Progress Report

1. Implementation of the New Curriculum
   a. The revised curriculum in the Women’s and Gender Studies Program went into effect in the Fall of 2003. The revision was based on a commitment to internationalizing the program, strengthening the core courses, and building in a more structured major with concentrations. The implementation went very smoothly. The program faculty made an effort to announce the new curriculum in classes and in conjunction with an improved website, placed much more information on the web about the overall organization of the major.
   b. We continue to work on the revision of the criteria for courses offered in other departments and programs to be accepted as electives with credit toward a major or minor in the program. In this process, however, we realized that the program needs to first return to our articulation of the key learning goals of the program. The addition of “gender studies” to our program title and the movement toward incorporation of “transnational feminist perspectives” into our core curriculum has lead to a rethinking of these goals. This process continues and will have a direct bearing on the revision of the criteria for courses offered in other departments and programs.
   c. In the meantime, the Program seeks to involve faculty from across LA & S into the program and into the curriculum. Each year faculty are hired in various departments who have a strong interest in being involved in the program and in contributing courses to the curriculum. We have thus been able to maintain and increase our interdisciplinary character.
   d. In 2004-2005, the Program initiated the formation of two faculty development committees within the program with the goal of initiating intellectual engagement as a program in the areas of transnational feminisms and gender studies. These discussions and workshops will help serve our goals of enhancing and rethinking our curriculum.

2. Assessment of Student Learning
   a. Each year, the Curriculum and Assessment Committee has conducted an assessment of student learning in our core courses. In the past two years, the focus of our assessment has been on the redesigned WMS 200 course, Women’s Studies in Transnational Contexts. We have assessed whether the students in this course have enhanced their understanding of women’s and men’s lives within a transnational context. Through this assessment process, the faculty members teaching this course have sought to make clearer how a transnational approach is different from both a U.S.-centered
analysis and an international feminist analysis. The assessments have been based on analyzing an assignment in the course that is done at the beginning of the course and again at the end. The assignment is structured such that we can assess whether they are able to articulate the differences in perspectives, particularly in terms of their ability to understand women’s lives in transnational contexts and from transnational feminist perspectives.

3. Annual Syllabus Review
Given the change in our program from Women’s Studies to Women’s and Gender Studies, and our commitment to incorporating transnationalism, we have been more focused on the courses within the program. However, as we revise the course criteria as well as the learning goals for the program, we plan to institute a process of reviewing the syllabi of the elective courses with these revised criteria in mind. Our hope is to begin to talk with faculty teaching these elective courses to consider how their courses might develop when considering the addition of “gender” and transnationalism.

4. Advising Issues
a. We have been working over the past couple of years to improve our advising of majors and minors. We have had advising trainings each year given by program faculty who are Summer Advisors for LA & S. In conjunction with this training, we hope to put together an advising packet for program faculty that would be a supplement to the one being developed by LA & S Advising.

b. In addition, we are more intentional about keeping track of majors and minors. We make sure that they have an assigned advisor, and we try to encourage them through email to make appointments with their advisors.

c. We have had at least one program per year oriented toward “What Can you do with a Women’s and Gender Studies Major.” Last year, we collaborated with area Women’s and Gender Studies Programs to have a Job and Internship Fair specifically designed for our majors and minors. We hope to do this again in the Fall of 2006.

d. We are in the process of revising a pamphlet, “What Can You Do With a B.A. in Women’s and Gender Studies?” that we hope to distribute through our lower level introductory courses as well as first year program courses.

5. Constitution
a. The newly revised Constitution went into effect in the Spring of 2003. This Constitution reflects the growth in the number of Program Faculty and changes in our name – Women’s and Gender Studies. The Program Faculty have a more clear and central role in the Governance of the Program, and yet we remain under an Advisory Board that includes elected affiliated faculty who contribute to the direction of its growth and development. Thus, affiliated faculty members continue to participate in our interdisciplinary program which we feel is important to the breadth of our curriculum and programming.

6. Diversity
The Program continues its commitment to diversity in terms of faculty and students. Over the past few years, we have been able to hire faculty who represent groups that have been under-represented in our Program and in the University. For three years, we had a Visiting Assistant Professor line and we were able to invite Dr. Lisa Kahaleole Hall who received her Ph.D. in Ethnic Studies from Berkeley. In addition, in the Fall of 2004, Dr. Natalie Bennett joined the full-time tenure-track faculty. Dr. Bennett received her Ph.D. from Michigan in Sociology. In both cases, through their course offerings and their presence on campus, we have seen a broader range of students who are interested in majoring or minoring in the program.