

Women's Studies and Anthropology

Audit and Review

At our last five-year review, Provost Telfer allowed the department to use the revised plan for the Joint Review Program Report instead of Five-Year Audit and Review. See Appendix A

I. PROGRAM HIGHLIGHT AND/INITIATIVES

A. MAJORS/EMPHASES

Students majoring in Women's Studies must fulfill a minimum of 33 credits in Women's Studies. A minimum of 21 credits in Women's Studies must be fulfilled by minors. Women's Studies also offers a certificate which requires 15 credit hours in Women's Studies courses.

Minimum requirements for transfer students:

Major: At least 12 unit hours of work earned for a Women's Studies major shall be taken at UW-Whitewater. The chair shall make determination of areas of Women's Studies in which these unit hours shall be taken at the time of declaration of the major. Minor: At least 6 unit hours of the work earned for a Women's Studies minor shall be taken at UW-Whitewater. The chair shall make determination of areas of Women's Studies in which these unit hours shall be taken at the time of declaration of the minor.

Because we are a small department, we do not have official areas of emphasis. As an interdisciplinary program, however, we encourage students to take a great range of courses and to shape their own course of study around their interests and career goals. For example, students planning careers in organizations such as domestic violence shelters or rape crisis agencies can emphasize the social sciences and find internships relevant to their goals. Students planning to work in feminist publishing or public relations for such agencies can emphasize the humanities and find internships appropriate to their goals.

B. None

C. The department plans to collect writing samples from each students majoring in Women's Studies. One paper will be collected from each year in the program. The assessment committee will read the papers and evaluate the effectiveness of the program in developing student writing and research skills, critical thinking and analytical abilities, as well as the students' understanding of gender issues across discipline and cultures.

II. ACADEMIC ASSESSMENT (AR is attached as Appendix C.)

A. CENTRALITY

1. Both as a field and as a department, women's studies prioritizes student needs and supports the University of Wisconsin's emphasis on student learning. In our classrooms, we stress a student-centered approach that utilizes extensive discussion, written responses to texts and other classroom materials, and teacher response to students' work and ideas. As a department, we have also demonstrated a strong commitment to general education, teaching many sections of the interdisciplinary courses Introduction to Women's Studies and Individual and Society, and we serve as a resource on gender issues for undergraduate students and the community. All of our courses also require writing and thus support the campus initiative on writing across the curriculum.

Women's Studies is an interdisciplinary department. There are two full-time faculty members who are expected to use an interdisciplinary approach in the classroom. Our faculty includes many who are full-time in other departments but are "borrowed" from those departments to teach our courses. Likewise, many of our courses are offered through Women's Studies and have a WOMENST designation, and many others are offered through other departments. Students get credit for these courses, and Women's Studies faculty members review them. As one of the few interdisciplinary departments on campus, Women's Studies plays a vital role in providing students with a perspective that brings together knowledge and skills from a range of fields. Because our faculty members come from departments across campus, we are able to bring an interdisciplinary perspective to program planning, serving as a model on campus of interdisciplinary cooperation.

Among comprehensive universities in the Wisconsin system, The University of Wisconsin-Whitewater was the first to establish a women's studies department. (UW-LaCrosse has recently received permission to plan a major.) Both because our department is the first of its kind on comprehensive university campuses in Wisconsin and because of our interdisciplinary focus, the Women's Studies Department helps to strengthen UW-Whitewater's "leadership position as a premier comprehensive university."

Our faculty members are impressively accomplished "exemplars in their fields." Among our accomplishments are the publication of five books, all well-received in their disciplines, the editing of an internationally renowned scholarly journal, the publication of numerous scholarly articles and creative works, and the winning of several national grants and campus awards. In this way, Women's Studies supports the university's strategic plan priority of maintaining faculty of consummate researchers.

Finally, our department devotes crucial energy and resources toward the university priority of "fostering a sense of community, a respect for diversity, and an appreciation of global perspectives." Women's Studies currently offers one course which focuses on diversity, as the catalog defines it: Women, Race and Ethnicity. We also teach many sections of a general education course, Individual and Society, which focuses on issues of race, class, and gender. In 2003, Women's Studies developed an important

new course to help encourage global awareness: Women in International Relations, a course cross-listed with Political Science; and we already offered Women in Global Perspective with Anthropology. A course on women and AIDS is currently under development. Because gender issues cut across race, class, and ethnicity, however, women's studies as a discipline and as a department explores race and ethnicity in all of our classes, and when we consider new classes, offered under the WOMENST designation, the inclusion of diversity issues is one of our most serious considerations.

2. Our department has a unique relationship to other departments in the university. Because we are an interdisciplinary program, we cooperate with other programs all across campus, helping to maintain faculty connections across disciplines and also helping to introduce students to a wide variety of ideas and disciplinary practices. Also, we play an active role in General Education by providing Introduction to Women's Studies, Individual and Society, Women, Race, and Ethnicity, and several 300-level general education courses.

B. PROGRAM GOALS AND ASSESSMENT

1. Women's studies is an interdisciplinary field that explores knowledge about women, their experiences, roles and achievements, and investigates issues related to their lives. Students in women's studies classes learn about current research and theories about women and gain practical knowledge to help them in their lives and careers. Women's studies classes emphasize the development of critical thinking skills, global consciousness, and an awareness of differences of race, class, and ethnicity, as well as gender. Our students learn to analyze social conditions from an interdisciplinary perspective and promote constructive change. The women's studies major or minor offers a strong liberal arts background for female and male students.

The Department of Women's Studies seeks to accomplish the following objectives:

- *to educate students in-depth in the range of new and re-discovered knowledge about women and gender issues across the humanities, the social sciences, and the natural sciences.

- *to allow students to utilize the strategies of various disciplines in an interdisciplinary program which focuses on women and gender.

- *to provide students with a strong knowledge base and a theoretical framework to pursue research on the issues of women and gender, re-examining existing data and discovering new knowledge about women and gender.

- *to prepare students for graduate programs where the focus may be on women and gender.

- *to enhance students' preparation for a wide range of careers available to liberal arts graduates where women and gender are significant central issues.

2. In order to fulfill the stated goals and objectives for the program, Women's Studies cultivates an interdisciplinary perspective. Women's Studies requires students to take classes in several different disciplines, which are grouped into three areas: the social

sciences, the humanities, and health and natural sciences. Majors and minors are also required to take at least one course that focuses on issues of cultural diversity, although cultural diversity is emphasized in every women's studies course. In addition, each major or minor in Women's Studies is required to take Introduction to Women's Studies, Advanced Seminar in Women's Studies (our capstone course), and Feminist Theory (or Feminist Philosophy) all of which emphasize the enhancement of students' critical thinking skills.

Our ability to offer an interdisciplinary perspective has always been one of our department's strongest points. We currently approve and cross list courses with Art, English, History, Music, Political Science, Psychology, Religious Studies, Social Work, Sociology, and Speech offered in departments across campus. In concert with the campus Women's Issues Committee, The Women's Studies Department has also been working to foster connections with departments in the College of Business and in the natural sciences, in hopes of eventually providing these disciplinary perspectives to our students as well. We have been able to maintain Women, Science and Society—offered through Anthropology, which has been part of Women's Studies for the last ten years—and a courses on Women and AIDS, Archeology of Women, and Women and Space are being proposed during this academic year. In addition, students can take Sociology of Health and Illness or Sexuality for Professional Growth, offered through the Sociology and Social Work departments respectively.

Women's Studies have also maintained a strong commitment to global awareness and diversity issues, a commitment which reflects its disciplinary heritage and is strongly encouraged by the National Women's Studies Association and the University of Wisconsin System Women's Studies Consortium. This commitment is discussed at greater length below, under B. 4.

3. The data collection technique for the assessment process has involved multiple information gathering activities. The measures employed include a survey administered to all majors, during the spring semester, using the same questions for comparative purposes and consistency. All students also write an in class essay during the cap stone course which the faculty members evaluate for their writing skills, comprehension, critical thinking and analytical capabilities.

4. According to the Undergraduate Catalog, students must take one course focusing African-American, Native American, Asian-American or Hispanic Studies. Women's Studies currently offers one diversity course focusing on these ethnicities, Women, Race and Ethnicity. We also have an approved cross-listed course taught out of the Department of Languages and Literatures, Minority Women Writers, as well as a general education course, Individual and Society, seven sections of which are offered out of Women's Studies every year. But women's studies classes are all reviewed for diversity by the faculty before they are approved, and *representation of women from across races and ethnicities is one of the components for which every class is reviewed*. Women's Studies has been a leader on campus in emphasizing diversity in its curriculum, and this emphasis is one of the crucial qualities that the discipline of Women's Studies brings to The University of Wisconsin-Whitewater.

In addition, the definition of diversity that our campus uses might be considered a relatively narrow one. Women's Studies as a discipline, and our department along with it, has long had a more robust definition of diversity, one that is likely to reflect the future of diversity studies. We emphasize diversity across a spectrum that includes Americans of Asian, African, Latino, and Native descent, along with those of different religions, classes; affectional preferences, and abilities.

Women's Studies' offering of courses fostering global awareness on campus has been one of our strengths, despite the lack of resources and/or faculty members to offer such courses. It is an area, however, which has been much improved over the last several years and to which our faculty members have shown a significant commitment, reflected among other things in the purchase of teaching materials, books and videos, focusing on international perspectives. We currently offer several courses focusing on international women's issues: Women in a Global Economy (special topic), Women and Development (special topics), Women in Cross-cultural Perspective, and Women in International Relations. New courses focusing on international issues, Women and AIDS, and Archeology of Women (cross-listed) are being proposed.

5. Our Joint Programs Review (2000) was very favorable and focused not on changes the department needed to make, but on the support the department needed from the university in order to maintain itself. In particular, it suggested that chairing the department should be considered more than a quarter-time position. Mariamne Whatley conducted the program review (which Dr. Telfer allowed us to substitute for Five Year Audit and Review—see appendix A) and concurred with Elizabeth Minnich's earlier report in this regard: "My only recommendations [regarding faculty and staff] concurs [sic] with Dr. Minnich's – 25% release time is not sufficient for a Chair. Administering a broad interdisciplinary program with many cross-listed courses and joint-appointed faculty can often be even more time consuming than a standard department" (Mariamne H. Whatley, Review of Bachelor of Arts and Bachelor of Science Degrees in Women's Studies, March 2000).

Though we have had to make due with a 25% chair appointment, we have nevertheless managed to respond to Dr. Watley's recommendation to "continue in the same directions it has in the past, always being aware of the ways women's studies as a field is growing and evolving." In particular, we have continued internationalizing our courses, making more international teaching materials available, sponsoring talks on international issues, implementing Women in International Relations, and working on a proposal for an additional new course, Women and AIDS.

6. The issue of diversity, both in its broader and narrower definitions, continues to be central issues in the academy and in the professional world. Women's Studies is at the forefront in exploring these issues, and we will continue to expand and complicate our course content and course offerings to reflect our growing understanding of these issues.

We plan to enhance our offerings in global studies by offering Women and AIDS and by increasing enrollment in Women in International Relations and Women in Global Economy. Much work has also been done getting students into internship positions and establishing relationships with organizations that can sponsor students in such internships. Communicating with students more fully about the benefits of internships,

inviting student interns to return to campus to discuss their experiences with others, establishing an internship course, and exploring new internships connections are all possibilities for the next review period. This should improve our already strong record of placing our majors and minors in their field as well as improve enrollment in the women's studies major and minor.

C. Assessment of Student learning/Outcomes

1. Performance Objectives:

Subject matter Objectives:

- a. Women's Studies majors should know about contemporary problems and issues affecting women's lives: for example, women's changing role in the labor force, violence against women, educational issues, health, legal issues, effects of the global economy.
- b. Women's Studies majors should be able to describe women's experiences from interdisciplinary, historical and cross-cultural perspectives.
- c. Women's Studies majors should have knowledge of feminist theories and women's creative achievements.

Cognitive Development Objectives:

- a. Women's Studies majors should develop critical thinking and analytic skills.
- b. Women's Studies majors should be able to make connections between what they have learned in their courses and their lives.
- c. Women's Studies majors should be able to envision new ways of solving problems and to formulate positive alternative strategies for evaluating cultural experiences.
- d. Women's Studies majors should be able to recognize sexist bias, distortion, and trivialization in material about women, and notice the omission of women from mainstream scholarship.
- e. Women's Studies majors should be able to apply the concepts of patriarchy, sexism, ethnocentrism, homophobia and racism when analyzing print and non-print materials.

Skill Objectives

- a. Women's Studies majors should be proficient in finding, assessing, and using research materials about women and gender issues.

- b. Women's Studies majors should be comfortable with computer technology, including the teaching software used in classrooms, library research, and general research on the Web.
- c. Women's Studies majors should develop an assertive use of oral communication and an ability to write effective non-sexist prose.

2. Assessment Techniques Used to Assess Educational Objectives

Each fall, an essay is administered to students in the Advanced Seminar (capstone course.) The students are expected to read and analyze an essay and then respond with critical writing of their own. The student essays are then evaluated by the assessment committee for the students' ability to read, analyze and accurately assess arguments. The student essays are also evaluated for clear writing, logical thought and good organization.

In addition, a more general survey is conducted each spring. Questionnaires are distributed to students in all courses offered by the department. In upper division courses (300 or higher) students who are majors and minors are asked 6 additional questions designed to assess various dimensions of the department's performance, and last year the department added an exit survey for graduating seniors.

3. Assessment Results

Essays: The subcommittee reads the essays administered each fall in the Advanced Seminar and have been generally satisfied with the high level of competence shown in them. The students displayed good writing skills and competent analytical skills.

Questionnaire: The results of the spring questionnaire (the part given to all students, not just to majors and minors) gave the department solid rankings with most students who were asked to describe their experiences in individual courses only and not to rate the department as a whole. (see attached)

Majors and Minors: In the section of the survey given to majors and minors, the program as a whole was highly rated, with most answers in the excellent to good category. One area of weakness is the responses to the question about sequencing and selection of courses. From comments in the various questionnaires and in advising conferences, the problem seems to center on two courses required for both the major and minor: Feminist Theory and Senior Seminar (although several of the written comments indicate that students would like a wider selection of classes in general.) This problem continues from the previous review period. The department has made a great effort during this review period to explain the sequence to students with much more care, both through required advising and reminders in newsletters. Without additional resources the department cannot schedule the required courses more than once a year.

In addition, the chair is working with the Philosophy Department to have them offer Feminist Philosophy (an alternative to the required Feminist Theory course) at a different time of day, and when possible, in a different semester to give students a wider

range of choices.

4. Relate Individual courses to student performance objectives.

Our program relies on cross-listed courses in many other programs, and many of these courses satisfy the objectives we have listed. *However for the purpose of this assessment we will only list courses that fall under our number.*

Subject matter objectives

Contemporary problems: Many of our courses focus on contemporary problems. Among those courses which focus on contemporary problems with particular intensity are the following: Introduction to Women's Studies, Women: Race and Ethnicity, Women, Science and Society, Women and Work, Women and Violence.

Interdisciplinary approach: While courses cross-listed with Women's Studies and taught through different departments usually approach their topic from their own discipline's perspective, all Women's Studies numbered courses are expected to be interdisciplinary to some degree.

Historical perspective: Historical readings are included in many courses, including Introduction to Women's Studies, Women in American Culture, Women and Work, Gender and the Law, and Lesbian Studies.

Cross-cultural perspectives: Cross-cultural perspectives are central to all our courses. The focus on cross-cultural perspectives with particular intensity: Women Race and Ethnicity, Women's Voices/Women's Lives, Lesbian Studies.

Feminist theories: Feminist theories are covered in nearly all courses but are covered in depth in Feminist Theories and Advanced Seminar.

Creative achievements: Students learn about women's creative achievements in all of our humanities courses, courses which include Minority Women Writers, Women in American Culture and Women's Voices /Women's Lives.

Cognitive Development Objectives

All five cognitive development objectives are expected to be part of any Women's Studies course offerings.

Skill Objectives

- a. As a department we have agreed to require written work in all of our courses, including Individual and Society and Introduction to Women's Studies. This means that all of the courses should address skill objectives related to writing at some level. Both Feminist Theories and Advanced Seminar work on this skill in depth, as do many other upper division courses.

- b. Nearly all courses now use courseware such as Desire2Learn and WebCT in some part of the course, so skill objectives related to introductory computer skills are met in nearly all courses. Introduction to Women's Studies, for example, has been offered online twice. Furthermore, Feminist Theory and Senior Seminar include a component focused on teaching the use of computers in library research and database searches. Gender and the Law has a segment on legal research involving computer-based learning. Many of the upper division courses also emphasize these skills.
- c. Learning effective oral communication and written skills would be part of nearly every course, many of which make use of student presentations. The range is from the more basic presentations given in Intro to Women's Studies, to the presentations of completed individual research projects in Advanced Seminar.

5. Potential revision to the curriculum

The faculty would like to explore the possibility of creating several new minors, including possible minors with Race and Ethnic Studies and with Political Science (Peace Studies). We would also like to explore the possibility of creating an emphasis on Women's Studies with other departments in Letters and Sciences. Also, we are in the process of developing a number of new courses including subjects with more international orientation and more scientific orientation.

D. DUAL LEVEL COURSES

Women's Voices, Women's Lives 303/503
 Lesbian Studies 320/520
 Stages and Transition in Women's lives 350/550
 Women science and Society 360/560
 Women, Race and Ethnicity 370/570
 Gender and the Law 380/580
 Women and Violence 392/592
 Special Studies 496/696
 Women in International Relations 464/664
 Women in Cross Cultural Perspective 334/534
 Anthropology special topics on Gender Issues 494/594

Graduate students are required to read more extensively and to read more specialized and challenging materials. Also they are required to write more in-depth and longer research papers. This practice develops their abilities to locate resources in their disciplines and to develop growing expertise in the area of their interest. In some classes they are asked to present their research papers. Graduate students are evaluated according to standards that reflect greater intellectual intensity and rigor. Outside of class activities also require a greater degree of self-directed learning.

E. PROGRAM IMPROVEMENT RESULTING FROM ASSESSMENT EFFORTS

1. The University of Wisconsin System Women's Studies Consortium has sent out questionnaires to all Women's Studies programs. The consortium strongly suggests that all programs internationalize their curricula, and in response, we have worked to internationalize our course offerings. We developed Women in International Relations, Women Adventurers and Explorers, Women and Development and Women in Global Economy as part of this effort. We are also currently developing a course on Women and AIDS, a significant portion of which will focus on women in the developing world.

We have refined the language of our assessment materials to better reflect the goals and objectives of the university. For more information see assessment student learning/outcomes.

2. In the year 2000, Women's Studies had a Joint program Review instead of 5 year audit and review. The only problem consistently mentioned by majors and minors and documented in the report is in answer to the question about sequencing of courses and frequency of course offering. We are addressing this problem by drafting and disseminating a four year schedule, by reminding students during their advising sessions, and also by informing students about course offerings and advising issues in the Women's Studies newsletter. In addition we have improved our offering in Women's Studies by inviting faculty members across campus to develop courses in their expertise and gender issues.

3. One important improvement in our department is not the result of program assessment, but rather of staffing decisions. In a small department like ours, with its interdisciplinary approach to staffing courses, much of our department's stability comes from the two faculty members who are in full time positions. In the last five years we have finally had two faculty members in both positions for most of the review period and are no longer rotating staff into the second position as had been the case in the previous five years. Dr. Star Olderman is now tenured in the department and Dr. Lauren Smith goes up for tenure this year (with a wide range of accomplishments that make her a strong candidate for tenure.) Also, thanks to our chair, "borrowed" from Political Science, Dr. Zohreh Ghavamshahidi, neither faculty in the full-time positions is presently chairing the department, so both have been able to devote themselves to full time teaching. This stability is beginning to show in our numbers. Despite a large portion of graduating majors last school year, we start the fall with 16 majors, a strong showing for a department of our size.

F. INFORMATION SHARED WITH CONSTITUENCIES

Assessment Information is shared with students through individual advising sessions, general meetings for majors, the Women's Studies Student Organization and the Women's Studies Newsletter. At the monthly meeting with Women's Studies faculty and occasional mailings and phone conversations feedback of assessment is shared with faculty. As student internships are established each semester and summer, information

about the department, assessment, and student skills is shared with the agencies that will be accepting interns in that period. Internships involve an individualized program for each student. This necessitates discussion of the skills required by individual agencies that that students should bring to the internship and how we will work with the agencies to assess the students' success in using these skills in the workplace.

III. ENROLLMENT

A. Trend Data:

1. The number of students enrolled each fall for each of the past five years

Majors

Fall 2000	11
Fall 2001	12
Fall 2002	13
Fall 2003	15
Spring 2004	16
Fall 2004	15

Minors

Fall 2000	36
Fall 2001	35
Fall 2002	26
Fall 2003	25
Spring 2004	25
Fall 2004	22

2. Number of degrees granted each year for the past five years

Majors

2000	5
2001	5
2002	7
2003	4
2004	4

Minors

2000	15
2001	15
2002	21
2003	10
2004	9

3. See Appendix E.

4. **STUDENT PLACEMENT INFORMATION:**

Of the 25 majors and 68 minors that graduated from the Women's Studies Program in the last five year period, only the following students have provided placement information to the department:

Amanda Dillenburg: employed as coordinator of volunteers Janesville YWCA.

Elizabeth Dreger: teaching Sociology in England.

Lisa Kohler: sexual assault program coordinator at Washington County's Friends of Abused Families.

Michelle Kosanke: employed as a Member Services Representative at the Landmark Credit Union, New Berlin, WI.

Jeri Langland: District Field Representative for the Girl Scouts of America in La Crosse.

Spring Lepak: went on to graduate school.

Tanya Liebau: HIV Counselor for the Gulf Coast Community Care Center in Tampa, Florida.

Thomas Metille: employed at UWW Residence Hall and will apply for graduate program.

Adam Neale: applying for graduate studies.

Kelly North: employed at People Against Domestic Abuse, Wisconsin.

Rebecca Rice: employed as Parole officer, Wisconsin.

Gina Senarighi : enrolled in graduate program, Bloomington, Indiana.

Isabella Williams: enrolled in graduate school at Cornell University, Ithaca, NY.

B. Demand for Graduates

Career Options: Students who major in Women's Studies take courses from a wide range of social science and humanities classes. There are several potential options which a Women's Studies major may pursue, and students plan their programs with career objectives in mind. Among possible options are the following:

A major in Women's Studies with a minor in sociology could work in criminal justice, focusing on women's issues; a major in Women's Studies with a minor in Social Work

could work in domestic violence or sexual assault advocacy programs; a major in Women's Studies with a minor in Political Science could work in legislative offices and political action groups.

As with other disciplines in liberal studies, students find jobs in a wide variety of fields. An indication of the range of jobs available for Women's Studies graduates may be seen on the Feminist Career Center web site where more than two hundred jobs are currently listed. Many organizations need employees who are sensitive to issues of sexism and racism and global diversity. Also the growth of women's political, civil and professional organizations creates demand for Women's Studies majors and minors.

C. Accreditation

No agency or professional association currently accredits the Women's Studies Department. This is because there are currently no accreditation standards required for Women's Studies employment nor are there accreditation programs by Women's Studies professional associations. Our program appears sound and consistent with apparent emerging standards. (See Appendix A, Joint Program Review)

D. Location Advantage

The location of UW-W enhances the Women's Studies program due to its access to the resources of the region. The nearby access of governmental agencies/organizations and non profit organizations is an important advantage to the department as it is located in the triangle of Madison, Milwaukee, and Chicago. Our interns are frequently placed in these organizations, which include Girl Scouts, YWCA, women shelters, legislative offices, correctional facilities and community health offices. Many times internships have translated into jobs for students. Also, because of the interdisciplinary nature of our program students need access to a very wide range of educational materials. We are fortunate to be close to Madison, Milwaukee and Chicago because our students have access to speakers, films, books, and other research materials from these areas.

E. Comparative Advantage

The Women's Studies program at the University of Wisconsin-Whitewater has a number of comparative advantages. Among all the UW comprehensive, PhD granting, and extension campuses, there are many Women's Studies programs but only two Women's Studies departments that offer the major, one is UW-W and the other is UW-La Crosse. For this reason the department meets the need of a number of students who are interested in a degree in Women's Studies in Wisconsin and Northern Illinois. The strong emphasis on combination of theoretical and practical skills relates well to the high number of local governmental and non-governmental agencies of Southern Wisconsin and northern Illinois.

In addition to the strong curriculum in Women's Studies, our emphasis on interdisciplinary subjects allows our students the flexibility to shape their education in

order to capitalize on other strength of the university. The department places a number of interns in a variety of appropriate agencies each year. The agencies that accept our interns are in Rock, Jefferson, Walworth, and Dane Counties.

F. Community Impact

1. Activities of the Women's Studies Department and individual faculty members reflect a substantial impact of the program on the community and region.

a. Some faculty members provide commentary and background information in areas of their professional expertise to local newspapers and radio stations. Andrea Musher is the Madison Poet Laureate and appears on Cable TV and other venues. The chair of the department, Zohreh Ghavamshahidi, is also the chair of Women's Issues Committee which is a branch of University of Wisconsin System initiative. In addition to sponsoring lectures on gender issues for students and the community, WIC holds a one day women fair annually, where the community both participates and learns about women's accomplishments across disciplines, in social movements, the arts and politics. She also is frequently invited to give talks for Fairhaven Community Living in Whitewater. Star Olderman writes plays for the community theater. Lauren Smith has given several readings of both poetry and prose, one of them on local radio, one in UW-Madison, and two on UW-W campus.

b. The utilization of the program by consumers. Not applicable.

d. Support by regional constituencies:

Many public service organizations place our students as interns. These organizations include community health clinics, correctional facilities, domestic violence shelters, rape prevention programs, hospitals, and financial agencies.

IV. Resource Availability and Development

A. Faculty and Staff Characteristics

1. The Department of Women's Studies and Anthropology has two full-time faculty members with focus on Women's Studies and two full-time faculty members focusing on Anthropology (though these faculty members retired in the spring). In addition there are thirteen faculty "borrowed" from other departments to teach Women's Studies . All of our faculty members are well-trained and committed to teaching excellence. The faculty expertise match major sub areas of Women's Studies: Non-Western/Third World/Minority women, feminist theory, humanities and social sciences. All tenure and tenure track faculty members have their Ph.D. in appropriate fields. Most of the courses are taught by full-time faculty members who are associate or full professors. To meet the diverse needs of the Women's Studies, many faculty members teach in their sub-fields as well as their primary fields. The faculty members have been updating their skills through the use of the sabbatical and faculty development programs of the University of

Wisconsin – Whitewater. Our department is also successful in meeting affirmative action goals. (We have one African American faculty member and our leadership is consistently female).

2.

Mary Emery

- Introduction to Women's Studies
- Stages and Transitions in Women's Lives

Zohreh Ghavamshahidi:

- Women in International Relations
- Introduction to Women's Studies online

Becky Hogan

- Women's Voices, Women's Lives
- Feminist Theory

Crista Lebens

- Feminist Philosophy

Nikki Mandell

- Women in American History 1600-1875 (**cross-listed**)
- Women in American History 1875-present (**cross-listed**)
- History of Contemporary women from 1800 (**cross-listed**)

Geneva Moore

- American Minority Women Writers (**cross-listed**)

Andrea Musher

- Women in Literature (**cross-listed**)
- Twentieth Century Women Writers (**cross-listed**)

Star Olderman

- Introduction to Women's Studies
- Individual and Society
- Women in American Culture
- Women and Work
- Women Adventurers

P.B. Poorman

- Psychology of Women (**cross-listed**)
- Lesbian Studies

Joan Schwarz

- Introduction to Women's Studies
- Gender and the Law

Patty Searles

- Sociology of Health and Illness (**cross-listed**)
- Women and Violence
- Sociology of Gender (**cross-listed**)
- Women and Crime (**cross-listed**)

Lauren Smith:

- Introduction to Women's Studies
- Individual and Society
- Women, Race, and Ethnicity

- Advanced Seminar

Eddie Thornton:

- Introduction to Women's Studies

Sharon Tiffany

- Individual and Society
- Women in Cross-Cultural Perspective
- Women, Science, and Society
- Women and Development

Alison Townsend

- Nineteenth Century Women Writers (**cross-listed**)
- Women's Voices, Women's Lives

3. We are currently requesting a tenure-track position in Women's Studies, for a faculty member to teach Women in Cross-Cultural Perspective, Women in a Global Economy, Women in Development, and Women, Science and Society. These courses were previously taught by Sharon Tiffany, who recently retired, and are crucial to maintain a strong global perspective in our curriculum.

B. Teaching and Learning Enhancement

The faculty in our department attend teaching and learning enhancement workshops on campus through the Learn Center and Instructional Technology (web-enhanced, hybrid, and online courses). All of our full-time faculty members are trained to use available technology to teach courses online or to use technology to enhance the classroom experience. All of our faculty members also advise students and keep themselves constantly up-to-date through the Master Advisor and through attendance at workshops at the college and university level.

The faculty in our department have also been extensively involved in student research and creative projects. Our students have participated with faculty members, for example, in presentations at the annual conference of the Wisconsin Women's Studies Consortium, and they have participated in the National Undergraduate Research conference. We have worked very hard and successfully to reinforce and extend internship opportunities for undergraduate students. An increasing number of students are taking advantage of increasing range of internship opportunities.

Finally, we have developed a number of new courses with student interests and needs in mind. Please see II. B. 5 for more information about newly developed courses.

C. Research and other Scholarly/Creative Activities

Our faculty members are extremely competitive researchers and writers. They have written books and articles, presented papers and posters. For a detailed list of these activities, see Appendix F.

D. External Funding

Women’s Studies has had no external funding, except to fund individual faculty research projects.

E. Professional and Public Service

Our faculty members are leaders in the profession and in the community. They have served as editors for professional journals, executives in professional organizations, and have performed a wide range of public service. (see Appendix F for detail)

F. Resources for Students

For the number of students in the program please see Appendix E

Budget – Student Help

99-00: \$ 636.00
00-01: \$ 500.00
01-02: \$ 800.00
02-03: \$ 800.00
03-04: \$1200.00
04-05: \$ 800.00

Budget – Services/Supplies

	Anthropology	Women’s Studies
99-00:	\$2000.00	\$4093.00
00-01:	\$2883.00	\$3850.00
01-02:	\$1296.00	\$4526.00
02-03:	\$ 507.00	\$9070.00
03-04:	\$ 42.00	\$6727.00
04-05:	-	\$5500.00

G. Facilities, equipment and library holdings

The department’s library representative has been vigilant in keeping the library holdings in Women’s Studies up to date. This is true despite the fact that Women’s Studies is an interdisciplinary field and keeping sufficient holdings in Women’s Studies across the disciplines is challenging. Nevertheless, our students have access to a range of books and videos, and databases, as well as materials through interlibrary loan to support their work in class and individual research projects. We maintain a good collection of video documentary on women’s issues within the context of the humanities and social sciences, as well as economics and global issues. We have a social science computer lab on the

same floor as the department's office which is accessible to the students. We recently have updated our class room with computer and digital projectors, document projector and a video player.

Appendix D

The Links between the courses and Subject matter objectives

Contemporary problems: Many of our courses focus on contemporary problems. Among those courses which focus on contemporary problems with particular intensity are the following: Introduction to Women's Studies: An investigation of women's experience from the perspective of various disciplines. The course examines the ways gender interacts with ethnicity, race, class and sexuality and explores contemporary and historical issues related to women's lives. Included are such subjects as health and body image, violence against women, and women's achievements. Women: Race and Ethnicity: This course will provide an examination of Native American, African American, Hispanic, and Asian American women in the broad areas of work, family/community relationships, creativity, and social action. Women, Science and Society: A historical survey of women's contributions to science; case studies of modern women scientists; feminism and scientific knowledge.

Women and Work: This course focuses on the recent successes as well as the problems women face in the work force. It provides an overview of the changing nature of work in the United States and of the history of women from diverse groups and backgrounds.

Women and Violence: This course will analyze causes and effects of violence against women, forces and conditions that lead women to perpetrate violence, treatment of women as both victims and perpetrators by the criminal justice system, and strategies for ending violence.

Interdisciplinary approach: While courses cross-listed with Women's Studies and taught through different departments usually approach their topic from their own discipline's perspective, all Women's Studies numbered courses are expected to be interdisciplinary to some degree.

Historical perspective: Historical readings are included in many courses, including Introduction to Women's Studies, Women in American Culture, Women and Work, Gender and the Law, and Lesbian Studies.

Cross-cultural perspectives: Cross-cultural perspectives are central to all our courses. The focus on cross-cultural perspectives with particular intensity: Women Race and Ethnicity, Women's Voices/Women's Lives, Lesbian Studies.

Feminist theories: Feminist theories are covered in nearly all courses but are covered in depth in Feminist Theories and Advanced Seminar, As well as Feminist Philosophy.

Creative achievements: Students learn about women's creative achievements in all of our humanities courses, courses which include Minority Women Writers, Women in

American Culture and Women's Voices /Women's Lives.

Cognitive Development Objectives

All five cognitive development objectives are expected to be part of any Women's Studies course offerings.

Please look at attached lists of both Women's Studies Courses as Well as approved courses in other departments.