

CAS Self-Assessment Guide

WOMEN'S AND GENDER PROGRAMS AND SERVICES
2015

Council for the Advancement of Standards in Higher Education. (2015). *CAS self-assessment guide for women's and gender programs and services*. Washington, DC: Author.

Table of Contents

Contextual Statement

Gives a functional and historical perspective to the area

Instructions

Instructions for conducting self-assessment using the SAG

Self-Assessment Instrument

Instrument comprised of criterion statements, rating scales, and evaluation forms to be used in self-assessment

Work Forms

Offer direction for developing an action plan (e.g. identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)

Appendix A: CAS Standards for Women's and Gender Programs and Services

WOMEN'S AND GENDER PROGRAMS AND SERVICES

CAS Contextual Statement

Sexism persists in North American colleges and universities, revealing itself in institutional structures, policies, and practices, as well as campus cultures that privilege some and disadvantage others. For many generations, North American colleges and universities were open only to a discrete subset of men. This legacy of gender inequity continues to shape the college experience, despite women students now being the numerical majority on most campuses (Allen, Dean, & Bracken, 2008); as Vlasnik points out, “the *quantity* of women in higher education is a different discussion than the *quality* of their experience ,2011) ”p. 24). Women and men experience college differently (Sax, 2008), and traditional gender socialization narrows access and opportunities on campuses in ways that reinforce stereotypes and disproportionately limit women and other campus constituents facing gender-based oppression. The term *women* is inclusive of all individuals who identify as women and the term *men* is inclusive of all individuals who identify as men, regardless of their biological sex or sex assigned at birth. The intersection of sexism with other forms of systematic oppression further impacts the collegiate experience for all. Addressing these and related issues by supporting women and individuals of all gender identities, educating the campus community about women’s and gender issues, and advocating for gender equity at the institutional level are just some of the unique roles that Women’s and Gender Programs and Services (WGPS) play in the academy.

Women’s and Gender Programs and Services refer to campus offices that advance gender equity and support women and other campus constituents facing gender-based oppression. These offices include women’s centers, centers for gender, offices for women, and other units in higher education settings that address gender-related issues and concerns. Such programs are housed within colleges and universities across the U.S., including public and private institutions, two-year and four-year schools, historically black colleges and universities, tribal institutions, Hispanic-serving institutions, Asian American- and Pacific Islander-serving institutions, institutions serving deaf and hard of hearing students, and those serving blind and visually impaired students. -Approximately 500 such programs exist in U.S. higher education (National Women’s Studies Association, n.d., in Vlasnik, 2010); similar organizations also exist in higher education in other countries. The first women’s center in the U.S. was established in 1960 at the University of Minnesota (Bonebright, Cottledge, & Lonquist, 2012) at the cusp of an era of tremendous change in higher education. WGPS serve as catalysts and leaders of positive institutional change; women’s centers, one form of WGPS, have been named the “very heart of feminist engagement with the academy” (Marine, 2011, p. 16).

Women’s and Gender Programs and Services are established on campuses as a result of concerns about gender equity raised by students, administrators, faculty, staff, alumnae/alumni, and community members. Informed by women’s, African American, LGBT+ (lesbian, gay, bisexual, transgender, and sexual and gender minorities), and other civil rights movements, WGPS are developed to respond to individual and institutional needs to support women and other campus constituents facing gender-based oppression in achieving their educational goals, encouraging engaging in broader fields of study and promoting into leadership positions, and advancing issues of gender equity in higher education. In addition, WGPS have initiated important conversations about masculinities, men’s roles as allies, and the specific needs of transgender women, transgender men, and other individuals facing gender-based oppression. Reporting lines for Women’s and Gender Programs and Services differ among institutions, with some embedded in the missions and services of divisions of student affairs and others with reporting lines reflecting other institutional organizational structures such as academic affairs or diversity/multicultural affairs (see Goettsch, Linden, Vanzant, & Waugh, 2012, for discussion of structures and name changes).

In recent decades, scholars and practitioners have debated the use of the term *women* both in the field of women’s and gender studies as well as in naming campus centers, offices, and programs that address gender issues. Some

prioritize the importance of directly naming the primary target of sexism and gender discrimination by using the term *women* (as in women’s center). Others assert that use of the term *women* reproduces an essentialist framework that privileges a monolithic category of women while the term *gender* (as in gender studies and gender equity center) is more inclusive of all individuals and their diverse experiences of gender, and of gender-based inequity and discrimination. For some, the term *gender* in program names also more explicitly draws attention to masculinities and services for men and gender diverse individuals, which women’s centers have provided to varying degrees. Others have observed that replacing the term *women* with *gender* could erase the history of the struggle to put women’s lives and experiences at the center of attention, opening the door to co-opting the goals of that movement and shifting resources, energy, and attention away from addressing the status of women (Berger & Radloff, 2011). There is a similarly complex dialogue regarding the naming, configuration, and delivery of programs and services at the intersection of gender and sexuality.

In 2015, CAS chose to change the name of the functional area from “Women Student Programs and Services” to “Women’s and Gender Programs and Services.” The addition of *gender* to the name acknowledges the above debate regarding the use of the terms *women* and *gender* in program names. The elimination of *student* acknowledges the broader focus of some programs to include faculty, staff, alumnae/alumni, and/or community members in their missions. The name change for this functional area does not compel campus-based programs or units to alter their names; institutions should name WGPS units to reflect the unique mission, needs, history, and culture of their institution.

Women’s and Gender Programs and Services have varied missions that express the unique cultures and goals of the institutions within which they reside. Most of them include in their mission the need to address equity, including institutional change; education, including equal access, affordability, recruitment, retention, and professional development; support and advocacy; personal safety; and the development of community (Kunkel, 1994, 2002). There is no single form for WGPS, yet there are many shared commitments, tenets, goals, and practices. In 2010, Ohio women’s centers created and published a shared philosophy statement that for the first time brought diverse centers and programs together to self-define their collective work. It reads in full:

Women’s centers reflect the unique needs of their institutions and communities, yet share a commitment to historically underserved individuals and groups. Additionally, women’s centers play a leadership role in understanding the changing workplace and preparing members of the university community to engage successfully with an increasingly complex world. Women’s centers are integral to transforming institutions into inclusive environments; through community-building, advocacy, education, support, and research, they encourage the full participation and success of women. (Vlasnik, 2010, p. 5)

The statement points to the ongoing importance and impact of WGPS on their institutions and on individuals of all gender identities.

Supporting the success of women students and other campus constituents facing gender-based oppression involves working with individuals of all gender identities to raise awareness about and contribute to cultural change related to gender issues more broadly, and addressing concerns that affect all members of a campus community and beyond, including alumnae/alumni, community organizations and the public at large. Additionally, the unique experiences of women and other constituents facing gender-based oppression require that WGPS—regardless of their reporting structures—engage with every element of campus life, including collaborating with academic, administrative, student affairs, and other co-curricular units, as well as student-based organizations. Women’s and Gender Programs and Services are informed by a broad range of academic disciplines and professions. It is important to note that WGPS draw on information from scholars and practitioners whose work is often interdisciplinary in nature, foregrounds an analysis of power and privilege, and recognizes the impact of intersectionality on research, teaching, and activism. In addition, WGPS serve as locations for exploring the connection between theory and

practice. This exploration is also predicated on their connections to a wide range of activist movements. Ultimately, WGPS are dedicated to advancing knowledge of how historical and current imbalances of power among genders impact equity issues, both on campus and in society, with the goal of helping all people to reach their full potential.

When Women's and Gender Programs and Services were first founded, they tended to focus on access (i.e., assisting women in gaining entrance into academic institutions both as students and personnel), equity, and the tenets outlined by Kunkel (1994, 2002). Addressing barriers to access and equity remain central to the missions of WGPS. However, because the manifestations of these issues on contemporary campuses have changed, WGPS have responded to address the following current issues and concerns:

- Supporting access for and the success of specific groups of women who remain underrepresented in higher education (e.g., Buford, 1988; Chuang, 2010; Keller & Rogers, 1983);
- Fostering the full integration of women and other constituents facing gender-based oppression once they are on campus;
- Advocating for equity and critiquing and challenging social constructions of gender
- Exploring and deepening their relationships with academic programs, particularly women's and gender studies (e.g., Cook, 1998; Green, 2002; Parker & Freedman, 1999; Zaytoun Byrne, 2000);
- Educating about and exploring the fluidity and diversity of gender identities and expressions;
- Challenging the explicit and implicit biases and stereotypes that continue to hinder women's academic and career progress in higher education leadership and male-dominated fields such as science, technology, engineering and math (Hill, Corbett, & St. Rose, 2010);
- Responding to the expanding participation in the discourse around masculinities, and cultivating partnerships in which men self-define and act as allies for gender equity and social justice;
- Exploring leadership, internationalization, and technology in their programs and services (Davie, 2002; see Bonebright et al., 2012);
- Building the field of WGPS work by focusing on the professional development, preparation, and experiences of WGPS staff (e.g., Marine, 2011; Vlasnik & DeButz, 2013); and
- Continuing to identify and explore emerging issues and concerns related to women, gender, and gender equity on college and university campuses.

While Women's and Gender Programs and Services work to address the above issues, WGPS do so in their historical context and roots in social justice, community activism, and social change efforts, as well as in student development theory and administrative leadership practice.

Acknowledging the immense potential of higher education to improve the lives of people of all gender identities and gender expressions, WGPS translate the richness of feminist and womanist community organization- and movement-based work to college and university settings, demonstrating the relevance of women and their many contributions to all aspects of higher education. Through support, advocacy, and education, WGPS address sexual assault and other forms of power-based personal violence, sexual harassment, gender discrimination, sexism, cisgenderism, and other barriers to student academic achievement that disproportionately impact the success of women and other students facing gender-based oppression. With a commitment to the continuous examination of power, privilege, interlocking oppressions, and the intersection of gender with other identities, WGPS seek to support and advocate for the positive educational experiences of all members of college and university communities while simultaneously maintaining a specific focus on gender and women. As a result of this intersectional framework, traditionally under-served, underrepresented, and marginalized populations across gender identities engage in and benefit from WGPS. Individuals whose salient identity may not be gender often gravitate towards the educational and activist activities and/or seek support and advocacy provided by WGPS in order to succeed on campus.

Obtaining and sustaining funding and resources sufficient to fully actualize the missions of Women’s and Gender Programs and Services remains one of the most significant challenges facing these programs. This is a particular concern in light of women comprising the majority of students enrolled in colleges and universities in the U.S. but the minority of faculty in the senior ranks and individuals in academic and administrative leadership positions. Coalition work, which is both integral to WGPS and a method for addressing limited resources, strategically engages partners in WGPS work to dismantle intersecting oppression, deepen the quality and impact of their work, and advance shared priorities and projects that serve their constituents and institutions. WGPS assume leadership roles in advocating for campus climate assessments and policy change at the institutional level and in forming collaborations to accelerate institutional changes so that campuses are inclusive of all their members.

References, Readings, and Resources

- Allen, J. K., Dean, D. R., & Bracken, S. J. (2008). *Most college students are women: Implications for teaching, learning, and policy*. Sterling, VA: Stylus.
- American Association of University Women, <http://www.aauw.org>
- Berger, M. T., & Radeloff, C. (2011). *Transforming scholarship: Why women’s and gender studies students are changing themselves and the world*. New York, NY: Routledge.
- Bonebright, D. A., Cottledge, A. D., & Lonquist, P. (2012). Developing women leaders on campus: A Human Resources-Women’s Center partnership at the University of Minnesota. *Advances in Developing Human Resources*, 14(1), 79-95. doi: 10.1177/1523422311429733
- Buford, C. (1988, Summer). Multicultural programming in a university women’s center. *Initiatives*, 51(2/3), 31-35. Campus Women Lead, <http://www.aacu.org/campuswomenlead>
- Chuang, I. (2010, July). Asian women students’ group: Success through mutual support. *Women in Higher Education*, 19(7), 19. College and University Professional Association for Human Resources (CUPA-HR): <http://www.cupahr.org/surveys>
- College Student Educators International (ACPA) Standing Committee for Women: <http://www.myacpa.org/scw>
- Cook, S. (1998, April). Women’s center partners with academics for reality. *Women in Higher Education*, 7(4), 20.
- Davie, S. L. (2002). Drawing new maps. In S. L. Davie (Ed.), *University and college women’s centers: A journey toward equity* (pp. 447-458). Westport, CT: Greenwood Press.
- Goettsch, J., Linden, A., Vanzant, C., & Waugh, P. (2012, June). *Campus women’s centers for the twenty-first century: Structural issues and trends* (Issue Brief No. 03). Cincinnati, OH: Greater Cincinnati Consortium of Colleges and Universities and Southwestern Ohio Council for Higher Education. Retrieved from <http://www.gcccu.org/committees/womens-studies.cfm> and <https://soche.org/members/councils-and-committees/womens-centers-committee>
- Green, D. (2002, November). Experiential learning connects women’s studies to centers. *Women in Higher Education*, 11(11), 27.
- Hill, C., Corbett, C., & St. Rose, A. (2010). *Why so few? Women in science, technology, engineering and math*. Washington, D.C.: American Association of University Women.
- Keller, M. J., & Rogers, J. L. (1983, November). The awareness, impressions, and use of a campus women’s center by traditional and nontraditional women students. *Journal of College Student Personnel*, 24(6), 550-556.
- Kunkel, C. A. (1994). Women’s needs on campus: How universities meet them. *Initiatives*, 56(2), 15-28.
- Kunkel, C. A. (2002). Starting a women’s center: Key issues. In S. L. Davie (Ed.), *University and college women’s centers: A journey toward equity* (pp. 65-78). Westport, CT: Greenwood Press.
- Marine, S. (2011). Reflections from “professional feminists” in higher education: Women’s and gender centers at the start of the twenty-first century. In P. A. Pasque & S. Errington Nicholson (Eds.), *Empowering women in higher education and student affairs: Theory, research, narratives, and practice from feminist perspectives* (pp. 15-31). Sterling, VA: Stylus Publishing.
- National Council for Research on Women (NCRW): www.ncrw.org
- National Women’s Studies Association (NWSA): www.nwsa.org
- NWSA Women’s Centers Committee Blog: nwsawcc.wordpress.com/
- Parker, J., & Freedman, J. (1999). Women’s centers/women’s studies programs: Collaborating for feminist activism. *Women’s Studies Quarterly*, 27(3/4), 114-121.
- Sax, L. J. (2008). *The gender gap in college: Maximizing the developmental potential of men and women*. San Francisco, CA: Jossey-Bass.
- Student Affairs Administrators in Higher Education (NASPA) Center for Women: <http://www.naspa.org/constituent-groups/groups/center-for-women>

- Student Affairs Administrators in Higher Education (NASPA) Women in Student Affairs (WISA) Knowledge Community:
<http://www.naspa.org/constituent-groups/kcs/women-in-student-affairs>
- Vlasnik, A. L. (2010, May). *Ohio women's centers: Statement of philosophy* (Issue Brief No. 01). Cincinnati, OH: Greater Cincinnati Consortium of Colleges and Universities and Southwestern Ohio Council for Higher Education. Retrieved from <http://www.gcccu.org/committees/womens-studies.cfm> and <https://soche.org/members/councils-and-committees/womens-centers-committee>
- Vlasnik, A. L. (2011). Historical constructs of gender and work: Informing access and equity in U.S. higher education. In J. L. Martin (Ed.), *Women as leaders in education: Succeeding despite inequity, discrimination, and other challenges: Vol. 1. Women's leadership in higher education* (pp. 23-44). Santa Barbara, CA: Praeger.
- Vlasnik, A. L., & DeButz, M. D. (2013, December). *Professional competencies of women's center staff* (Issue Brief No. 04). Cincinnati, OH: Greater Cincinnati Consortium of Colleges and Universities and Southwestern Ohio Council for Higher Education. Retrieved from <http://www.gcccu.org/committees/womens-studies.cfm> and <https://soche.org/members/councils-and-committees/womens-centers-committee>
- Women's Centers in U.S. Higher Education Bibliography: <http://www.nwsa.org/research>
- WRAC-L: The Women's Resource and Action Centers Group: <http://nwsawcc.wordpress.com/wrac-l/>
- Zaytoun Byrne, K. (2000). The roles of campus-based women's centers. *Feminist Teacher*, 13(1), 48-60.

Contextual Statement Contributors

Current Edition:

Jane Goettsch, Miami University
Kathleen Holgerson, University of Connecticut
Rebecca Morrow, West Virginia School of Osteopathic Medicine, NWSA
Kathy Rose-Mockry, University of Kansas
Cathy Seasholes, University of Wisconsin - Milwaukee, NWSA
Amber L. Vlasnik, Wright State University

Previous Editions:

Brenda Bethman, Texas A&M University
Chimi Boyd, North Carolina Central University
Janine Cavicchia, Western Illinois University
Peg Lonquist, University of Minnesota
Corrie Martin, University of the Pacific
Rebecca Morrow, Idaho State University
Ellen Plummer, Virginia Tech University
Beth Rietveld, Oregon State University
Claire K. Robbins, University of Maryland
Cathy Seasholes, University of Wisconsin – Milwaukee
Nora Spencer, Vanderbilt University
Amber L. Vlasnik, Wright State University
Jennifer Wies, Xavier University

INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as “General Standards,” which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

- | | |
|-------------------------------------|-----------------------------------------|
| Part 1. Mission | Part 7. Diversity, Equity, and Access |
| Part 2. Program | Part 8. Internal and External Relations |
| Part 3. Organization and Leadership | Part 9. Financial Resources |
| Part 4. Human Resources | Part 10. Technology |
| Part 5. Ethics | Part 11. Facilities and Equipment |
| Part 6. Law, Policy, and Governance | Part 12. Assessment |

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

<p style="text-align: center;">1. Plan the Process</p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p>Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p> <p>Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;">7. Close the Loop</p> <p>Put action plans into practice; work to navigate politics and</p>

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence</p> <p>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</p>	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

- A. Plan the self-study process
- B. Assemble and educate self-study team(s)
- C. Identify, collect, and review documentary evidence
- D. Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team

The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “must” and “shall” while guidelines use “should” and “may.”

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the

measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

- 1) Rate Criterion Measures
 - a) Team members individually rate criterion measures based on their understanding of the evidence.
 - b) Team discusses and assigns collective ratings for criterion measures.

- 2) Provide Narrative Rationale
 - a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
 - b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
 - c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

- 3) Answer Overview Questions (In the Instrument)
 - a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
 - b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the “Ethics” standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS					
Suggested Evidence and Documentation:					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
Criterion Measures:					
DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> 5.1 Ethical Standards <ul style="list-style-type: none"> Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice. Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies. <p><i>Rationale:</i></p>					
<input type="checkbox"/> 5.2 Statement of Ethical Standards <ul style="list-style-type: none"> Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws. 					

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

- 1) Resolve Rating Discrepancies (Work Form A)
 - a) Identify criterion statements for which there is a substantial rating discrepancy.
 - b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.
- 2) Identify Areas of Program Strength (Work Form B)
 - a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).
- 3) Identify Areas for Improvement (Work Form B)
 - a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.
- 4) Recommend Areas for Unit Action (Work Form C)
 - a) Note items that need follow-up action for improvement and indicate what requires action.
 - b) This is the last form to be completed by the review team.
- 5) Prepare the Action Plan (Work Form D)
 - a) This step should be completed by the unit being reviewed.
 - b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.
- 6) Write Program Action Plan (Work Form E)
 - a) List each specific action identified in the self-study that would enhance and strengthen services.
 - b) Determine the actions needed to improve for each practice.
 - c) Identify responsible parties to complete the action steps.
 - d) Set dates by which specific actions are to be completed.
- 7) Prepare Report
 - a) Prepare a comprehensive action plan for implementing program changes.
 - b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
 - c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

WOMEN’S AND GENDER PROGRAMS AND SERVICES

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals

- The purpose of Women’s and Gender Programs and Services (WGPS) is to advance gender equity, educate the campus community about women’s and gender issues, and promote a supportive and safe environment for women and all campus constituents facing gender-based oppression.

Rationale:

1.2 Mission Implementation and Review

- WGPS develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.3 Mission Statement

- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does WGPS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 2.1 Program Contribution to Student Learning and Development
- Women’s and Gender Programs and Services (WGPS) contributes to students’ formal education (the curriculum and co-curriculum), learning, and development.
 - WGPS contributes to students’ progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
 - WGPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

- 2.2 Assessment of Learning and Development
- WGPS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
 - WGPS uses evidence to create strategies for improvement of programs.

Rationale:

- 2.3 Program Design
- WGPS bases its work on intentional student learning and development outcomes.
 - WGPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
 - WGPS incorporates dimensions of identity beyond gender identity and expression, such as race; ethnicity; nationality; religious affiliation; sexual orientation; disability; age; and relationship, social, economic, or veteran status into programs and services.
 - WGPS emphasizes the needs of women and all constituents facing gender-based oppression including transgender women, transgender men, and gender diverse individuals.
 - The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
 - WGPS actively works to eliminate problems of power and privilege within WGPS work.
 - WGPS promotes unrestricted access for full involvement of women and all constituents facing gender-based oppression.
 - WGPS provides programs and services that actualize the core tenets of the WGPS mission to address gender equity through education, advocacy, and support.

Rationale:

2.4 Collaboration

- WGPS collaborates with others across the institution in ways that benefit students.
- WGPS collaborates with colleagues and departments across the institution to promote an inclusive campus climate free of discrimination, harassment, and other barriers to success.
- WGPA collaborates with on- and off-campus partners to create institutional policies, procedures, and programs to work toward the elimination of gender bias and discrimination.

Rationale:

2.5 Education

- WGPS provides educational programs, offers experiential opportunities, and engages in informal education that
 - promotes awareness of the ways gender is culturally constructed and how this shapes society and the individual experience.
 - increases understanding of systems of social privilege and oppression and the interrelationship between sexism and the systems of power and privilege associated with other marginalized social identities and experiences.
 - empowers participants to create strategies for success within existing social structures.
 - elevates participants' capacity to confront and transform individual and institutionalized inequality and discrimination.
 - helps campus constituencies identify and create equitable practices.
 - empowers students and other constituents served by the WGPS mission to engage in gender-related activist causes.
 - facilitates attitudinal and behavioral change.

Rationale:

2.6 Advocacy

- WGPS provides opportunities for individuals within the institution to collectively transform institutional culture related to improving the lives of women and all people facing gender-based oppression.
- WGPS advocates for a campus culture that eliminates barriers, prejudice, and bigotry, and creates a hospitable climate for women and all constituents facing gender-based oppression.
- WGPS advocates for institutional accountability for assessing and monitoring campus climate in areas of gender bias and discrimination.
- WGPS advocates for the elimination of institutional policies and practices that result in an inequitable impact on students or employees based on their gender identity and/or gender expression.
- WGPS advocates for curricular change to consistently and comprehensively include the concerns and contributions to society of women and all people facing gender-based oppression.

Rationale:

2.7 Support

- WGPS provides advocacy for/with individuals as a form of direct support.
- WGPS provides opportunities that create support systems and communication networks for

women and all constituents facing gender-based oppression.

- WGPS provides culturally appropriate and relevant information, resources, and referrals for promoting the success, health and holistic well-being of all constituents served by the WGPS mission including those from under-represented or under-served communities.
- WGPS addresses the provision of culturally appropriate and relevant support services including crisis intervention, counseling, advocacy, resources, accommodation, referrals and information about related institutional practices and policies to individuals who experience gender equity, bias, discrimination or hostile climate concerns in institutional learning, working and living environments, and to constituents who experience sexual assault and other forms of sexual violence, intimate partner violence, stalking, sexual harassment, and pregnancy discrimination.
- WGPS provides information about the availability of adequate, accessible, affordable, and flexible child and family care.

Rationale:

Overview Questions:

1. What are the most significant student learning and development outcomes of WGPS?
2. What difference does WGPS make for students who engage with it?
3. What is the demonstrated impact of WGPS on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

3.1 Organization Documents

- Women’s and Gender Programs and Services (WGPS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

3.2 Organization Structure

- WGPS is organized and integrated within the institution in order to serve multiple constituencies effectively and in ways that demonstrate an institutional commitment to promoting gender equity and women's success.
- Recognizing that WGPS operates within institutional hierarchies, WGPS incorporates feminist (e.g., non-hierarchical and collaborative) approaches to leadership and organizational structures, the value of consensus building, and the importance of multiple and diverse voices in decision making into their operations.

Rationale:

3.3 Actions of Leaders

- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

3.4 Strategic Planning

- WGPS leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- WGPS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- WGPS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- WGPS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- WGPS leaders include diverse perspectives to inform decision making.

Rationale:

3.5 Management

- WGPS leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- WGPS leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- WGPS leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- WGPS leaders assess and take action to mitigate potential risks.

Rationale:

3.6 Supervision

- WGPS leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- WGPS leaders empower personnel to become effective leaders and to contribute to the effectiveness

and success of the unit.

- WGPS leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- WGPS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:



3.7 Program Advancement

- WGPS leaders advocate for and actively promote the mission and goals of the programs and services.
- WGPS leaders inform stakeholders about issues affecting practice.
- WGPS leaders facilitate processes to reach consensus where wide support is needed.
- WGPS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.
- WGPS advocates for opportunities and advancement within the institution for their mission-defined constituents and integrates an understanding of power and privilege as influences on these constituents' access to advancement.

Rationale:

Overview Questions:

1. Explain the extent to which WGPS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for WGPS leader(s) as they seek to fulfill the program mission.
3. How do WGPS leaders advance the organization?
4. How do WGPS leaders encourage collaboration across the institution?
5. How are WGPS leaders accountable for their performance?
6. How have WGPS leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:

1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

4.1 Adequate Staffing and Support

- Women’s and Gender Programs and Services (WGPS) is staffed adequately to accomplish mission and goals.
- WGPS has access to technical and support personnel adequate to accomplish the mission.
- WGPS staff positions are classified and compensated adequately and on a level commensurate with equivalent positions in other units.

Rationale:

4.2 Recruitment, Supervision, and Professional Development

- WGPS establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- WGPS provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- WGPS personnel engage with the larger WGPS community in order to support each other, promote best practices, build the WGPS field, and maintain an awareness of current issues and concerns facing WGPS.
- WGPS considers work/life options available to personnel to promote recruitment and retention.

Rationale:

4.3 Employment Practices

- Administrators of WGPS maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year’s performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:

4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.

- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

4.5 Personnel Knowledge and Commitments

- WGPS personnel demonstrate a commitment to the equity and inclusion practices upon which WGPS work is modeled.
- WGPS personnel have the experience, skills, knowledge base and understanding of the philosophy and needs inherent in WGPS work to support and advance the work of the unit.

Rationale:

4.6 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.
- WGPS professional personnel demonstrate commitment to advocacy on gender equity issues.

Rationale:

4.7 Interns and Graduate Assistants

- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

4.8 Student Employees and Volunteers

- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of WGPS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe WGPS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards

- Women’s and Gender Programs and Services (WGPS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- WGPS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that WGPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and

assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.

- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

5.3 Ethical Obligations

- WGPS personnel employ ethical decision making in the performance of their duties.
- WGPS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- WGPS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- When engaging in advocacy work, WGPS personnel empower individuals and support them in making their own decisions.
- WGPS personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

Overview Questions:

1. What is WGPS's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of WGPS?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities

- Women's and Gender Programs and Services (WGPS) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- WGPS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- WGPS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- WGPS informs personnel about professional liability insurance options and refers them to external

sources if the institution does not provide coverage.

Rationale:

- 6.2 Policies and Procedures
- WGPS has written policies and procedures on operations, transactions, or tasks that have legal implications.
 - WGPS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
 - WGPS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Rationale:

- 6.3 Harassment and Hostile Environments
- WGPS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

- 6.4 Copyright Compliance
- WGPS purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

- 6.5 Governance
- WGPS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:

1. What are the crucial legal, policy and, governance issues faced by WGPS, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit

7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

7.1 Inclusive Work Environments

- Women’s and Gender Programs and Services (WGPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- WGPS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

7.2 Structural Aspects of Equity, Access, and Inclusion

- WGPS ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- WGPS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- WGPS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

7.3 Ensuring Diversity, Equity, and Access

- WGPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- WGPS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- WGPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- WGPS is intentional about addressing intersecting identities in WGPS educational programs and services as well as in institutional policies and practices.
- WGPS provides gender-related expertise, critique, and perspective on issues of diversity, equity, and access and how these issues are addressed in institutional policies and practices.
- WGPS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Rationale:

Overview Questions:

1. How does WGPS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does WGPS address imbalance in participation among selected populations of students?
3. How does WGPS address imbalance in staffing patterns among selected populations of program personnel?
4. How does WGPS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does WGPS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

8.1 Internal and External Populations

- Women’s and Gender Programs and Services (WGPS) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- WGPS builds and maintains strong, mutually beneficial working relationships with co-curricular and academic departments across the institution as well as with community organizations.
- WGPS reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- WGPS reaches out to internal and external populations to disseminate information about the programs and services.
- WGPS is open to receiving feedback to ensure the mutuality of relationships with other entities.

Rationale:

8.2 Marketing

- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

8.3 Procedures and Guidelines

- WGPS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must WGPS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does WGPS maintain effective relationships with program constituents?
3. How does WGPS assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding

- Women’s and Gender Programs and Services (WGPS) has funding to accomplish its mission and goals.
- Permanent institutional funding is commensurate with other units/departments that have similar scope.

Rationale:

9.2 Financial Planning and Implementation

- WGPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- WGPS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Rationale:

9.3 Policies, Procedures, and Protocols

- WGPS administers funds in accordance with established institutional accounting procedures.
- WGPS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:

1. What is the funding strategy for WGPS, and why is this the most appropriate approach?
2. How does WGPS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does WGPS go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

10.1 Current and Adequate Technology

- Women’s and Gender Programs and Services (WGPS) has adequate technology to support achievement of its mission and goals.
- Technological resources are allocated for the continuing operation of WGPS commensurate with other units/departments that have similar scope.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

10.2 Use of Technology

- WGPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- WGPS uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

10.3 Data Protection and Upgrades

- WGPS backs up data on a regular basis.
- WGPS articulates and adheres to policies and procedures regarding ethical and legal use of

technology, as well as for protecting the confidentiality and security of information.

- WGPS implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

10.4 Student Technology Access

- WGPS has policies on student use of technology that are clear, easy to understand, and available to all students.
- WGPS provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

Overview Questions:

1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does WGPS ensure that relevant technology is available for all who are served by the program?
4. How does WGPS use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does WGPS utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:

1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities

- Women’s and Gender Programs and Services (WGPS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- WGPS facilities include private meeting areas and a welcoming communal space.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

Rationale:

- 11.2 Work Space
- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
 - Personnel are able to secure their work.

Rationale:

- 11.3 Equipment Acquisition and Facilities Use
- WGPS incorporates sustainable practices in use of facilities and purchase of equipment.
 - Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
 - When acquiring capital equipment, WGPS takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:

1. How are facilities inventoried and maintained?
2. How does WGPS integrate sustainable practices?
3. How does WGPS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is WGPS intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

- 12.1 Assessment Plan and Practice
- Women’s and Gender Programs and Services (WGPS) develops an ongoing cycle of assessment plans, processes, and activities.
 - WGPS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
 - WGPS documents progress toward achievement of goals and outcomes.
 - WGPS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
 - WGPS employs ethical practices in the assessment process.
 - WGPS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results

- WGPS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- WGPS reports aggregated results to respondent groups and stakeholders.
- WGPS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:

1. What is the comprehensive assessment strategy for WGPS?
2. What are priorities of the assessment program, and how are those developed?
3. How does WGPS integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure WGPS achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does WGPS use assessment results to inform program improvement?
7. How does WGPS share assessment results with relevant constituencies?
8. How does WGPS support ongoing development of assessment competencies for personnel?

General Standards revised in 2014

WGPS content (formerly Women Student Programs and Services) developed/revised in 1992, 1997, 2005, and 2015

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

WOMEN'S AND GENDER PROGRAMS AND SERVICES

CAS Standards and Guidelines

Part 1. MISSION

The purpose of Women's and Gender Programs and Services (WGPS) is to advance gender equity, educate the campus community about women's and gender issues, and promote a supportive and safe environment for women and all campus constituents facing gender-based oppression.

The term women is inclusive of all individuals who identify as women and the term men is inclusive of all individuals who identify as men, regardless of their biological sex or sex assigned at birth. College and university campuses have youth visitors/participants and some WGPS work directly with youth so in these Standards the term women is also inclusive of girls, when relevant.

Education, advocacy and support should serve as the guiding framework for WGPS service delivery, partnerships and priorities.

WGPS must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

To achieve their mission, Women's and Gender Programs and Services (WGPS) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, WGPS must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

WGPS must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts
- designed to provide universal access

WGPS must emphasize the needs of women and all constituents facing gender-based oppression including transgender women, transgender men, and gender diverse individuals.

WGPS must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

WGPS must collaborate with colleagues and departments across the institution to promote an inclusive campus climate free of discrimination, harassment, and other barriers to success.

WGPS must incorporate dimensions of identity beyond gender identity and expression, such as race; ethnicity; nationality; religious affiliation; sexual orientation; disability; age; and relationship, social, economic, or veteran status into programs and services.

WGPS must actively work to eliminate problems of power and privilege within WGPS work.

WGPS must promote unrestricted access for full involvement of women and all constituents facing gender-based oppression.

WGPS must provide programs and services that actualize the core tenets of the WGPS mission to address gender equity through education, advocacy, and support.

Education

WGPS must provide educational programs, offer experiential opportunities, and engage in informal education that

- promote awareness of the ways gender is culturally constructed and how this shapes society and the individual experience
- increase understanding of systems of social privilege and oppression and the interrelationship between sexism and the systems of power and privilege associated with other marginalized social identities and experiences
- empower participants to create strategies for success within existing social structures
- **elevate participants' capacity to confront and transform individual and institutionalized inequality and discrimination**
- help campus constituencies identify and create equitable practices
- empower students and other constituents served by the WGPS mission to engage in gender-related activist causes
- facilitate attitudinal and behavioral change

WGPS should support scholarship and research on women and gender including individual projects and work pursued in collaboration with relevant academic departments and other entities.

WGPS should collaborate on the provision of service learning and internship opportunities aligned with the mission to promote gender equity.

Advocacy

WGPS must provide opportunities for individuals within the institution to collectively transform institutional culture related to improving the lives of women and all people facing gender-based oppression.

To address the institutional environment, WGPS must

- advocate for a campus culture that eliminates barriers, prejudice, and bigotry, and creates a hospitable climate for women and all constituents facing gender-based oppression
- advocate for institutional accountability for assessing and monitoring campus climate in areas of gender bias and discrimination
- collaborate with on- and off-campus partners to create institutional policies, procedures, and programs to work toward the elimination of gender bias and discrimination
- advocate for the elimination of institutional policies and practices that result in an inequitable impact on students or employees based on their gender identity and/or gender expression
- advocate for curricular change to consistently and comprehensively include the concerns and contributions to society of women and all people facing gender-based oppression

WGPS should provide gender-related expertise, critique, and perspective on legal issues, institutional policy, and applicable laws related to women and gender, such as those associated with gender discrimination including sexual assault and other forms of sexual violence, intimate partner violence, stalking, sexual harassment, pregnancy, and work life accommodations. In addition, WGPS should serve as an institutional resource on how laws and policies may have a disparate impact based on gender.

WGPS should advance gender justice through opportunities for involvement in local, regional, national, and global action initiatives related to improving the lives of women and all people facing gender-based oppression.

Support

WGPS must provide advocacy ~~to~~ for/with individuals as a form of direct support.

WGPS must provide opportunities that create support systems and communication networks for women and all constituents facing gender-based oppression.

WGPS must provide culturally appropriate and relevant information, resources, and referrals for promoting the success, health and holistic well-being of all constituents served by the WGPS mission including those from under-represented or under-served communities.

WGPS must address the provision of culturally appropriate and relevant support services including crisis intervention, counseling, advocacy, resources, accommodation, referrals and information about related institutional practices and policies to individuals who experience gender equity, bias, discrimination or hostile climate concerns in institutional learning, working and living environments, and to constituents who experience sexual assault and other forms of sexual violence, intimate partner violence, stalking, sexual harassment, and pregnancy discrimination.

WGPS must provide information about the availability of adequate, accessible, affordable, and flexible child and family care.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Women's and Gender Programs and Services (WGPS) must be purposefully structured for effectiveness. WGPS must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for WGPS must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

WGPS must be organized and integrated within the institution in order to serve multiple constituencies effectively and in ways that demonstrate an institutional commitment to promoting gender equity and **women's success**.

WGPS should play a principal role in creating and implementing gender-related institutional policies and structures.

WGPS should undertake periodic reviews of gender-related campus needs in order to determine the needs of key constituencies across the organization and beyond, for example, students, faculty and staff, alumnae/i, community, and others. Such reviews will help WGPS adjust their missions, priorities, and activities.

WGPS must advocate for opportunities and advancement within the institution for their mission-defined **constituents and integrate an understanding of power and privilege as influences on these constituents'** access to advancement.

In the case of student-run WGPS, student leaders should have access to policy and decision makers of the institution.

Recognizing that WGPS operate within institutional hierarchies, WGPS must incorporate feminist (e.g., non-hierarchical and collaborative) approaches to leadership and organizational structures, the value of consensus building, and the importance of multiple and diverse voices in decision making into their operations.

WGPS should function as discrete operational units with their own identities.

Part 4. HUMAN RESOURCES

Women's and Gender Programs and Services (WGPS) must be staffed adequately by individuals qualified to accomplish mission and goals.

WGPS personnel must demonstrate a commitment to the equity and inclusion practices upon which WGPS work is modeled.

WGPS personnel must engage with the larger WGPS community in order to support each other, promote best practices, build the WGPS field, and maintain an awareness of current issues and concerns facing WGPS.

WGPS personnel must have the experience, skills, knowledge base and understanding of the philosophy and needs inherent in WGPS work to support and advance the work of the unit.

In the selection and training of personnel, special emphasis should be placed on skills and competencies in the areas of diversity, customer service, creating a welcoming and inclusive environment, confidentiality, problem identification, crisis response and management, public relations, information dissemination, problem identification, and referral. A thorough knowledge of the institution, its various offices, and relevant community resources is important.

All WGPS personnel, as vital members of the team, should be encouraged to share their viewpoints, contribute to planning, and fulfill their duties in a way that acknowledges their agency, regardless of their status and position.

WGPS staff positions must be classified and compensated adequately and on a level commensurate with equivalent positions in other units.

WGPS must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, WGPS must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of WGPS must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of WGPS must have written performance goals, objectives, and outcomes **for each year's performance cycle to be used to plan, review, and evaluate work and performance.** The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

WGPS personnel, when hired and throughout their employment, must receive appropriate and thorough training.

WGPS personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

WGPS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of WGPS must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

WGPS personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

WGPS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

WGPS professional personnel must have demonstrated commitment to advocacy on gender equity issues.

WGPS professional personnel should be knowledgeable about the field's historical context and roots in social justice, community activism, and social change efforts.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions

- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Women's and Gender Programs and Services (WGPS) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

Statements of ethical standards must

- specify that WGPS personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and responsibilities**
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

WGPS should be a confidential reporting option as relates to gender-based discrimination, harassment, and violence.

WGPS personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements

- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

When engaging in advocacy work, WGPS personnel must empower individuals and support them in making their own decisions.

WGPS personnel should clearly articulate within the institution the expectations of the advocacy framework under which they and their units operate. The advocacy framework includes the potential that a constituent's choices may result in outcomes that meet the constituent's needs but which may be antithetical to the expectations of other individuals or the institutional structure.

WGPS should help constituents to understand the complexities of higher education institutions, including any limitations on the activist activities of WGPS personnel, while still empowering constituents to critically develop, implement and evaluate their own activist agendas.

Part 6. LAW, POLICY, AND GOVERNANCE

Women's and Gender Programs and Services (WGPS) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

WGPS must have access to legal advice needed for personnel to carry out their assigned responsibilities.

WGPS must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

WGPS should provide gender-related expertise, critique, and perspective on legal issues, institutional policy and applicable laws related to women and gender, such as those associated with gender discrimination including sexual assault and other forms of sexual violence, intimate partner violence, stalking, sexual harassment, pregnancy and work life accommodations, including but not exclusive to, in the US, Title IX, Title VII, FMLA, and the Clery Act (the Campus Security Act), as well as serve as an institutional resource on how other laws and policies may have a disparate impact based on gender.

WGPS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

WGPS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

WGPS must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

WGPS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

WGPS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

WGPS must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and **applicable codes and laws, Women's and Gender Programs and Services (WGPS)** must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

WGPS must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

WGPS must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work

- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

WGPS must be intentional about addressing intersecting identities in WGPS educational programs and services as well as in institutional policies and practices.

WGPS must provide gender-related expertise, critique, and perspective on issues of diversity, equity, and access and how these issues are addressed in institutional policies and practices.

WGPS should provide expert assistance with the implementation and development of systems of accountability of the diversity, equity, and access standard across all functional areas.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Women’s and Gender Programs and Services (WGPS) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

In keeping with their mission, priorities and available resources, WGPS should address concerns that affect members of the community beyond the institution, including alumnae/alumni, community organizations and the public at large.

WGPS must build and maintain strong, mutually beneficial working relationships with co-curricular and academic departments across the institution as well as with community organizations.

WGPS’s campus and community collaborative relationships should be ongoing, allowing strategic engagement to develop productive dialog, express common concerns and shared goals, and generate collective action. These relationships should be non-hierarchical, value differing perspectives, involve consensus-building, and facilitate increased visibility of the gender-related needs of WGPS constituents.

WGPS must be open to receiving feedback to ensure the mutuality of relationships with other entities.

In line with its advocacy framework, when making referrals, WGPS should actively facilitate successful connections, engagement and outcomes for the person referred.

WGPS should provide expert assistance and capacity building to departments across the institution as well as community organizations in order to facilitate the integration of gender equity into their policies, structures and practices with the goal of further reinforcing the institutionalization of gender equity.

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

WGPS must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

Part 9. FINANCIAL RESOURCES

Women's and Gender Programs and Services (WGPS) must have funding to accomplish the mission and goals.

Permanent institutional funding should be allocated for the continuing operation and staffing of WGPS.

Permanent institutional funding must be commensurate with other units/departments that have similar scope.

WGPS should leverage institutional resources, including federally and other sponsored programs' personnel, to create and execute diversified funding plans that utilize internal and external funding sources to result in financial stability for WGPS.

In establishing and prioritizing funding resources, WGPS must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

As human resources are the primary vehicle to accomplishing goals, WGPS should prioritize the maintenance of human resources, including student workers.

WGPS must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

WGPS must administer funds in accordance with established institutional accounting procedures.

WGPS must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

WGPS personnel should be an integral part of appropriate campus networks to participate effectively in the determination of institutional financial priorities and the allocation of funding resources.

WGPS should provide gender-related expertise, critique, and perspective on financial policies and practices and the distribution of financial resources related to women and gender, including pay equity.

Part 10. TECHNOLOGY

Women's and Gender Programs and Services (WGPS) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

WGPS must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

WGPS must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, WGPS must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Technological resources must be allocated for the continuing operation of WGPS commensurate with other units/departments that have similar scope.

WGPS should provide expert consultation on the development and implementation of institutional policies and procedures that focus on responding to the negative effects of technology that may result in a disproportionately harmful impact for some users based on their actual or perceived gender identity and/or expression (e.g., electronic stalking, cyberbullying). WGPS should elevate institutional awareness about these policies and procedures.

WGPS should advocate for policies and procedures that monitor institutional technological spaces in order to identify in a timely way potentially harmful technological issues, including hostile environments.

WGPS should proactively engage with institutional technology authorities to ensure that there are resources available to respond quickly and effectively to any negative effects of technology.

WGPS should proactively engage with institutional technology authorities to review emerging technologies for their potential opportunities and risks in order to promote positive usage.

Part 11. FACILITIES AND EQUIPMENT

Women’s and Gender Programs and Services’ (WGPS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program’s mission and goals.

Facilities must be designed to engage various constituents and promote learning.

WGPS should provide gender-related expertise, critique, and perspective on the location and design of facilities to ensure safe, inclusive, and welcoming environments such as appropriately equipped lactation spaces, gender inclusive restrooms and other gender-specific and family-friendly facilities.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

WGPS facilities must also include private meeting areas and a welcoming communal space.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

WGPS must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, programs and services must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Women's and Gender Programs and Services (WGPS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

WGPS must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

WGPS must employ ethical practices in the assessment process.

WGPS must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

WGPS should analyze institutional data to identify gender-related disparities and issues and use this data to inform decision-making about WGPS priorities.

WGPS should engage in campus climate assessment initiatives, independently or collaboratively, with particular attention to eliciting information about gender-related disparities and concerns.

General Standards revised in 2014

WGPS content (formerly Women Student Programs and Services) developed/revised in 1992, 1997, 2005, and 2015