what assignments/activities seemed to work best and work least effectively (3-5 pages); 2) a syllabus for WS 200 or AAST 201; 3) a statement of pedagogical philosophy; 4) three teaching modules (at least 1 as an electronic assignment and 1 as an activist project)—these modules could be directly related to
M 5: Monitor Number of Exemplary Portfolios
Monitor the number and detail of exemplary portfolios and rubrics for feminist methodological assessment provided to students in WS 503. Rubrics will be assessed for identification of the type and purpose of rubric, identification of distinct criteria to be evaluated, determination of levels of assessment, and description of each level for each criteria.

Source of Evidence: Portfolio, showing skill development or best work

Target: No Target Established

Finding (2011-2012) - Target: Not Reported This Cycle
Students were given an example of an excellent portfolio and multiple models for rubrics. Rubrics in portfolios were evaluated for clarity of criteria and ratings. 100% of students received excellent on their rubric in their portfolios. Students adopted and adapted VALUE Rubrics from the AAUP. Other students created original detailed rubrics. This data indicates that student who complete the M. A. in Women's Studies acquire valuable pedagogical skills in feminist methodological assessment.

M 6: Surveys
Through post-graduate surveys and data collection we assess the extent to which our graduates apply the training and skills acquired while students in the degree program. The number and percent of students engaged in feminist and diversity activities post graduation.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target: No Target Established.

Finding (2011-2012) - Target: Met
Seven of the eight students, or 88%, who graduated in 2009-2010 and 2010-2011 continue to engage in feminist and diversity activities post-graduation.

SLO 10: General Education
The Department of Gender and Race Studies will provide courses to support the general education needs of students.

Relevant Associations:
Gen Ed Student Learning Outcome #1 Improvement Action(s) to be advanced:

Increase the number of seats offered and filled in general education courses offered by GRS. Develop and offer more courses that become part of the general education curriculum, particularly courses that offer a Writing (W) credit and Social Behavior (SB) credit.

Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes
3.3.1.3 Educational support services

General Education/Core Curriculum Associations

6 Humanities - SLO is related to students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion and the arts
11 Writing - SLO is related to building on students' competency in academic writing skills and aims to extend those skills

Strategic Plan Associations

University of Alabama
1.5 Effectively use course offerings and class size to support priorities.
2.7 Expand the University's emphasis on global and cultural studies.
3.13 Ensure the campus environment is safe for all members of the campus community.
4.1 Provide leadership in addressing economic, social, and cultural issues in Alabama through research and outreach activities.
4.4 Produce graduates who will serve as effective leaders in Alabama's government, businesses, educational systems, health care, the arts, and other professions, and who will be leaders in their communities.

Related Measures

M 28: Monitor Number of Seats Allocated to Gen. Ed. Courses
Monitor the number of seats allocated to general education courses on a semester basis.

Source of Evidence: Administrative measure - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
In fall 2011, 110 seats were allocated to AAST 201, of these 109 were filled. In fall 2011, 420 seats were allocated to WS 200, of these 325 were filled. In spring 2012, 110 seats were allocated to AAST 201, of these 109 were filled. In spring 2012, 510 seats were allocated to WS 200, of these 477 were filled. This data demonstrates that virtually all seats in AAST 201 are filled.

M 29: Monitor Syllabi
Monitor syllabi for meeting standards of general education requirements on a semester basis and as new courses are adopted.
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 3: Sustained Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Relevant Associations:
Program Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

Low- or No-Cost Recommendations
1. The department could explore the options of consolidating and organizing intellectual resources, especially for the GTA instructors in WS200. This could include consultation with the librarian in charge of resources in Women's Studies, with the aim of providing GTAs with ready access to up-to-date information to support their teaching. This would include a cataloging of existing library holdings and online resources. A model for making these resources available to GTAs (and other graduate students) would be the Department of Anthropology website, that offers direct links to bibliographies, websites, library resources, and other supporting materials for anthropology graduate students. 2. The department could explore new ways of structuring the participation of adjunct faculty. Currently, efforts are made to make graduate students in Women's Studies aware of these faculty as resources and potential advisors, and to circulate to them courses offered by adjunct faculty to support graduate students’ programs of study. It appears, however, that there continues to be missed opportunities for graduate students to avail themselves of the expertise of these adjunct faculty, and steps to better organize the participation of these faculty might be useful. 3. The department could initiate work on a comprehensive development plan. This would involve specifically the organization of an alumni leadership board that could advise the department with respect to exploring resources to support the teaching program of the department, as well as advise the department of future growth. 4. The department could explore the development of a new undergraduate course, perhaps taught at the 100 level, but that would not replace WS200. The course could be taught in a lecture/discussion group format, with a fulltime faculty member (or members) presenting the lectures and GTAs leading the discussion sections. Such a course addition would provide three advantages: (a) it would respond to enrollment pressures; (b) it could, in turn, reduce the demand for space in WS200, thus enabling the department to remain true to its vision of providing that course experience for students who are truly interested in Women's Studies; and (c) it would enhance the preparation of GTAs to then teach WS200. (Implementation of such a course would probably have to be accompanied by efforts to re-publicize the goals, objectives, and expectations of the course to academic advisors across campus.)

Requiring New Funds or Reallocation of Funds
5. The department needs to solidify its staff. Is a single departmental secretary sufficient to handle the needs of the department? 6. The department needs to develop a strong plan for expanding the faculty. As noted above, with respect to new hires, the assumption appears to have been that an outside hire for chair is important; however, with impending retirements in the relatively new future, the funds required to hire a senior, outside chair might be better allocated to hiring two junior faculty. At the same time, these decisions must be made in the context of a comprehensive vision for the growth of the department. As such, this planning could include strategies for offering joint (as opposed to adjunct) appointments to interested faculty. At the same time, this planning can only take place if there exists a viable means to fill the position of chair of the department. 7. The needs of the department with respect to instructional technologies must be resolved.

Related Measures

M 7: Alumni Achievement
The Department of Women's Studies is held in general high regard within the University community. As was noted in numerous discussions, this was one of the earliest graduate programs in Women's Studies in the country. Noted feminist theorists have been associated with the department throughout its history, and it has attracted high quality students nationally. As noted above, current faculty is active in research and publication, and their rate of citation in the literature is indicative of the impact of their work. The graduate program is, of necessity, small, given the small size of the faculty and the emphasis placed on the individual mentoring of students. Over the past three years there have typically been ten graduate students in the program, all of whom scored satisfactorily on standardized
Develop a Strong Plan for Expanding the Faculty:  In August 2008, Dr. Fulton became chair and associate professor. She has been upgraded to Administrative Secretary and the department has approval to hire two work-study students. The Department Needs to Solidify Its Staff: With the departmental restructure, the department's staff position has been reorganized by 2011-2012. The Alumni Leadership Board will be under the Chair's leadership. However, the restructured to blend African American Studies (AAST) and Women's Studies (WS) into one unit. With these departmental changes, the department has not had time to explore the leadership board initiative. However, the Chair and faculty are using this opportunity to develop their graduate students. The committee found all of these students to be bright, articulate, and engaged in the subject matter. 3. The scholarly productivity of the permanent and adjunct faculty is also a strength. In addition to their contributions to the scholarly literature, they provide excellent role models for their students.

Source of Evidence:  Academic indirect indicator of learning - other

**Target:** No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Among a few of our alumnae recent accomplishments are: Tammy Owens accepted the University of Minnesota's offer of admission with full funding into the doctoral program in American Studies in the Fall 2011; Emily Unxon accepted in the Wake Forest University School of Divinity $27,500/year scholarship from Wake Forest to pursue this degree; Melanie DeMaeyer (spring 2010 graduate), is Assistant Director of Women's Resource Center at Georgia Technological University; and Justina Strong, who was the Director of Public Relations until August 2003 when she returned to the University of Alabama to pursue a Ph.D. in English.

M 8: Faculty

1. The department is in need of additional faculty, and thus far discussion within the department has focused on an outside hire to be chairperson. There is a strong rationale for hiring a chair with high visibility. At the same time, there are faculty members who will be retiring in the near future, and, as such, an alternative plan might be to hire more than one junior faculty member instead of a single senior member. This would give junior faculty the opportunity to develop before they were thrust into a leadership role. It would also increase the number of faculty offering courses within the department. With respect to the chairperson, potential leadership among the adjunct faculty should be explored. 2. One of the strengths of the department is its committed group of adjunct faculty. An area of opportunity is for the department to increase the role of these faculty. The courses offered by these faculty could enhance the quality of the graduate experience of current and future students if there was a better understanding of the students of the availability of these courses. Clear, accurate, and consistent communication of the courses offered is needed in advance of registration each semester. 3. S200 is a course that is very much in demand in the University, and the availability of spaces for that course is limited by the way it is taught (by individual GTA instructors in relatively small classes). The preparation of the instructors for the course has been an issue in the past that the department addressed by introducing a seminar for graduate students on the teaching of women's studies. At the same time, there continue to be questions regarding how WS200 is taught, specifically with respect to the preparation of the instructors. There are continuing concerns among the instructors regarding their own readiness to address a comprehensive interdisciplinary curriculum. WS200 is a demanding course both in the sense of the range of topics covered and in the emphasis within the course place on unsettling student expectations regarding mainstream gender norms. There is a contradiction between the current course objectives, that seem to emphasize instructor-guided self-reflection, and enrollment patterns more conducive to a broader analysis of women in society. This suggests the possibility of developing another course designed to respond to enrollment pressures, while at the same time maintaining the original objectives of WS200.

Source of Evidence:  Administrative measure - other

**Target:** No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**

In August 2008, Dr. Fulton assumed the role as Director of African American Studies. Dr. Brittney Cooper was recruited and hired as an assistant professor in 2008-2009. Dr. Rhoda Johnson retired in August 2008, leaving her position available. The department recruited and hired Dr. Jennifer Shoaff as an assistant professor in 2009-2010. Dr. Shoaff began in August 2010. Dr. Carol Piermann retired in January 2010. The departmental restructure facilitated hiring Dr. Derrick Bryan as an assistant professor in the area of African American Studies. Dr. Bryan began in August 2010. Additionally, Dr. Maara Marouan's tenure home has been moved from Religious Studies to this department. As a result of these additions and retirements, the department has a total of six tenured or tenure-track faculty members.

M 9: Action Plan

Based on the recommendations from the program review, the department proposed the following action plan for 2009-2010

**Library Resources:** Dr. Brittney Cooper is the department liaison to the library. She works with Nancy Dupree who is the acquisitions librarian for women's studies materials. Jennifer McClure, the acquisitions library for African American studies materials trains undergraduate and graduate students and faculty to use various electronic databases that have African American studies and gender-related topics and information. Although the department has not had funds to hire a tech person to update the departmental website, the department formed a website committee, which includes the administrative secretary, Stephanie Grimes. However, because technicians in the College of Arts and Sciences E-Tech are overextended uploading the newly designed website has been delayed.

**Organization of an Alumni Leadership Board:** In recent years the department has experienced significant changes that have hindered the organization of an Alumni Leadership Board. In August 2008, Dr. DoYeanna S. Fulton Minor became chair of the department. In November 2009 the University of Alabama Board of Trustees approved the proposal to rename the Department of Women's Studies to Gender and Race Studies. The department was restructured to blend African American Studies (AAST) and Women's Studies (WS) into one unit. With these departmental changes, the department has not had time to explore the leadership board initiative. However, the Chair and faculty will begin planning for development of this board in 2010-2011. We anticipate having the board organized by 2011-2012. The Alumni Leadership Board will be under the Chair's leadership. The Department Needs to Solidify Its Staff: With the departmental restructure, the department's staff position has been upgraded to Administrative Secretary and the department has approval to hire two work-study students. Develop a Strong Plan for Expanding the Faculty: In August 2008, Dr. Fulton became chair and associate professor
of the Department Women’s Studies in addition to her role as Director of African American Studies. Dr. Britney Cooper was recruited and hired as an assistant professor in 2008-2009. Dr. Rhoda Johnson retired in August 2008, leaving her position available. The department recruited and hired Dr. Jennifer Shoaff as an assistant professor in 2009-2010. Dr. Shoaff began in August 2010. Dr. Carol Pierman retired in January 2010. The departmental restructure facilitated hiring Dr. Derrick Bryan as an assistant professor in the area of African American Studies. Dr. Bryan began in August 2010. Additionally, Dr. Maha Marouan’s tenure home has been moved from Religious Studies to this department. She also assumed the position of director of African American Studies starting Fall 2010. As a result of these additions and retritments, the department has a total of six tenured or tenure-track faculty members.

Offering a New Undergraduate 100 Course: Since Fall 2008 the department has offered a large section of WS 200 each semester taught by a core faculty member with graduate student discussants. In 2009-2010 the department focused on curriculum redesign of WS200 into large sections, including hybrid sections—sections with in-class and online components—that will enroll 200 students. This format will meet college demands for increasing the number of seats available for undergraduate instruction and improving student retention. These courses “meet” two days each week—one in a traditional classroom, once in online sessions. With our current number of faculty and graduate teaching assistants, we cannot meet the demand for sections of WS 200. The large sections in hybrid format will offer more seats while allowing students to engage the material and their peers in small group discussions that reflect feminist pedagogical principles.

Women’s Studies tenured or tenure-track faculty will teach this course. Dr. Jennifer Purvis is teaching the first hybrid large section in Fall 2010. Dr. Jennifer Shoaff will teach the hybrid large section in Spring 2011. Dr. Shoaff will also teach this course in Fall 2011. Because of the time it takes for UA students to become more familiar and comfortable with the hybrid format, we expect enrollment to increase with each successive term this course is offered. For example, enrollment capacity was 75 for Fall 2010 but only 52 students registered. For Spring and Fall 2011, enrollment capacity will be 150 and 200, respectively, which we expect to fill because the schedule of courses will indicate that the course will be taught in a hybrid format and it will be scheduled at times UA students traditionally take courses. The department will assess the success of the hybrid format following these three semesters. This assessment will be based on enrollment, student achievement and feedback, technological resources, and spatial needs/resources.

Technological Needs: The department has two multimedia classrooms, 102 Manly and 308 Manly. However, the graduate seminar room (108 Manly) needs to be a multimedia classroom. Often we face the situation of simultaneously needing two seminar rooms with multimedia equipment and only have one. The department has requested that 108 Manly become a multimedia classroom. The department still does not have a classroom large enough to accommodate 100 students for the large section of WS 200. We are forced to place requests for scheduling large sections in rooms in other buildings without the assurance that the request will be fulfilled. Scheduling the hybrid sections is one way of addressing this problem. In courses with 150 students enrolled, half of those students (75) meet on one day (e.g. Monday of a Monday/Wednesday class) and the other half meets on the other day (e.g., Wednesday of a Monday/Wednesday class).

In fall 2008 the computers in the graduate student office were replaced. There are now five computers in the graduate student office. However, with the growth in number of graduate students enrolled in the program, the computer needs of our students have grown. The department has a photocopier.

The furniture in Manly 308 has been replaced with individual desks that allow for flexible movement and accommodate course capacities without being overcrowded. However, these desks are inadequate in size of both the writing tops and the chairs. The desktops are far too small to accommodate anything more than a sheet of 8/1 x 11 paper. The chairs are not comfortable, and often do not accommodate large-sized students. Moreover, several of these desks are now broken with the desktops detached. The lighting is still harsh and the window coverings need upgrading. On sunny days students cannot view the images projected onto the board, even when all the blinds are closed. The college is addressing this need and hopefully it will be fixed by fall 2012.

Source of Evidence: Administrative measure - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle

GRS is still in need of a multi-media seminar room. Desks in Manly 308 have been fixed or replaced, however, they are still too small.

OthOtnm 4: Sustain Optimal Level of Enrollment

The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 10: Credit Hour Production
Graduate semester credit hour production for the last three fall semesters.

Source of Evidence: Administrative measure - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle

Graduate credit hour production for the last three fall semesters were: 24 (2009); 40 (2010); and 31 (2011). 2011 credit hours were lower because one GRS faculty was on leave and thus one less graduate course was offered.

Related Action Plans (by Established cycle, then alpha):

Increase Graduate Credit Hour Production
Established in Cycle: 2011-2012

In situations where faculty members are on leave or have a reduced teaching load, hire faculty to teach graduate courses that ar...

For full information, see the Details of Action Plans section of this report.

M 11: Number of Students in Major
Number of students in graduate program for the last three fall semesters.
Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
The number of students enrolled in the M. A. in Women's Studies in the last three fall semesters were: 13 full-time, 1 part-time (2009); 12 full-time, 1 part-time (2010); and 15 full-time, 1 part-time (2011).

This data shows that the program is growing.

**M 12: Number of Degrees Awarded**
Number of degrees awarded in graduate program for last three years (August, December, and May).
Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
The number of degrees award in the last three years were: 5 (2009-10); 3 (2010-2011); and 4 (2011-12).
This data indicates that the program solidly meets viability standards.

**OthOtcm 5: Highly Valued by Program Graduates and Key Constituencies**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 13: Exit Survey Results**
Results from exit survey for graduates of program.
Source of Evidence: Student satisfaction survey at end of the program

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
Three exit surveys were distributed to graduates of the program in summer 2011. Two surveys were completed.

In answer to the following questions, students gave the following:

**Out of all the disciplines that you could have selected to pursue a master degree, why did you choose the Women's Studies Program in the Department of Gender and Race Studies' at the University of Alabama?**

> I chose this program because of it's reputation, faculty, and interdisciplinarity. Also, I wanted to work in both gender and race. This department is one of the most reputable departments in the south that offer both gender and race together at the graduate level.

> I began taking women's studies classes as an undergraduate at Emory, and since I really enjoyed those classes and felt challenged in them, I decided I would like to pursue a career in which I could actively engage feminist issues. I decided that a degree in law would be very valuable in order to pursue the kind of work I wanted to, but I decided that I would benefit from more extensive training in feminist theory before pursuing that degree. My personal and economic circumstances made it most practical to return to Alabama, and UA had the most appealing program in Women's Studies.

**What skills have you learned in the program that will advance your career and educational opportunities (e.g., writing skills, research skills, feminist theoretical frameworks, verbal skills, leadership skills, etc.)?**

> I have truly advanced my writing skills due to the instruction of faculty in this program. Prior to coming to this program, I liked feminist theory, but I had no idea of how to apply feminist theoretical frameworks, or engage in a brand of feminism that included both practice and theory, or praxis. Also, as a result of being encouraged to present at conferences, and because I have had the opportunity to present on two panels with faculty, I am able to articulate my theoretical positions much better. I am more confident in my verbal and leadership skills as a result of those conferences and my time in this department.

> My writing has definitely improved, along with my ability to critically engage texts. I believe I have gained a good foundation of feminist theory. I have also been introduced to critical race theory, which I hope to learn more about as I pursue my law degree. I had never done field research before coming to this program, and I am certain that the qualitative research I did for my thesis (including interviewing skills) will be invaluable in my future work. I greatly enjoyed teaching, and my interpersonal skills and self confidence have improved from this experience. I feel much more confident in my own abilities and much more prepared to enter law school and pursue the work of social justice after having earned this degree.

**Explain your views about the faculty members of the Department of Gender and Race Studies (focusing on their teaching skills, advising, mentoring of graduate students, fairness, etc.).**

> I think that the faculty members of the Department of GRS are a good fit for this department. I think that the University is rather "lucky" to have such young, distinguished faculty in southern Alabama. Two of the faculty members are Ford Scholars, one of the faculty members is from one of the best private universities in the U.S., and three of the faculty are from Big 10 universities. I feel very privileged to have been subjected to such superior training. My mentor, Dr. Brittnrey Cooper, has prepared me beyond measure scholastically and emotionally for educational training at the doctoral level at a Big 10 university. Also, I have been able to work with and get all of the resources that I needed to advance academically from all of the faculty members. Thus, I am indebted to all of the
faculty in this department, including the secretary, Stephanie.

I have had the most experience with Dr. Cooper, as I have had a class with her every semester I attended UA. Dr. Cooper has been such a valuable mentor to me. I have learned much from her in a short time, and I definitely think that the theoretical frameworks she has encouraged me to engage with will be invaluable to any future work I do. I have appreciated her advice as my thesis chair and for personal challenges that I have faced during my time here. Overall I have found her teaching to be very inspiring and well-grounded.

Of the other professors (whom I had less engagement with), I truly enjoyed taking classes with both Dr. Minor and Dr. Shoaff. I found both to be good teachers, fair graders, and genuinely nice, encouraging individuals. I began to gain an interest in archives and recovering Black women’s lives and texts in Dr. Minor’s class, and I always felt as if she supported my work. Although I took Dr. Shoaff’s course in my last semester, I enjoyed the class and believe that I learned a good deal. I especially like the fact that she took an international approach to gender/race/class. She was generally organized and well-spoken, and I have felt very comfortable going to her with any personal or professional problems I have faced. I was grateful to have the opportunity to work with both of these inspiring women. My experience with Dr. Purvis was much less enjoyable, although I do feel that I learned a good deal in her theory course. I always felt like Dr. Puris chose “favorites” based on her students’ willingness to embrace her own world view and way of engaging theory. I do not believe that she was always been fair in terms of grading or assessing her students, in particular in terms of her condescending comments to individuals in front of the entire class. Although I learned a lot from the readings that she assigned and from her interpretation of those texts, I did not gain any confidence in my own work from her class (in fact, her class oftentimes made me consider dropping out of the program).

Explain your views about the graduate courses offered in the Department of Gender and Race Studies and Women’s Studies Program (Were the courses helpful to your career? Did you enjoy the courses? Is there one course that left a lasting impact on you?).

I really enjoyed all of the courses. There were three courses that I enjoyed the most. Black Feminist Theory-Cooper, Recovering Black Women’s Voices-Minor, and Feminist Theory-Erevelles. I was terrified of graduate school when I first entered this program because I was new to the Arts and Sciences. And, the Arts and Sciences style of graduate school is completely different than the health sciences that I was used to in the program that I attended before coming to GRS. I can honestly say that it was the aforementioned three courses that really provided me with the framework that I needed to be a good scholar. The courses were very challenging, but I would definitely not be a strong scholar without them.

I do believe that the courses I have taken will be helpful to my career. I enjoyed most of the courses I took here at UA and in the department specifically. I found my methods class with Dr. Cooper to be especially useful in terms of engaging with theory and learning how to engage with various research methods. I think that these skills will be most useful to me beyond this program.

M 14: Informal Discussions between Faculty and Students
Results from informal faculty advising or discussion with students regarding future plans.

Source of Evidence: Discussions / Coffee Talk

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Depending on their research interests and professional goals, students express varying intentions regarding their future plans. Those who are centered toward an academic career, apply to doctoral programs. Students who find that they are more suited toward grassroots advocacy apply for positions in women's resource centers at academic institutions. Students interested in legal issues that affect women apply for law school. Of the eight students who either completed in 2011 or will complete in 2012, three applied to doctoral programs, one to law school, one to an MBA program, one to teaching positions at community colleges, one to public history centers, and one is undecided.

M 15: Monitor Student Professional Activities after Graduation
Monitor student professional activities after graduation; that is, the number of students who enter doctoral programs, professional schools, etc.

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target Established.

Finding (2011-2012) - Target: Not Reported This Cycle
Of the eight students who graduated in 2009-2010 and 2010-2011, four have entered doctoral programs, two are assistant directors of women's resource centers, one has entered law school and one is employed in the service sector.

OthOtcm 6: Provide High Quality
The Department of Gender and Race Studies will provide high quality at the undergraduate and graduate levels.

Related Measures

M 16: Calculate Course Ratings
The number of faculty who receive course ratings of >/= 4.0 will be calculated.
Source of Evidence: Student course evaluations on learning gains made

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
In fall 2011 ten of ten faculty (tenured, tenure-track, and adjunct) received ratings of 4.0 or greater for courses. In spring 2012, nine of nine faculty received ratings of 4.0 or greater. These results demonstrate that tenured and tenure-track faculty generally perform high quality teaching.

**M 17: Student Opinions of Instruction**
Calculate average SOI score for adjunct faculty who teach introductory courses.

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
In fall 2011, the average SOI score for adjunct faculty who teach introductory courses was 4.56. This measure was 3.64 in spring 2012. The spring SOIs include the hybrid course format of Introduction to Women's Studies (WS 200), which received ratings below 4.0. Student perceptions of teaching performance may be adversely affected by course formats that comprise large sections in class and online components. These findings demonstrate that generally GRS adjunct faculty have high SOIs in introductory courses but that course format can be a significant determining factor in SOIs.

**Related Action Plans (by Established cycle, then alpha):**

**Increase SOI for Adjunct Faculty**
*Established in Cycle: 2011-2012*
As a result of the low SOIs for the hybrid format of Introduction to Women's Studies, the department will refrain from offering...

For full information, see the Details of Action Plans section of this report.

**M 18: GTA Observations**
All Graduate Teaching Assistants will be observed by a supervising faculty member. Supervising faculty will submit written report and meet with GTA, providing teaching mentorship.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
All Graduate Teaching Assistants were observed by their supervising faculty member. Each supervising faculty member submitted a written report of the observation and met with the GTA for teaching mentorship. The department places high value on developing high quality teachers and providing high quality teaching to undergraduates. Therefore, faculty devote significant time to Graduate Teaching Assistant development.

**OthOtcm 7: Maintain Active Scholarship**
Gender and Race Studies faculty will maintain active scholarship agendas.

**Relevant Associations:**
Department Outcome #2 Improvement Action(s) to be advanced:

Each faculty member is urged to produce (in hand) at least one publication in a refereed journal or book chapter, or book each year. Submissions that are in progress are urged to be moved to publication. Faculty are urged to maintain or exceed their presentation rates and grants, contract, and fellowship submission rates.

**Related Measures**

**M 19: Faculty Productivity**
Measures of overall faculty productivity will be calculated for the past 3 years, using the total number of publications for the department, the average number of publications per faculty, and the percent of faculty with > 1 publications. We will also calculate overall measures over the past 3 years of presentations and grant activity.

Source of Evidence: Administrative measure - other

**Target:**
No Target Established.

**Finding (2011-2012) - Target: Not Reported This Cycle**
The total number of publications in-print, accepted and/or forthcoming in the last three years were as follows: (2009-10) 21; (2010-11) 22; and (2011-2012) 28. The average number of publications per faculty were: (2009-10) 4.4; (2010-11) 3.67; and (2011-2012) 4.67. The percent of faculty with > 1 publications were: (2009-10) 80%; (2010-11) 67%, and (2011-2012) 67%. The overall measures over the past 3 years of presentations were: (2009-10) 32; (2010-11) 24; and (2011-12) 28. Grant activity was as follows: (2009-10) 3 submitted 2 awarded; (2010-2011) 12 submitted, 6 awarded; (2011-12) 1 submitted, 6 in-force. These data indicate that Gender and Race Studies faculty members are extremely productive and they have great promise for continued success in their publication record and their commitment to good scholarship. For a department with an extremely small faculty size who are attending to various administrative and service demands, the faculty continues to maintain an active research agenda.
M 20: Faculty Publications
Change in publication rate for those faculty publishing <= refereed publications from 2010—2011 to 2011-2012 will be calculated.

Source of Evidence: Administrative measure - other
Target: No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
The faculty publication rate, measured by the percent of faculty publishing >1 work, remained the same (67%) in 2010-2011 and 2011-2012. Although this rate is less than 2009-2010 (80%), the number of junior faculty who are just establishing their research agendas has increased in the department. As these faculty become mature scholars, the faculty publication rate is expected to increase.

M 21: Monitor Number of Grants, Contracts and Fellowships
Monitor number of grants, contracts, and fellowships faculty submit on an annual basis.

Source of Evidence: Administrative measure - other
Target: No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
Grant activity was as follows: (2009-10) 3 submitted 2 awarded; (2010-2011) 12 submitted, 6 awarded; (2011-12) 1 submitted, 6 in-force. This is a high level of activity for humanities faculty.

OthOtcm 8: Develop Presence in the Discipline
The Department of Gender and Race Studies is committed to developing and maintaining a significant presence through teaching and scholarship in the areas of gender and race studies both on campus and the wider community.

Relevant Associations:
Department Outcome #3 Improvement Action(s) to be advanced:
Increase the number of media citations of departmental teaching and scholarship both statewide and nationally.
Increase the number of undergraduate majors and minors, particularly for the African American Studies program.

Related Measures

M 22: Monitor Event Attendance
Monitor the number of events and in attendance at department sponsored events like symposia, brown bag lecture series, and film series.

Source of Evidence: Activity volume
Target: No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
The department sponsored or co-sponsored a total of 21 events in 2011-2012. The Recovering Black Women's Voices and Lives Symposium had an audience of one hundred thirty people. That the Recovering Black Women's Voices and Lives Symposium continues to grow is a testament to the commitment to faculty in the Department of Gender and Race Studies and our faculty affiliates in other departments across campus. These faculty are not only committed to social justice, they recognize that Black women (the lives we live, the work we do) must be at the center of any true movement for change. The faculty members of the Department of Gender and Race Studies are committed to promoting a healthy and informed academic environment free of gender and racial discrimination. During the academic year of 2011-2012, the department sponsored a number of events that celebrated and promoted diversity. These events included brown bag presentations, colloquia, and co-sponsored events. A total of nine brown bag presentations were held and co-sponsored by the Department of Gender and Race Studies and the Women's Resource Center. The nine brown bag lectures averaged ten attendees. For a small department with limited faculty and financial resources, GRS is highly active in the number of outreach events and the level of attendance to these events.

M 23: Faculty Invitations
Calculate the average number of invitations to faculty to attend and contribute to scholarly and teaching activities regionally, nationally, and internationally.

Source of Evidence: Administrative measure - other
Target: No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
The average number of invitations to faculty to attend and contribute to scholarly and teaching activities regionally, nationally, and internationally is 1.33 per faculty member. This measure demonstrates GRS faculty hold recognized expertise and maintain a significant presence in the discipline and the wider community.

M 24: Monitor Growth of Major
Calculate the change in number of undergraduate majors and minors in department programs from spring 2010 to
Finding (2011-2012) - Target: Not Reported This Cycle
The overall number of undergraduate majors and minors increased by one (84 to 85) from spring 2010 to spring 2011. While the number of AAST undergraduate majors and minors fell from 54 in spring 2010 to 41 in spring 2011, or 24%, the number of undergraduate majors increased during this period, from 14 to 20, 43%. The number of Women's Studies minors increased from 30 to 44 or 47% during this period. This increase demonstrates the growth of the Women's Studies undergraduate minor program and its solidity.

OthOtcm 9: Provide Supportive Environment for Students
The Department of Gender and Race Studies is committed to providing a supportive environment for its students.

Relevant Associations:
Department Outcome #n Improvement Action(s) to be advanced:
Provide more opportunities for students to develop relationships with peers and faculty through social and academic interactions. This might include social gatherings with faculty and students, supporting development of a departmental student organization and formal mentoring programs.

Related Measures

M 25: Faculty Advising
The percent of students who are advised by faculty.

Source of Evidence: Administrative measure - other
Target:
No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
The graduate studies director advised 100% of graduate students enrolled in the Women's Studies program in fall 2011. Every student is advised each term and the director completes an individual progress form in each advising session. In this manner students are directed through program and graduation logistics and are advised on post-graduate endeavors. This advising program demonstrates that GRS is committed to student success.

M 26: Informal Discussions between Faculty and Students
Perceptions of students regarding their advising experience ascertained through informal faculty and student feedback.

Source of Evidence: Discussions / Coffee Talk
Target:
No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
Students reported that faculty were more accessible and easier to talk to than faculty in other departments. Students expressed their appreciation that faculty were accommodating and made time to meet with them.

M 27: Monitor Number of Activities Provided for Faculty/Student Interaction
Monitor number of opportunities department provides for student peer and faculty interactions.

Source of Evidence: Administrative measure - other
Target:
No Target Established.
Finding (2011-2012) - Target: Not Reported This Cycle
GRS faculty invite and encourage undergraduate and graduate students to attend almost all departmental events and activities. All 21 sponsored or co-sponsored events were opportunities for student peer and faculty interaction. In particular, the Recovering Black Women's Voices and Lives symposium included four panels where scholars presented research, lunch for participants, and a reception where students and faculty interacted socially. GRS hosted an open house, holiday party, and faculty and student appreciation luncheon in which students engaged faculty and their peers. Finally, the department supported development of an African American Studies student association to foster student engagement in the program. Students held four meetings in spring 2012. Student peer and faculty opportunities for interactions were numerous in 2011-2012. However, there could be more opportunities for students to interact with their peers in the context of disciplinary focus.

Related Action Plans (by Established cycle, then alpha):

AAST 100 Course
Established in Cycle: 2011-2012
The AAST director has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course ...

Student Association
Established in Cycle: 2011-2012
The department will continue to support the African American Studies student association and encourage
The AAST director has developed AAST 100 “Call and Response: Exploring African American Experience,” a one credit hour course in that is interdisciplinary and team-taught, that will use the Paul Jones African American Art Collection to introduce students to the breadth and richness of African American culture. This course is designed to attract freshmen to the program and give them the opportunity to meet the AAST core and affiliated faculty, and expose them to the wide range of courses AAST offers.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Monitor Number of Activities Provided for Faculty/Student Interaction | Outcome/Objective: Provide Supportive Environment for Students
Implementation Description: Create and offer AAST 100 with guest lectures.
Projected Completion Date: 05/2013
Responsible Person/Group: AAST Director
Additional Resources: None

Increase Graduate Credit Hour Production
In situations where faculty members are on leave or have a reduced teaching load, hire faculty to teach graduate courses that are impacted by absent faculty.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Credit Hour Production | Outcome/Objective: Sustain Optimal Level of Enrollment
Implementation Description: Hire faculty to teaching graduate courses impacted by absent faculty.
Projected Completion Date: 05/2013
Responsible Person/Group: Department chair

Increase Number of General Education Courses
The department will create and offer a greater number of Social Behavior and Writing core courses. The department chair will closely follow up on core course development and approval to ensure course proposals are moved through the process of approval in a timely manner.

Department chair and GRS faculty
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Monitor Number of General Education Courses Offered | Outcome/Objective: General Education
Implementation Description: Create and submit syllabi for SB and W core credit.
Projected Completion Date: 05/2013
Responsible Person/Group: Department chair and GRS faculty
Additional Resources: None

Increase SOI for Adjunct Faculty
As a result of the low SOIs for the hybrid format of Introduction to Women's Studies, the department will refrain from offering this format in fall 2012 and will support professional teaching development for instructors who will teach the course in the hybrid format in the future.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Student Opinions of Instruction | Outcome/Objective: Provide High Quality
Implementation Description: Support adjunct faculty with mentoring and professional development.
Projected Completion Date: 05/2013
Responsible Person/Group: Department chair and instructors.
Additional Resources: Funds for professional teaching development.
Budget Amount Requested: $1,000.00 (one time)

Student Association
The department will continue to support the African American Studies student association and encourage members to lead and promote events and activities that involve students with their peers and with faculty.
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<th>Established in Cycle:</th>
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<td>Implementation Status:</td>
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**Relationships (Measure | Outcome/Objective):**

- **Measure:** Monitor Number of Activities Provided for Faculty/Student Interaction
- **Outcome/Objective:** Provide Supportive Environment for Students

**Projected Completion Date:** 05/2013  
**Responsible Person/Group:** Department chair and AAST director