

**Program Assessment
Women's Studies Program
Transylvania University
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Section One: Historical Context

In the past five years, the Women's Studies Program has experienced unprecedented and dramatic change. As of five years ago, there was no Women's Studies Program at Transylvania University. Hence, this is the first program review to ever be conducted for the Women's Studies Program. A section providing historical context will therefore substitute for the section typically addressing changes made since the last program review.

Prior to the year 2000, women's studies at Transylvania University existed "on the books" as an interdisciplinary minor with one core course (IDS 2234: *Introduction to Women's Studies*) and a handful of affiliated courses housed in other disciplines. Despite student interest in women's studies, and faculty interest in teaching courses focusing on women and utilizing feminist theory, there was little cohesion to the program or regularity in the teaching of courses. This was largely due to the fact that the demanding task of coordinating the minor fell to various faculty members who agreed to do so in addition to their own already heavy workloads. In 1999, for example, Dr. Angela Hurley coordinated the women's studies minor, while an adjunct faculty member taught the *Introduction to Women's Studies* course. To remedy this, under the guidance of Dean Jay Moseley, in 1999 a new faculty position was created as a joint appointment in African art history and women's studies. The recent history of the Women's Studies Program began most concretely in 2000 when Dr. Kim Miller, a PhD candidate at the University of Wisconsin-Madison with specialties in global feminism, black feminist theory, and African art history, was hired as a tenure-track faculty member, filling this slot. Dr. Miller was hired to teach 2-3 courses in women's studies per year, with 2-3 courses in art history and an additional 2 courses in the FLA Program. She was also asked to develop and direct women's studies at the College.

Miller's hire allowed for rapid change in curricular offerings, co-curricular events, programming, and program status, which has in turn affected student and faculty interest in the program. For example, during the winter semester of 2001, the CPC and the full faculty both approved the designation of "WS" for women's studies courses, replacing the former and more ambiguous "IDS". This seemingly minor change helped distinguish women's studies as a separate (albeit interdisciplinary) academic discipline, while allowing for greater visibility of women's studies in the Catalogue and on Registrar's website. Concurrently, Miller developed several upper-level core courses in women's studies (the first to ever be taught at Transylvania), while affiliated faculty also developed a range of new courses to be crosslisted with the Women's Studies Program. Soon after this, Dean Moseley agreed that women's studies merited recognition as a freestanding academic Program; the faculty agreed, and after a unanimous vote declared that women's studies should receive official Program status. At this time, Moseley also agreed that faculty who taught affiliated courses could be referred to as "affiliated faculty in the Women's Studies Program". Together, these changes further solidified women's studies' institutional location and visibility. The women's studies minor curriculum has since been completely transformed to include a wide range of courses representing 15 academic programs and 5 divisions on campus. Specific criteria for courses were then developed to help with program cohesiveness, and to ensure intellectual and pedagogical connections among classes (see Appendix A). Today, the Women's Studies Program offers 40 courses (including special topics courses, many of which are offered regularly) as opposed to the 13 courses in 1999, drawing on the expertise of 26 faculty members, as opposed to 11 in 1999. In the past 5 years most Women's Studies courses have consistently had full enrollment (see Appendix B), and there has been a significant increase in the number of majors and minors (see Appendix E). The first capstone course in women's studies was offered in 2005, and Transylvania's first women's studies major, Andrea Walden, graduated that same year. The growth of the field of women's studies, which precedes the development of women's studies at Transylvania University, has helped provide our own graduates with more opportunities for meaningful post-graduate work (see Appendix C).

Walden, for example, was offered a job in her field – as a family advocate at the Bluegrass Domestic Violence Program – just weeks after graduating from Transylvania (please see Appendix D for vocational information of other alums).

Subsequent actions helped secure a more permanent place for women’s studies not merely in the College curriculum, but also throughout campus culture. In 2002, Susan Brown, Director of the Library, agreed to secure a separate budget line for the purchase of women’s studies texts (a request denied two years earlier by the former Director). In winter 2003, Acting Dean David Shannon and President Shearer agreed that the Director of the Women’s Studies Program should receive a monetary stipend for her work, in accordance with stipends received by other program chairs across campus, helping to put the Women’s Studies Program on par with other academic programs at the College.

Current Status

Women’s studies now holds a separate space at College Admissions Fairs and Open Houses, offers an academic achievement award – the Braden Prize - at the student awards ceremony, has a website highlighting faculty and student work, and has close ties with two active student groups: Voice, a group dedicated to activism around gender issues, and Triota, a Women’s Studies honorary society. Women’s studies students are also heavily involved in five other student groups: Progress, Creature, Diversity Action Council, the Sexual Grievance Committee, and College Democrats.

Outside of the classroom, the Women’s Studies Program has worked alongside the Lily Fund, the Liberty, Security, and Justice Initiative and other academic programs to build and foster an academic culture that promotes and values local and global feminist issues on our campus by arranging speakers, film series, workshops, and special programs. For example, the Program has co-sponsored art exhibitions, teaching workshops, and invited notable visiting scholars who have helped initiate and facilitate discussions about gender issues within larger campus community. Other co-curricular work has been conducted with individual students. Students have, for example, enrolled in ambitious independent study projects (see below) while others received funding from Jones/Kenan grants to conduct meaningful summer research projects that stemmed from work initially conducted in the women’s studies classroom. These projects have involved doing archival research on African American women’s history in Chicago, conducting interviews with economically disadvantaged women in Ecuador, doing primary research in local archives to research the early history of female students at Transylvania, and engaging in a research project surveying the scholarly literature on mother-activism.

This tremendous growth has happened in spite of the lack of one single FTE position in women’s studies. Miller’s three-way split position (between art, FLA, and women’s studies) has allowed her to devote only 1/3 of her efforts towards the Women’s Studies Program. In addition, Miller completed her dissertation and took two maternity leaves during this five year period, continuing to direct the Women’s Studies Program during this time by advising women’s studies majors and minors, developing new core courses, advising student internships, directed studies, and summer research projects, and serving as the faculty advisor to student groups. Additionally, since its inception, the Women’s Studies Program has grown despite the lack of an academic or administrative home. Concretely, despite being recognized as an academic program, Miller is the only recognized program member, and thus the Women’s Studies Program does not have the benefit of the collegial support or division of labor that other academic programs do. Likewise, as a “division-less” program, women’s studies is without divisional representation or support, including secretarial support, and at times the lack of divisional representation has left women’s studies “voiceless” on important campus issues. Recently, steps have been taken to change these

problems, notably the formation of the Women's Studies Advisory Committee (WSAC). With the above concerns in mind, coupled with Miller's eminent departure from Transylvania University (forthcoming in August, 2006), a group of faculty members affiliated with the Women's Studies Program formed the WSAC with the intent of acting as members of the Women's Studies Program. They include: Dr. K. Miller, Dr. B. LoMonaco, Dr. E. Cox, Dr. J. Furlong, Dr. M. McEuen, Dr. N. Wolsk, Dr. B. Rich. Dr. K. Slepyan has also been actively involved with the WSAC by virtue of his position as Chair of the Social Sciences Division, which will be the new institutional location for the Women's Studies Program when the new colleague arrives to replace K. Miller. Working alongside the WSAC, the new colleague will provide greater stability for the Women's Studies Program. Although the new hire will still be a joint position (split between women's studies and foundations of the liberal arts, with 4/7 of her/his teaching load to be in women's studies), s/he will not be split 3 ways, as Miller has been, and thus will be able to devote more of her time to the growth of the Program.

The growth of the Women's Studies Program since 2000 has been tremendous, and has allowed Transylvania to catch up with the field of women's studies on a national level, most notably among elite liberal arts colleges and our benchmark institutions, most of which have Women's Studies Programs. Indeed, the accomplishments outlined above -- securing greater respect and a more permanent position for Women's Studies on our campus and increasing the Program's ability to serve the educational mission of the College -- has truly been a collaborative effort, as is evidenced by the tireless dedication of WSAC colleagues and their willingness to serve in two academic programs (their home programs, and Women's Studies) -- without additional compensation or alleviation of other service commitments. Together, we are pleased that Women's Studies is now rightfully recognized as a rigorous, academically oriented-program with a secure space on our campus.

Section Two: What is the Women's Studies Program trying to accomplish?

The Mission Statement of the Women's Studies Program:

Women's Studies at Transylvania University is an interdisciplinary academic program which aims to expand students' understanding and appreciation of women's lives and experiences both historically and in contemporary societies worldwide. In the women's studies curriculum, students learn how the application of a gendered lens has challenged traditional historical and cultural assumptions while they gain a systematic knowledge of scholarship about women and gender. Women's Studies courses emphasize critical thinking, the development of strong argumentation skills, and writing, within an interdisciplinary context. The Women's Studies Program contributes to the teaching, research, and service missions of the College by furthering College and societal goals of diversity, tolerance, and equity.

The goals of the Women's Studies Program:

- * To introduce students to foundational texts and significant issues of feminist scholarship and creative work
- * To help students gain a greater knowledge and appreciation for the diverse experiences of women by studying the history of feminist movements and examining women's issues and concerns from diverse standpoints
- * To provide students with a more inclusive framework for understanding the effect that gender has on their own daily lives, calling attention to how issues of gender (including masculinity) intersect with beliefs about race, class, ethnicity, and sexual orientation
- * To instruct students in feminist methodologies and approaches in various disciplinary and interdisciplinary fields of study
- * To improve students' intellectual abilities in oral and written argumentation and communication and research skills
- * To teach students to think critically about the sources of women's oppression and empowerment so that they may come to a more meaningful and nuanced understanding of what constitutes a feminist consciousness for themselves and for others
- * To nurture students' overall intellectual development
- * To prepare majors and minors for life beyond college, particularly for success in graduate studies and respective vocations
- * Support growth of Women's Studies in all areas of the College

Section Three: How do program courses fit together to achieve program goals?

All courses offered in the Women's Studies Program use feminist analysis to examine the often unexamined role of gender at work in traditional disciplines for the purposes of understanding how gender roles shape and affect knowledge production and everyday life in politics, history, economics, culture, law, and science (for example). The academic field of women's studies is an interdisciplinary field, and as such is characterized by a wide spectrum of approaches and disciplines. Women's studies practitioners view the breadth of our field and diversity of vision and styles as a strength, and indeed, through this the Program truly serves one of Transylvania's stated goals "to encourage inquiry and conversation across the traditional academic disciplines" (Transylvania University Catalogue 2003 – 2004: 4). At same time, practicing true interdisciplinarity becomes challenging in our particular context. Concretely, the College's organization of academic programs into Divisions, and the structure of our General Education program around this framework, leaves little space for an academic program such as women's studies. The lack of divisional representation and support has led to the exclusion of women's studies from important decision-making and from campus conversations (such as Long Range Plan of 2003). From a curricular standpoint, the interdisciplinarity of the Program sometimes makes it difficult to track, monitor, and assess affiliated courses in our particular context. With the exception of core courses (taught by Miller), the number of women's studies course offerings depends on the willingness of other departments to commit affiliated faculty to the teaching of women's studies related courses.

Transylvania University currently offers a minor in women's studies. The minor is an excellent complement to a number of majors, including history, anthropology, sociology, philosophy, political science, art history, economics, and biology. Women's studies courses enroll many students from throughout our campus, and students from various fields have found that women's studies courses offer important insights into their own disciplines. In order to receive the women's studies minor, students must take WS 1004, *Introduction to Women's Studies*, along with 5 other courses from the list of qualifying courses (see below). Historically, the primary service of program has been to students in other majors.

Students may also develop and propose to major in women's studies through the independent major program, and this is becoming an increasingly popular option for our students. So far, five students have registered as women's studies majors, and two others have expressed the intent to do so. Women's studies majors are required to take five core courses – *Introduction to Women's Studies*, *Global Feminisms*, *Black Feminist Theory*, *Internship in Women's Studies*, *Advanced Studies in Women's Studies* (our capstone) – in addition to seven other affiliated courses housed in other disciplines.

Women's studies courses at Transylvania University fall into two general categories:

1. Core courses (at introductory, intermediate, and advanced levels) – those courses housed in Women's Studies and marked with the prefix "WS"
2. Affiliated and crosslisted courses (at intermediate and advanced levels) – those courses housed in another discipline, but crosslisted with the Women's Studies Program or have received approval for inclusion in the women's studies minor/major (see Appendix A for the guidelines for crosslisting courses).

Among the women's studies core courses, upper level classes build on skills and knowledge of the introductory survey, requiring demanding theoretical reading, analysis, research and extensive writing. Students who graduate from these classes are exceptionally well trained in feminist theory and argumentation, especially in the areas of global feminist and black feminist theories.

The senior capstone class (which is titled *Advanced Studies in Women's Studies*, due to a decision by the CPC in 2004 not to allow the term "Capstone" to be used for an academic program without an official major), taught for the first time in 2005, is especially rigorous. Women's studies core courses also serve the educational mission of the College by contributing to the GE Program, offering Area IV, Area IIIA, and Area IIIB courses, and writing intensive courses. Most cross-listed classes, which are housed in other divisions, also count towards Area III and Area IV courses, which can be taken for "WS" or credit in the "home" division, at the student's discretion.

The Women's Studies Program curriculum also offers important experiential – or applied knowledge - opportunities for students, through internship, directed study, and service learning. While these experiential classes are open to advanced and intellectually motivated students from any discipline, they are required for women's studies majors and strongly encouraged for women's studies minors. A number of students have reported that their combination of women's studies coursework along with the opportunity to apply their classroom knowledge to a community context has influenced their acceptance in a graduate program or has directly led to meaningful post-graduate work.

This qualitative evidence supports a statement made by the National Women's Studies Association in 1999, in a report that described opportunities for feminist oriented research. Focusing on the importance of the "act of application" of women's studies theory and scholarship to everyday life and social structure, they highlight the following qualities:

1. Developing global or international perspectives that prepare students for both governmental and non-governmental organization work
2. Applying feminist theory to create new models for organization and for processes of dialogue with community and non profit organizations
3. Working in conjunction with community groups to develop better understandings of the relationship between gender and race structures and law enforcement and the criminal justice system
4. In conjunction with feminist scholars in law, working to develop models for critical race law and
Bringing feminist theory to social and public policy analysis (NWSA,1999)

The Program's emphasis on applied knowledge also responds to the call in Transylvania University's Mission Statement to encourage "students to participate in collaborative learning, community service, and governance [by preparing] students for the responsibility of fostering a healthy society in a world shared by many different people, cultures, and nations" (Transylvania University Catalogue 2003-2004: 4). The internship program has grown tremendously in recent years (see Appendix A), and previous students have received credit for their internships in organizations such as:

- The National Organization for Women in Washington, D.C. (2 students)
- The ACLU in Louisville, KY
- The Bluegrass Rape Crisis Center (several students)
- The YWCA
- The Center for Women, Children, & Families (several students)
- The American Association for University Women
- The Kentucky State Legislature (2 students)
- The Governor's Task Force on the Economic Status of Kentucky Women (2 students)
- Kentucky Refugee Ministries

Any faculty member affiliated with the Women's Studies Program may advise a student internship or directed study in women's studies.

The Women's Studies Program actively pursues liberal arts goals in general and the goals of Transylvania's educational mission, as stated in the mission statement, in particular. Of note are our efforts to pursue "ideals of tolerance and freedom of inquiry" by developing "students' intellectual and creative abilities", simulating "the search for knowledge", promoting "open and fair-minded examination and discussion of values in all forms of endeavor", simulating "in students an understanding of themselves and their relation to others in a diverse, ever-changing world", and promoting "opportunity for students to develop as independent thinkers and leaders" (Transylvania University Catalogue 2003-2004: 4). While each individual class differs in its specific approaches to these goals, "women's studies has developed its theory base by examining the interconnected effects of race, class, sexuality, gender, and ethnicity on women's lives", thus courses in the Program "bring racism, classism, homophobia, and other components of women's oppression into focus" (NWSA, 1999). Likewise, women's studies pedagogy acknowledges the validity of student-centered learning, and recognizes the goals of empowering students to become active independent thinkers by focusing on the development of strong analytical and writing skills, and by providing ample opportunities for engagement with the world outside of the College.

Because of the fundamental interdisciplinary nature of the field and its emphasis on diversity studies, coupled with Miller's background in African and African American studies, the Women's Studies Program also responds to the call for an increase in diversity in the curriculum as set out in the QEP of 2002 and Long Range Plan of 2003. Indeed, upper-level women's studies courses such as *Global Feminisms* and *Black Feminist Theory* attract a wide-range of students including many students of color, presumably because there are too few classes on our campus who focus on the lives of people of color. It is a primary goal of the Women's Studies Program to remain committed to exploring issues of diversity (in terms of race, ethnicity, and sexuality), and continue to prioritize the teaching of diverse issues in the Program in coming years. This effort will also allow us to fulfill one of the key aims of women's studies teaching and scholarship on a national level, as stated by the National Women's Studies Association: "Women's studies reveals the gaps that emerge in other disciplines' understandings of knowledge when scholars and researchers take into account gender, race, class, sexuality, region, ethnicity, and ability as important research variables, subjects of story and art, and constraints on objectivity. Above all women's studies promotes access to institutions and to paradigms of knowledge for persons historically underrepresented in Western traditions of scholarship and knowledge production" (NWSA, 1999). A more vigorous commitment by Transylvania University to diversifying its campus and curriculum, including a commitment to promoting women in positions of leadership, would significantly enhance the efforts of the Women's Studies Program.

And finally, while all women's studies core courses guide students by "establishing a foundation for graduate and professional study and a variety of satisfying careers" (Transylvania University Catalogue 2003-2004: 4), the capstone course is particularly geared towards that goal. The capstone calls upon students to reflect critically on what they have learnt in four years of women's studies coursework in order to strengthen their ability to communicate their knowledge, understandings, and critical thinking orally and in writing; to refine their research and writing skills, making use of the range of feminist periodicals and databases in an intensive, individualized research project; and to move towards the development of their own critical stance in the academic discipline of women's studies.

Curriculum reform and course additions:

Since 1999, the following courses have been **added** to women's studies:

Core Courses:

Black Feminist Theory
 Global Feminisms
 Reading and Representing Women's Lives
 Internship in Women's Studies
 Directed Study in Women's Studies
 Advanced Studies in Women's Studies (Capstone Course)
 Special Topics in Women's Studies (see listing below)

Crosslisted Courses:

Gender and Communication
 Gender, Culture, and the Social body
 Gender Roles in Religious Life
 Gender and Children's Literature
 Gender and African Art
 Human Sexuality
 Psychology of Women
 Women and Men in Latin America
 Women in Antiquity
 Women in Education
 Women's Health
 Women in Science

Special Topics Courses:

Darwin, Gender, and Social Theory
 Family Violence
 Women, Violence, and the Atlantic World
 French Literature: Women Writers
 Unruly Bodies
 The World and Fiction of Edith Wharton
 Italian Women: Images and Realities
 Queer Theory and Culture
 Passing in American Literature
 Romantic Couple Relationships
 Masculinity and Popular Culture
 Gender and Sexuality in Opera
 Gender in European History
 Gender Dynamics at Work in the U.S.
 Reproductive Health

Affiliated Courses (those that count for the major/minor, but are not crosslisted):

American Women Writers and Ethnicity
 Animal Minds/Human Values
 Epistemology
 Jane Austen and Film
 Literature and Medicine
 Women in the Developing World

The following courses complete the Program curriculum, and existed as of 1999:

Introduction to Women's Studies

Gender in Cross Cultural Perspective

Women in Art

Women's Literature

Women in American Life and Thought

Feminist Philosophies (formerly titled, "Philosophy of Women")

The Family – Past, Present, Future

Sociology of Gender

Special Topics:

Eros and Gender Politics

Feminist Theory

French Women's Literature in Translation

Section Four: What constitutes student success?

Student progress and success is measured by several strategies, including writing, research, collaborative learning experiences, creating opportunities for applied knowledge, and other qualitative measures as a means of deeper learning.

Students are expected to evidence skills in critical and creative thinking and analysis, research, writing, and oral communication. Of particular importance in the field of women's studies is the ability of students to form arguments that are clearly organized and expressed in both oral and written form – skills that directly relate to the qualities needed to excel in the fields that most of our women's studies students go into: law, public policy, social work, and health care. To this end, women's studies core courses at all levels require students to read critically, reflect in the form of short writing assignments, conduct deeper research, and then present their work to the class. Women's studies majors are expected to demonstrate sophisticated analytical and writing skills, and to be able to persuasively articulate how women's studies relates to their chosen vocation.

Students are evaluated regularly through classroom essay examinations and paper assignments, as well as classroom discussions designed to develop these skills. As is the case with many humanities fields, standardized tests are not used as a measure of assessment in the field of women's studies. In evaluating students, Transylvania's Women's Studies Program follows the lead of the National Women's Studies Association. The NWSA encourages Women's Studies Programs to follow the assessment guidelines established by the Carnegie Foundation's conceptual framework of qualitative standards of scholarly work for evaluating scholarship (See Glassick et al, 24 – 25). These include:

1. Setting clear goals
2. Having adequate preparation
3. Using appropriate methods
4. Finding significant results
5. Producing effective presentation
6. Showing reflective critique (Glassick et al, 24-25; NWSA 1999)

“The Carnegie Foundation's articulation of what each of these standards means can help guide faculty and administrators [housed in all disciplines] in their attempt to apply criteria of evaluation (NWSA, 1999). Likewise, the NWSA has also issues a statement about what constitutes “successful” feminist scholarship:

“What constitutes feminist scholarship, both within the disciplines and across disciplinary borders, is research or creative work that raises new questions and/or formulates theory that furthers our understanding of science, social science, history, the humanities and arts, education, public and social policy, and paradigms of knowledge in applied and professional fields. It does so in such a way that girls and women, and theories and analyses of their social and historical treatment, are brought to the center of the scholarship and the classroom instead of remaining ignored, marginalized, or relegated to footnotes. In evaluating women's studies scholarship, evidence of feminist thinking, indeed of the plurality of “feminisms” in women's studies work that recognizes the contributions of scholars and theorists across racial, cultural, economic, and sexual differences, is both a salient and desirable feature” (NWSA, 1999)

At Transylvania University, students enrolled in core women's studies courses are assessed on the basis of their ability to research, write, and producing feminist scholarship that reaches the six standards outlined by the Carnegie Foundation.

Student success (and, likewise, Program success) is also measured by co-curricular activities that students willingly engage in, and honors that they receive, that are related to their coursework in the women's studies classroom. For example, students regularly engage in (and initiate) feminist programming on campus, organizing performances such as *The Vagina Monologues*, exhibits like the Clothesline Project, feminist film series, and academic affairs panels to share their academic research with the faculty. In addition to the impressive internship positions that women's studies students have held (see Section 2), our students have engaged in meaningful feminist summer research, funded by the Jones/Kenan fund. Among the recipients were Brittany Robinson and Tracy Clayton who researched the history of black women's clubs in Chicago during the Chicago Renaissance; Spence Witten and Catherine Greene who traveled to Quito, Ecuador to interview female recipients of micro-loans; Andrea Walden who worked as a faculty research assistant on a project surveying the academic literature on mother-activist movements worldwide; and Kelly Ball, who surveyed academic literature on queer theory. Forthcoming projects include a study by Jenna Gurren, who will conduct archival work this summer in Transylvania's special collections pursuing questions about the lives of Transylvania's first classes of women.

Students have also attended and presented papers at national conferences (such as the NWSA, and the Queer Studies Student Research Conference) and participated in national women's leadership workshops as well as activist events (for example, the American Association of University Women's student leadership conference in DC, the March on Washington, the Pride Parade, and others). We are also proud of our students who have received prestigious national awards (such as the Third Wave Foundation scholarship) and who have secured publishing contracts while still enrolled as students at Transylvania (namely, Kelly Ball and Tracy Clayton).

Student and Program success is also measured by student success after graduation, namely their admittance into graduate or professional schools, their ability to find meaningful employment, and their desire to pursue questions and issues raised in the women's studies classroom. The women's studies curriculum at Transylvania emphasizes critical thinking from an interdisciplinary perspective – knowledge that students can successfully apply to graduate programs or a multitude of meaningful vocations. Indeed, women's studies graduates have demonstrated that their training serves them well in graduate study and on the job market (see Appendix D). Our graduates have successfully entered competitive graduate programs in such fields as library science, public policy, law, medicine, dentistry, social work, education, business, anthropology, and psychology. Previous graduates of women's studies have been told that their coursework in women's studies helped gain them acceptance to graduate school or law school. Many women's studies graduates say that their education gave them the confidence to pursue careers traditionally held by men.

Because women's studies also prepares students to live and work in an increasingly diverse culture, many students learn necessary skills to effectively take leadership positions in corporate world, government, and nonprofit organizational work. Women's studies strives to teach students how to be effectively engaged in the processes of social and political change. Several of our students have demonstrated the success of these program goals by taking on demanding leadership positions within national organizations such as the National Organization for Women and Planned Parenthood, and regional organizations such as the Center for Women and Families in Louisville and the Governor's Office. One Women's Studies alumna who is currently finishing her law degree at American University in Washington, D.C. plans to return to Kentucky after her graduation to run for political office.

Section Five: What measures do you use to evaluate your program? How has your program faculty used assessment to improve program?

As a relatively new program on Transylvania's campus with less than 1 FTE and with a major that is currently under development, the Women's Studies Program has understandably concentrated its efforts on growth – on building a program – rather than assessment. The inclusion of women's studies in the CPC Program Review rotation could be seen as the first important step in formalizing the assessment for this Program. In addition, the NWSA is in the process of establishing assessment guidelines for Women's Studies Programs, which will be useful for the Program's future assessment.

That said, the Women's Studies Program currently employs a number of feedback and assessment procedures to determine its effectiveness in meeting Program goals. These include the standard course evaluations, both narrative and summa, as well as mid-semester evaluations which are distributed to students enrolled in the Program's core courses. The Director of Women's Studies is not privy to evaluations written for courses that are crosslisted with the Program. As an untenured faculty member, the Program Director also receives feedback through class visitations conducted by senior faculty. The Program Director also holds informal conversations with students and faculty on a regular basis to discuss and evaluate Program success. While these conversations have been useful and meaningful, the Program would surely benefit from more regular collegial support, similar to other academic programs on campus. This is one important way that the WSAC can support the Program and its Director.

Student success and interest is also an important criterion in evaluating the strength of the Program. In the past 5 years the Women's Studies Program has graduated 1 major and 33 minors. Please refer to Appendix E for an annual breakdown of graduating majors and minors.

Number of Majors 1999:

0

Number of Majors 2005:

6 (includes those with intent to apply)

Number of Minors 1999:

3

Number of Minors 2005:

20 (including those with intent to apply)

Please refer to the narrative in Section Four for more details on "student success".

Section Six: How does Women's Studies at Transylvania University compare to Women's Studies at benchmark institutions?

The Women's Studies Program at Transylvania University compares very favorably with our benchmark institutions. Given the unique circumstances of women's studies at Transylvania, as an interdisciplinary program with a minor but no official major, other factors have been considered to make a meaningful comparison between our program and those at benchmark institutions. These include institutional location, the size of faculty (both full time and affiliated), emphasis on applied knowledge, support staff and services (including women's centers), and major/minor offerings and curricula. Please refer to Appendix F for detailed data.

As Appendix F indicates, seven of our benchmark institutions offer a minor in women's studies, one (Albion) offers a minor in both women's studies and gender studies, two institutions offer concentrations in women's studies (typically a more demanding program than a minor), and four institutions offer a women's studies major. Of the institutions that offer a minor in women's studies, all require between five and six classes to complete the minor, and between nine and thirteen for the major (Transylvania University requires five courses for the minor, and twelve for the major). The overall number and variety of courses offered in the discipline at Transylvania University is very close to what is offered at benchmarks, and currently Transylvania, Albion, and Earlham are the only institutions that require applied knowledge for the major or minor. In regards to faculty participation in the programs, four benchmarks – Albion, Denison, Earlham, and Wittenberg – have at least one FTE position in their Women's Studies Program, and the number of affiliated faculty members range from 11 – 28. Although Transylvania currently has only 1/3 of a FTE position (soon to become 1/2 FTE), our number of affiliated faculty members – 26 – demonstrates that our campus-wide involvement in women's studies exceeds that of most of our benchmarks institutions.

Currently, three of our benchmark institutions do not have Women's Studies Programs: Birmingham Southern, Centre, and Hanover. However, Centre does offer a self-designed major and minor in Gender Studies, and is in the process of formalizing a Women's Studies Program. In fact, faculty members at Centre have invited Dr. K. Miller to meet with them in March 2006 to lead a workshop on how to build a Women's Studies Program. This is clear evidence that word about our strong program has spread, at least locally. We are pleased that we are being considered as a model program for other institutions.

Section Seven: Do you have plans for changes in your program? What are the obstacles to program improvement?

1. The biggest obstacle has been the absence of a full time faculty line in women's studies. As per the detailed narrative in section one, the current Program has been "pieced" together through the efforts of a number of dedicated faculty members and administrators, and fueled by the desire and energy of students who have called for a stronger Program and more course offerings. However, as also evidenced by this report, the service burdens of faculty members who have joint appointments, and consequently have obligations to two (or three) academic units, puts an undue and unfair pressure on an individual, especially one who has also been hired to build and manage a program. This is particularly true in the case of non-tenured faculty members. In addition to experiencing greater committee and service work (by virtue of representing and servicing multiple units), colleagues with joint appointments also need to keep current in two (or more) scholarly fields.

Given this, we recommend that criteria and expectations for promotion and tenure be specifically outlined for such individuals, namely the incoming Women's Studies colleague. While the new hire, who will be split between two programs, will have the opportunity to devote more efforts directly to women's studies, we recommend that the WSAC, along with the Dean of the faculty, develop strategies on how to alleviate the service burden of this individual, or at least make it clear (in writing) which appointment the faculty member should prioritize. These suggestions are supported by NWSA guidelines, which argue that, "satisfying promotion and tenure criteria may be more difficult for a faculty member who holds a joint appointment in women's studies and another discipline. The Task Force urges recognition of the different and sometimes contradictory expectations for jointly-appointed faculty so that particular institutional demands (and variations) do not themselves pose arbitrary barriers to reappointment and continuing appointment. The Task Force also recommends that faculty appointed both to Women's Studies and another program or department receive written guidelines for achieving tenure as a joint appointment" (NWSA, 1999).

Related to this, we concur that the Women's Studies Program needs to be a Program with complete tenure lines. While this will be partially remedied with the arrival of the new colleague in fall 2006, women's studies will remain an academic program without one FTE. We continue to look forward to, and hope to consider, a second line that would be at least ½ FTE in women's studies in the near future.

2. The second biggest obstacle has been the "homelessness" of the Women's Studies Program on campus, by virtue of its interdisciplinarity and non-association with a Division, and by virtue of not having any physical space on campus.

A. Interdisciplinarity and Institutional affiliation:

Over the past five years the Director of Women's Studies, along with many affiliated faculty members, has had extensive discussions with Dean Jay Moseley, Interim Dean Dave Shannon, and Dean Bill Pollard about the complicated issue of women's studies' institutional location at Transylvania University. Previously, curricular issues related to the interdisciplinarity of the Program have prevented us from formalizing the connection between women's studies and an academic Division. As mentioned in Section One, with the hire of the new colleague in fall 2006, the Women's Studies Program will become part of the Social Sciences Division. This good move will rightfully provide adequate support to the Program, but certain fundamental

issues and problems will remain. Concretely, curricular issues related to cross-listed classes and Transylvania's General Education Program will need to be creatively managed.

Additionally, as an interdisciplinary program consisting primarily of affiliated faculty, women's studies also faces unique challenges in regards to the ability to control and plan course offerings for cross-listed classes as such decisions are made solely within the home program of the affiliated course. Likewise, criteria for course and program success and assessment vary among each of these separate programs, making an overall assessment for all women's studies courses virtually impossible. In the future, the WSAC may want to work towards establishing criteria for assessing the diverse courses that make up – and indeed strengthen – this program. And finally, as an interdisciplinary program whose success relies on the regular participation of affiliated faculty members to teach cross-listed classes, the Women's Studies Program remains vulnerable when there are losses and gains of faculty members in other divisions. For example, sadly, in the past five years 10 faculty members affiliated with the Women's Studies Program have left Transylvania University. Only three of these positions have been replaced with colleagues who contribute to the Program. The Women's Studies Program has thus been adversely affected by the hire of new colleagues whose positions have not been defined in the same way, or who did not possess expertise in gender studies, as did their predecessors. This, in turn, affects the curriculum, the offerings, the support, and the stability of the Program.

To remedy this, one effective strategy suggested by the WSAC is to allow the Women's Studies Program to work with search committees as new hires are approved (or existing lines searched) to determine if new colleagues could make contributions to program. This could involve having the Director of Women's Studies meet with a new hire upon his/her arrival, or, ideally, allowing the Director to work with the search committee beforehand. We argue that in addition to ensuring the long-term stability of the Program, such an arrangement will have an enormous benefit to the new faculty member, by virtue of being associated with the Women's Studies Program. Indeed, affiliated faculty members attest to a variety of benefits of Program association, including having new students attracted to their courses who have interests in women's studies, opportunities for dialogue and collaboration with colleagues in the same and other divisions about women's studies teaching and scholarship, and the gratification of being a participant in a growing program.

Although the range of questions related to institutional location go beyond the scope of this report, it is important to point out that this is not a problem that is unique to Transylvania University, but is one faced by other institutions that, like ours, encourage and support interdisciplinary programs and cross-disciplinary collaboration. In other institutions (including our benchmarks), Women's Studies Programs are either affiliated with Social Science Divisions, Humanities Divisions, or are placed in a division with other interdisciplinary programs (indeed, most of our benchmark colleges have such arrangements).

It should also be pointed out that Dr. K. Miller has been invited to serve on a panel at the National Women's Studies Association (in June 2006) specifically on the issue of institutional affiliation as it pertains to Transylvania University's Women's Studies Program. The panel will take place during a special pre-conference day reserved for Women's Studies Program administrators from all over the country, and the invitation to serve on this panel is yet more proof that other programs have taken notice of the good work done at Transylvania University.

B. Space:

Transylvania University's Women's Studies Program does not have any physical space on campus. In recent history, Dr. K. Miller's office in Mitchell Fine Arts has served as the only

notable program space, by virtue of her work in women's studies. Our new colleague will need a new, ample, office space that will also serve as the home for the entire Women's Studies Program, and will be identified as such. The placement, size, and visibility of this space are critical to consider, as the space must be large enough to facilitate safe and comfortable intellectual and collegial exchange among students and faculty.

3. The Women's Studies Program budget has not seen an increase in 6 years. Thus, an increased budget is needed in order to fully support this growing program, noting the Program's commitment to working collaboratively with students and other academic programs in planning co-curricular events. In addition, the Women's Studies Program Director, as a joint appointment, requires a conference budget sufficient to provide for the faculty member to attend two sets of professional meetings – those in women's studies and those in the faculty member's other disciplinary area. Attendance at the National Women's Studies Association annual meeting is especially important, as the conference devotes an entire day to the professional development and networking of Program Chairs from across the country. The current women's studies director has thus far been able to attend this conference only once due to commitments in her disciplinary "home" (art history and African studies).

Plans for Change/ Program Goals

1. Develop a Women's Studies Major. Student demand has demonstrated the strong need for this major, as well as the feasibility of it. Our new colleague will be able to teach capstone course more easily (e.g., not as an overload), further facilitating the feasibility of the major.

2. Continue to work closely with other academic Programs and Divisions on campus in curricular and co-curricular activities, particularly with colleagues in Natural Sciences, Business and Economics, and Fine Arts. Whereas the Social Science and Humanities Divisions enthusiastically contribute to the Women's Studies Program on a regular basis (through crosslisted courses), we would like to see increased offerings from other divisions. Currently, Natural Sciences irregularly offers 2 courses to the Women's Studies Program, Fine Arts regularly offers 1, and Business and Economics do not offer any.

3. As discussed above, the Women's Studies Program has focused much of its energy on developing opportunities for students to apply classroom and theoretical knowledge to the "field". We would like to continue to grow in this direction by further developing the internship program, service learning opportunities, and women's studies oriented summer research grants. In the process, the Program aspires to continue to build relationship between the Women's Studies Program at Transylvania, community organizations (on local and national levels) and Women's Studies Programs at neighboring institutions. The Program will also work more closely with the Career Resource Center to work to provide more meaningful opportunities for our students

4. In the process of collecting data for this report, we have come to fully realize the close connection that many of our alums feel with Transylvania University's Women's Studies Program. Likewise, we have received a tremendous amount of feedback about how influential women's studies has been to many students' lives after graduation. Happily, this includes many students who simply took women's studies classes, without having enrolled officially as minors.

Thus, we would like to strengthen alumni relations by keeping closer contact with our former students, perhaps through a newsletter, by inviting alumni back to campus to speak about their vocations to current students, or through arranging specific events during Alumni Weekend.

5. In the past 5 years, the Women's Studies Program has increased its enrollments, as well as the number of students in its major and minor. We would like to see these enrollments continue to increase, and aim to further develop the active community of connected students and faculty. Related to this, the Program hopes to develop presence of WSAC on campus, and strengthen and clarify the role between WSAC and Women's Studies Program.

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