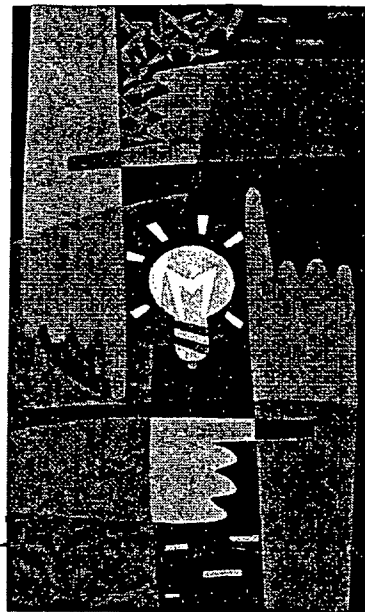


Department of Women Studies University of Washington

Re-envisioning what is.



Creating what can be.

Self - Study
December 2002

DEPARTMENT OF WOMEN STUDIES
UNIVERSITY OF WASHINGTON
SELF-STUDY

December 2002

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SELF-STUDY
DEPARTMENT OF WOMEN STUDIES
UNIVERSITY OF WASHINGTON

Introduction: Overview of the Department

Who Are We? Women Studies (WS) was established as an interdisciplinary program at the University of Washington in 1970 and is thus one of the first WS Programs in the U.S. In 1991 the program established an undergraduate major; in 1992 the Department awarded its first Graduate Certificate in WS. In 1996 the unit was officially recognized as a Department in the Division of Social Sciences in the College of Arts and Sciences. And in 1998, our Master's and Doctoral programs were established. (Our website provides a thorough overview of the department: <http://depts.washington.edu/webwomen/>)

What is Women Studies? WS is a young field. Since the 1970s, WS departments have become increasingly numerous on university campuses. By the mid-1980s nearly every major U.S. university offered WS curricula and some programs offered graduate certificates and/or an M.A. degree. National and international academic journals, professional associations, and funding agencies such as the National Science Foundation and the National Endowment for the Humanities have adopted women/gender studies into their agendas. Prestigious academic journals have been developed to address women's and feminist issues, including, for example, Signs: Journal of Women and Culture in Society (recently located at the UW), Journal of Women's History, Feminist Studies, Genders, Women and Literature, Gender and Society, Women and Politics, Sex Roles, National Women Studies Association Journal, Women Studies International Forum, and Psychology of Women Quarterly. Most book publishers include a wide range of WS research; many offer series in scholarship on gender.

WS provides a cohesive framework for the study of women's and men's lives within historical and contemporary contexts, and from both interdisciplinary and multicultural perspectives. In the U.S., WS was initially compensatory; it sought to fill in what had been left out of traditional approaches to the study of human societies. Multidisciplinarity is central to WS. The great majority of WS scholars are distinguished by multiple areas of expertise, both in the WS and in established disciplines and related interdisciplines. WS departments have served as models for the increasing interest in interdisciplinary studies that is a major directions for university education.

Critical outcomes of incorporating a focus on women and gender in ongoing scholarship have been the continual development of new approaches and challenges to traditional methodologies and conclusions about women's and men's experiences, the development of new categories of analysis, reconceptualizations of pedagogies, and restructuring of institutional relationships. To offer several examples, in history, work on women and other non-dominant societal groups has questioned accepted periodizations and analyses of processes of social change; in sociology and political science, feminist research has enabled reformulations of fundamental analytics such as the relationship between "public" and "private" spheres of society or the significance of "productive" and "reproductive" work; in anthropology, traditional ethnographies have been questioned and rewritten to include information about women and explicitly gendered analyses; in literary studies, hierarchies of genre and criteria for canonization of texts have been called into question.

WS also emphasizes simultaneous analyses of differences between and connections across women's experiences, apprehending these in terms of historical, social and cultural processes. At the core of

this work are intersectional analyses of race, class, and gender, impelled by transformative critiques offered by women of color. These transformations have yielded effective collaborations across WS and Ethnic Studies, collaborations we have initiated at the UW and hope to deepen in the next several years. Most recently, in keeping with intellectual shifts occurring across multiple fields, WS has also begun to question traditional approaches to nations, nationalities, and states, moving from international to transnational analytic frameworks.¹ The origins of this academic field in an arena of social activism also presage an ongoing commitment to producing knowledge that has not only an academic, but also a public, audience, with material consequences for women and men. WS facilitates students and scholars alike not only in understanding the importance of class, race, gender, sexuality, nationality, and other bases of social inequalities in women's and men's lives, but also in developing feminist theories and methods that contribute to ongoing movements for gender equality. As the National Women's Studies Association constitution asserts: "Feminist education is not only the pursuit of knowledge about women, but also the development of knowledge for women."

Administrative Structure: The Department currently includes ten tenure line faculty members (three Full Professors, five Associate Professors, and two Assistant Professors), one full-time Senior Lecturer and several regular part-time lecturers (PTLs). (The Chair's tenure line is located in Sociology; her commitment to WS during her tenure as Chair is full-time.) Assistant Professor Priti Ramamurthy has just received tenure and promotion to Associate Professor, effective Autumn 2003. Assistant Professor Saraswati Sunindyo has resigned her position and will be leaving the UW effective June 2003. Thus by Autumn 2003 the tenure line faculty will include three Full Professors, six Associate Professors, and no junior faculty. There are approximately 90 Adjunct and Affiliate Faculty in WS from six colleges and schools of the UW and from each of the three UW campuses

¹ Distinctions among Multicultural, International, Global, and Transnational Analyses

Multiculturalism: Multicultural analyses incorporate multiple cultures and communities, often defined by race and ethnicity; this tends to be a U.S. based approach. Multi-cultural approaches emphasize difference rather than domination, celebrating multiple cultures without incorporating hierarchy, inequities, and historical power relations (e.g., colonialism) in their analyses.

International: National boundaries are defining characteristics of international systems and analyses. Relationships are among nation-states and respect state boundaries. One example is the Beijing conference, which many delegates attended as representatives of nation-states. Feminism has been affirmed in the context of state formation – states have responded to feminist activism, as, for example, in the now-threatened Title IX legislation.

Global: Global analyses put forward the possibility of a global feminism, defined on the basis of the bodily definition of woman. This approach forwards the possibility of alliances among entities recognizable as women. Examples here are the work of Amrita Basu or Robin Morgan's book, Sisterhood is Global. Because the category woman is not a constant, not universal, this approach is vulnerable to a certain determinism and essentialism. At the same time, global analyses are sometimes effectively used in a form of strategic essentialism; certain sociopolitical contexts can make this a politically effective approach.

Transnational: Transnational analyses think beyond boundaries of nation-states. One cannot talk about diaspora, immigration, even feminisms, within a solely international framework. There are, for example, a Mexico, a Vietnam, and other transnational communities within the geographic boundaries of Seattle. One cannot think about these hybridities within an international framework. Current formations of transnational feminism have developed in response to globalization--arguing that the increased connectedness brought about by globalization (more movement of bodies, goods and services, the global assembly line, etc.) creates a new need to think beyond the nation-state.

(see Table 1). The Department has about 80 undergraduate majors and awards approximately 20 Bachelor of Arts degrees each year. Each year, on average, 1200 undergraduate students enroll in WS classes; when we include our joint listings, we enroll on average 1850 undergraduate students in our classes each year (see Table 2). There are currently 15 students enrolled in our Doctoral Program, two of whom are also working toward Master's degrees en route to the Ph.D. We have three staff members, including one full-time Administrator, one full-time Program Assistant, and one half-time Undergraduate Advisor. (The Administrator position was upgraded this past year from the classified position of Administrative Assistant to a professional position, as appropriate for her responsibilities.) Staff position descriptions are included with our Strategic Plan in Appendix H.

We rely on several regular PTLs, as well as our adjunct faculty, to supplement our graduate and undergraduate curricula. Our former reliance on part-time faculty to teach required courses has diminished as the number of tenure line faculty increased, yet several of our core courses continue to be taught by PTLs, especially those requiring a specific professional expertise, e.g., WOMEN 310, Women and the Law or WOMEN 415, Gender and Education. Adjunct faculty also play a crucial role in our graduate curriculum. Instruction of one of our three required graduate courses rotates among core faculty and adjunct faculty, and another of the three required courses is virtually always taught by an adjunct faculty member. Adjunct faculty contribute in many other ways as well, ranging from joint-listing courses relevant to WS, to serving as senior thesis advisors, to serving on graduate students' supervisory committees, to giving guest lectures in our courses, even to serving on department committees. Our adjuncts also participate in the intellectual life of WS through colloquia, workshops, and other forms of intellectual communication. These networks of intellectual and pedagogical communication are vital to the participation of WS in the extensive and intensive collaborative scholarly communities of the UW.

Voting members of the Department include all WS faculty and all members of the Standing Committee of the Department. The Standing Committee includes the two Full Professors of the Department (not including the Department Chair or Social Science Divisional Dean) and additional Professors appointed by the Dean of the College of Arts and Sciences (upon recommendation of the Department Chair). The Department currently has six additional committees, as detailed below. The membership of each of these committees includes faculty members, a staff member, graduate student(s) and undergraduate student(s), with the exception that the Student Awards Committee does not include an undergraduate student. In addition, one of our faculty is the Faculty Senator representing both WS and the Department of American Ethnic Studies, and three of our graduate students serve as representatives to the Graduate and Professional Student Senate.

The duties of these committees are as follows:

Standing Committee: The Standing Committee, constituted by the Dean when a department or other unit has less than three faculty at a given senior rank, evaluates and makes personnel decisions that concern merit raises for, reappointments to, or promotion to that rank. The Standing Committee may also perform other duties as requested by the Department Chair. This committee meets on an ad hoc basis as needed.

Executive Committee: This committee advises the Chair on all departmental matters and works with the chair to plan our monthly (often twice-monthly) faculty meetings. This committee meets at least once a month and more often as needed.

Curriculum Committee: This committee monitors all curricular matters, including long-range planning of courses needed to fulfill our commitments to graduate and undergraduate students; short-term oversight of courses to ensure availability on a regular basis for all courses required for graduation of current students; preparation of yearly course schedules (in 2-3 years blocks) and ensuring sufficient

instructional staff available to cover scheduled courses; implementation of the goals of the department through the curriculum. This committee meets twice a month.

Graduate Program Committee: This committee is responsible for all matters pertaining to the graduate program, including admission and recruitment of new graduate students, curriculum and availability of graduate courses (both within and beyond the WS Department), ensuring adequate advising on matters of scholarship and coursework planning, provision of professional development activities, and evaluation of student progress. The committee also assesses and reviews the graduate program, and selects the recipient of the Doman Excellence in Teaching Award, given each year to a graduate student. This committee meets at least once a month and more often as needed.

Development Committee: This committee is responsible for developing programs and activities to enhance the relationship of the department with its former students, its friends and supporters in the community, and the public it serves. The committee is charged with fundraising activities to serve the long-range goals and interests of the department. This committee meets at least once per quarter and more often as needed.

Student Awards Committee: The Student Awards Committee makes two awards each year, an Outstanding Student Paper Award and a Senior Thesis Award. All senior theses completed during the previous academic year are reviewed for the Senior Thesis Award. Submissions for the Outstanding Student Paper Award, open to any UW undergraduate student, are solicited through all WS courses, our list of majors, and through announcement to our adjunct and affiliate faculty. This committee meets on an ad hoc basis.

Department Facilities: The department is located in the B wing of Padelford Hall. In 2001, we remodeled unused hall space in the department to create a main office and a central hub for the offices of the Administrator, Program Assistant, and Chair, as well as a small area for work-study students. Most of our faculty offices are located near the main office, although two of our faculty are located in Guthrie Hall and Guthrie Annex, a considerable distance from Padelford. We have a conference room/lounge that is used for all faculty meetings and virtually all committee meetings, as well as informal gatherings of students and faculty; this (small) room also provides storage space for supplies, the department VCR, and other miscellany. (Although this is a locked room, our need for easy access to supplies raises concerns about security of the VCR and other equipment stored in this room. Our worries about security will intensify in winter quarter when the new collaborative Writing Center that we describe below will begin; this same conference room will be used as the WS space contribution to the Writing Center.)

In the past several years there have been a number of reconfigurations of space allocation in order to provide more office space, at least a small space for our graduate students, and adequate areas for mailboxes, fax machine, xerox, etc (these changes are detailed in the staff description included below). A major cost of these reconfigurations was loss of the Department library. We also have one T.A. office that is available for all of our graduate students. As the size of our graduate program increases, this room is increasingly crowded and provides a less than ideal space for our students to study and meet with their undergraduate students. We have been able to provide only very provisional and cramped office space for all of our PTLs; for the past several years we have had access to one office in the Communications Building for PTL use. With the current remodel of that building, our PTLs are now sharing a tiny office space with T.A.s. We do not anticipate having access to the Communications space after the remodel (due to the department mergers in Communication); our need for office space for PTLs and T.A.s is thus critical.

The department created a Computer Lab through a Student Technology Fee grant in 1998; the lab contains nine Dell workstations and two Macintosh workstations, as well as one printer and a

scanner. We have recently submitted a Student Technology Fee proposal for a thorough revamping and updating of this lab, as well as the computing equipment in the graduate student office. If our proposal is funded, we will also have a higher quality scanner, CD burners, and other equipment and software that will better support the development of educational media projects by our students.

Section A: Self-Evaluation

Distinguishing Characteristics: The UW Department of WS is the first and thus far the only institution in the Pacific Northwest to offer a doctorate. It is one of only 9 institutions in the U.S. that offer doctoral degrees in WS (others are in development). Among these nine institutions, examples of those we consider our peers are UCLA, the University of Iowa, the University of Maryland, and the University of Minnesota (see Table 12 for a brief description of these programs). Each of these four is a large, research-oriented, state-funded institution, and the WS department at each offers a Ph.D. degree. Examples of departments at other institutions that share our commitments, if not our institutional environments, include Clark, Emory, and Duke Universities.

Our department is unusual among WS programs in our strong social science orientation; almost all of our faculty have disciplinary backgrounds in various social sciences – anthropology, history, psychology, sociology. Most WS departments, in contrast, emphasize humanities and languages and their associated theoretical and methodological orientations. Social sciences serve as a foundation for applied work in law, social work, public affairs, and contribute to policy development in a wide variety of societal arenas. Thus our social scientific emphasis enables our students, both undergraduate and graduate, to make broad contributions to society. At the same time, we maintain strong ties to faculty in the humanities and, to some extent, in the natural sciences. The range of disciplines among our Adjunct Faculty speaks to our extraordinarily broad multidisciplinary reach.

Our department is also distinct internationally and in the intellectual field of U.S. academic feminism in our emphasis on studies of feminisms in the Americas and Asia. This focus builds on our academic strengths, our geographic location on the Pacific Rim, and rich resources in Asian studies at the UW, providing us a unique capacity to advance knowledge in these areas and to collaborate with colleagues both at the UW and around the Pacific Rim. The department thus offers students opportunities to pursue feminist scholarship and professional training that is directly relevant to a rapidly changing transnational and gendered political economy. As we detail below, we are engaged in a variety of productive relationships with other feminist scholars who are working in these areas. At the same time, our faculty presence in this area is fragile and our need to hire additional faculty is urgent if we are to retain a significant emphasis in this arena of scholarship and pedagogy.

Our department is also unusual among WS programs in that almost all of our faculty have their primary appointment in our department. Indeed, we have had faculty tenure lines since 1974. Many other WS departments rely on the good will of other departments to share faculty and resources; in this respect, we enjoy certain advantages. At the same time, there are numerous other compromises of our faculty's responsibilities, as we detail in the summary assessment below.

Self-Assessment Criteria: In order to provide a context in which to assess our strengths and weaknesses, we first describe the performance criteria of our field and how they articulate with our department. Our accomplishments must also be assessed in terms of our departmental missions, which we articulated in our Strategic Plan in AY 2000.

How do we measure success? Clearly scholarship, teaching, and service are the three general categories of accomplishment, as they are in virtually all academic fields. WS strives for more equal balance among these three arenas than may be found in other fields, however. We place a premium

upon deep connections between teaching and scholarship. Moreover, service activity is essential for WS, as a field that was initiated in conjunction with recognition of inequalities in the everyday lives of women and men and in the institutions that shape those lives. Most WS departments express a commitment to community service on the part of both faculty and students; in some departments this is actualized in the requirements for the department major, as it is in ours (see section on B.A. degree). Thus, to encapsulate our mission in a single phrase: we are committed to social justice, enacted through our scholarship, our pedagogies, and our community activities.

Research Mission: The Department's focus on global studies of feminisms in the Americas and Asia will define it internationally and in the intellectual field of U.S. academic feminisms. We seek specifically to attain distinction as an international center for the global studies of feminisms in the Americas and Asia.

As a department at a highly-ranked research institution, scholarship is a critical component of our own performance criteria. Our research mission articulates our commitment to the production, dissemination and application of feminist scholarship, both critiquing and contributing to discourses on global transformations, and to ways in which historical and contemporary ideologies and practices produce gender and other forms of inequalities. Our markers of scholarship are roughly comparable to those of other social sciences; in this regard we differ from many WS departments, with their humanities emphases. We look for scholarly articles in peer-reviewed journals, always taking into account that truly innovative scholarship is often less welcome at mainstream journals than at newer, boundary-breaking journals such as the new journals Meridians or Feminist Theory. Scholarly manuscripts are, of course, also highly regarded; a balance between book manuscripts and journal articles, or a sole emphasis on articles, may be regarded as equivalent indicators of scholarly achievement. Another important indicator is successful acquisition of research grants. We assess faculty recognition by the broad scholarly community in terms of invitations to speak at regional, national, international conferences; requests to review grants and journal articles; requests to review tenure and promotion cases; honors and awards for research and scholarship; conference/workshop organization; citation rate; and adjunct and affiliate appointments.

Scholarly activities: UW WS faculty members are known nationally and internationally for their scholarship and research. (The curriculum vitae of department faculty included in Appendix F provide details of our scholarship; here we highlight accomplishments in the past 5-10 years.)

Books:

- Barlow. Forthcoming, The Question of Women in Chinese Feminism (Duke).
Ginorio. 2001, !Si se puede! Yes, we can! Latinas in Schools (AAUW).
Howard. 1997, Gendered Situations, Gendered Selves: A Gender Lens on Social Psychology (Sage).
Noble. 2001, Riding the Windhorse: Spiritual Intelligence and the Growth of the Self (Hampton);
2002/1994), The Sound of a Silver Horn: Reclaiming the Heroism in Contemporary Women's Lives (Hampton).
Ross, 1998, Inventing the Savage: the Social Construction of Native American Criminality (Texas).
Yee. 1992, Black Women Abolitionists: A Study in Activism, 1828-60 (Tennessee).

Edited/Co-edited books:

- Barlow. 2002, New Asian Marxism (Duke); forthcoming, Cinema and Desire: The Cultural Politics of Feminist Marxist Dai Jinhua (Verso).
Ginorio, 1996, The Equity Equation: Fostering the Participation of Women in Science, Mathematics and Engineering (Jossey-Bass).
Howard, 2002, Gender, Politics, and Islam (University of Chicago Press); 2000, Feminisms at a Millennium (University of Chicago Press); 2000, Provoking Feminisms (University of Chicago Press); 1998, Everyday Inequalities (Blackwell).

Jacobs, forthcoming, Stories from San Juan Pueblo by Estefanita Martinez (Illinois); 2002, Selected Writings of Dr. Beatrice Medicine (Illinois); 1997, Two-Spirit People: Perspectives on Native American Gender Identity Sexuality, and Spirituality (Illinois).

Noble, 1996, Remarkable Women: Perspectives in Female Talent Development (Hampton)

Refereed journal publications. Details of the refereed journal publications are found in the CVs. Our faculty have published in the following selection of professional journals, a remarkably broad and interdisciplinary range of outlets, during the past 5-10 years:

American Indian Culture and Research Journal (Jacobs); Advanced Development (Noble); Appetite (Kenney); Canadian Historical Review (Yee); Cultural Anthropology (Ramamurthy); differences: a journal of feminist cultural studies (Barlow, Yee); Feminist Studies (Yee), Feminist Theory (Ramamurthy); Feminist Review (Sunindyo); Frontiers: A Journal of Women Studies (Yee), Gifted Child Quarterly (Noble); Journal of Ethnic Minorities in Science and Engineering (Ginorio), Journal of Gender Studies (Barlow); Journal of Homosexuality (Jacobs); Journal of Secondary Gifted Education (Noble); Journal of Women and Minorities in Science and Engineering (Ginorio, Yee), NWSA Journal (Yee); positions: east Asia cultures critique (Barlow); Postcolonial Studies (Barlow); Psychology of Women Quarterly (Ginorio); Roeper Review (Noble); SIGNS: Journal of Women in Culture and Society (Barlow, Howard); Social Psychology Quarterly (Howard); Sociological Perspectives (Howard); Teaching Sociology (Howard); Wicazo Sa Review (Jacobs); Women Studies Quarterly (Ginorio); World Development (Ramamurthy).

Other media:

Jacobs, 2000, applications: San Juan Pueblo Tewa Language Project, CD-ROM versions.
Ross, 2002, Co-producer, "A Century of Genocide in the Americas: The Residential School Experience" (film); 1995, Associate Producer. "White Shamans, Plastic Medicine Men."

External Grant Support:

Barlow, 2002-05, Rockefeller Institutional Grants for the Humanities, "Project for Critical Asian Studies on "History, Trauma, and 'Asia'"; also funded by Rockefeller for the Project for Critical Asian Studies for 1996-2001; 1997-98, Ford Foundation, "Crossing Borders", 1997-2000, Luce Foundation, "Popular Culture in the PRC." Submitted, National Endowment for the Humanities, "Modern Girl Around the World" (Barlow and Ramamurthy are 2 of 6 PIs on this proposal.)
Ginorio: 1999-2003, Alcoa Foundation: "Assessing our Progress"; "Road to the Future"; "Las Primeras/Los Primeros"; 2000-01, Paul Allen Foundation, also 1999, Microsoft's Community Affairs, "Rural Girls in Science and Computer Summer Camp"; 1999-2001, AAUW, "Latinas in Education"; 1994-97, National Science Foundation "Rural High School Girls and Science: Meeting the Challenge Through a Comprehensive Approach." (\$893,000)
Jacobs: 2002-07, Co-PI, Institute of Health, "Health Survey of Two Spirit Native Americans" (\$2.3 million); 1999-00, Microsoft, McCune Foundation, "Tewa Language Project."
Noble: 2002 - Office of the Washington State Superintendent of Public Instruction, "UW Academy of Young Scholars."
Ramamurthy: 1997 American Institute of Indian Studies
Sunindyo: 1996, American Association of University Women Educational Foundation.

Internal Research Support:

Barlow and Ramamurthy, 2002-03, Simpson Center for the Humanities, "Modern Girl Around the World," also supported by Institute for Transnational Studies, International Studies Center at the Jackson School, the Graduate School, Comparative Law and Society Center, Allen Libraries Endowment; and 1998-99 "Popular Culture", Simpson Center; 1995, 1998, 2001, China Program Faculty Research Committee, Fritz Endowment.

Ginorio, 1998-99, A&S Exchange Program, "Ethnic Minorities and Women in Science and Engineering."
Jacobs, 1995-97, Royalty Research Fund, "Translation of Eastern Pueblo Tewa Stories into English"; 1995-96, College of A&S and Graduate School, "Tewa Language Project."
Noble. 2001-02, UW Tools for Transformation Grant, "UW Academy for Young Scholars"; 2000-01, A&S Exchange Program, "Emerging Issues in Consciousness Studies."
Ramamurthy (see above for Modern Girl Around the World internal grants), 1999, South Asia Center.
Tupper, 2002, UW Tools for Transformation Grant, "Genomics, Human Life, and the Future of Society."
Yee, 2000-01. Royalty Research Fund; 2000, Humanities Alumni Award of Distinction, The Ohio State University.

Editors:

Barlow, Founding Editor, positions: east Asia cultures critique.
Howard, Co-Editor, SIGNS: Journal of Women in Culture and Society.

Editorial Boards:

Barlow: Postcolonial Studies, Traces, Inter-Asia Cultural Studies.
Ginorio: APA Division 35 book series, Gender & Society, International Journal of Intercultural Relations, Sex Roles: A Journal of Research, SIGNS: Journal of Women in Culture and Society.
Howard: American Sociological Review (Deputy Editor), Social Psychology Quarterly.
Noble: Advanced Development, Gifted Child, Quarterly Journal of Secondary Gifted Education, Roeper Review.
Ross: American Indian Culture and Research Journal, The Handbook of Research Methods for Ethnic Studies.
Yee, Journal of Women's History, Signs: Journal of Women in Culture and Society

Awards, Honors, Elected Professional Positions:

Barlow, 2002-05, China and Inner Asia Council, Association of Asian Studies (Elected); second prize for Best Special Issue Award, Council of Editors of Learned Journals, for "Intellectuals and New Social Movements", special issue of positions: east Asia cultures critique.
Howard, 2001, UW Distinguished Graduate Mentor Award; 2001-2, President, Pacific Sociological Association, Chair, Sex & Gender Section, American Sociological Association.
Jacobs, 1997, Ruth Benedict Award, Society of Lesbian and Gay Anthropologists; "Tewa Language Project" selected for UW Showcase, and as presentation to UW Regents, 1997.
Kenney, 2002, "Innovation in Service Learning Award", Carlson Leadership and Public Service Center.
Noble, Halbert and Nancy Robinson Endowed Professor, University of Washington.
Ramamurthy, 2002, UW Distinguished Teaching Award; 2001, Border Crossing Panel Award, Association of Asian Studies.
Ross, 1999. Best Book of 1998 Award, American Political Science Association, for Inventing the Savage; 2002, Best Short Documentary, American Indian Film Festival, for "A Century of Genocide in the Americas."
Sunindyo, 1997-98, Jane Watson Irwin Chair in Women Studies – Hamilton College; 1999, Association of Pacific Rim Universities Fellow.
Yee, 2000. Humanities Alumni Award of Distinction, Ohio State University.

In addition to the accomplishments noted above, our faculty have many other research projects underway and have participated in numerous invited talks, research collaborations, reviewing for journals and other academic publications, and varied other professional activities, as indicated in the CVs in Appendix F.

Summary: Our faculty are involved in a wide array of significant scholarship, as evident in the summary above. Although the substantive foci of our research range widely across the social sciences and to some extent, the humanities, our work comes together in addressing our core commitment to analyses of mechanisms by which historical and contemporary ideologies and practices produce gender inequalities and interface with multiple other forms of oppression.

At the same time, our faculty strain under the need to do too much with too few resources. Our scholarly productivity is constrained by the service demands of the department. As one particularly egregious example, our former chair was asked to serve as chair just one year after receiving tenure; her contributions of intense service to the department inevitably disrupted her scholarly activity. And now when the department should provide her the respite in which to focus on her current manuscript, she is co-chairing our Curriculum Committee. Other Associate Professors currently direct both our graduate and undergraduate programs and sit on our Executive Committee as well.

Why is this? In practice we have fewer than the number of active faculty that administrative records would suggest. Over the past ten years, we have lost faculty permanently due to resignations from the UW (our most recent loss was a position that was not returned to the department), and for sustained periods due to illness. One of our faculty (Jeffords) is the Divisional Dean for Social Sciences and therefore does not participate in departmental business. Another of our faculty (Kenney) is a joint appointment with Psychology; although she is a very active contributor to WS, there are other significant demands on her time. A third faculty member (Noble) directs the Halbert and Nancy Robinson Center for Young Scholars, an appointment that is 50% on paper, but closer to 90% in material reality; because of this appointment, she teaches one class for the department. A fourth faculty member edits a journal, positions: east Asia cultures critique, and thus her teaching load is reduced. And the terms of appointment of a fifth faculty member (Tupper) are such that 50% of her teaching responsibilities are performed in the Comparative History of Ideas (CHID) Program. In short, a full half of our faculty have commitments to other units on campus; the accomplishments and limitations we describe here need to be assessed in the context of a faculty whose percentage of time directly contributed to WS comprises in practice 7-8 faculty, not the 11 faculty whose lines are housed in the department. And, as noted above, one of our faculty will be leaving the UW in June 2003, further reducing our faculty numbers.

Given this, the accomplishments noted above and in the sections that follow are remarkable. Rather than resort to the cynicism one finds increasingly often around the UW and most state-funded universities, we perform our jobs with good cheer, seeking always to find new and creative ways to do more with the resources we do have. One example is our recent collaboration with the Department of American Ethnic Studies and with CHID to establish a collective writing center. And several of our faculty are exploring the pursuit of new directions in their scholarship through grant applications, although the process is slow due to the administrative responsibilities noted above. Moreover, there is no general infrastructure of support for such activities in the social sciences or in the College as a whole. We encourage the Dean's Office to revisit the idea of a social science grant support office, an idea that has been in circulation for a number of years.

Teaching Mission:

- To educate students in the body of theoretical knowledge that constitutes global studies of women and gender; To generate significant, meaningful, and innovative student scholarship;*
- To train students to think creatively and critically reflect on the politics of knowledge production;*
- To teach students different modes of inquiry and foster methodological rigor;*
- To provide research, internships, and service learning opportunities for active and student-centered learning that contribute to social justice;*
- To prepare students for engaged citizenship in an increasingly diverse, technological, and global society.*

Pedagogies: In order to assess our teaching, we use the conventional indicators of student evaluations, both quantitative and narrative, and collegial evaluations (see Table 3 for summaries of student evaluations). We also use summary data such as number of SCH taught by fixed term faculty, SCH per FTE faculty, SCH to non-majors, course contact hours per FTE faculty, number of majors, number of degrees, student satisfaction post-graduation (data gathered by the Office of Educational Assessment) and so forth (see Appendix B and Figures 1-5 for data on these indicators). It is important to us to assess not only what we are teaching, but also who we are teaching; we address this criterion in the section below on diversity. In addition, and again like WS as a field, we value student learning outcomes such as knowledge about global analyses of women and gender, innovative scholarship, evidence of creative and critical reflection on the politics of knowledge production, capacity for methodological rigor, evidence of engaged citizenship through involvement in internships and service learning, active and student-centered learning, indicated in critical reasoning skills, and the capacity for effective communication as evidenced in advanced writing skills and skills in oral presentation. We value student engagement in and responsibility for learning and development of leadership skills, including the capacity to collaborate effectively in groups. To assess these outcomes, we use indicators such as percentage of majors involved in individualized learning, research, service learning, teaching or tutoring and undergraduate research projects. Every WS undergraduate major receives individualized instruction through a required service internship and a three-quarter, 15-credit capstone Senior Thesis. There are also opportunities for research apprenticeships that allow students to engage in individual research or work with a faculty member. We also have begun to conduct exit interviews with our graduating seniors (see Appendix L for survey form and summary results), and we intend to initiate the administration of 5-year post-graduation surveys, assessing student satisfaction with and evaluation of the major, employment of graduates in appropriate settings, number of students continuing on to graduate school, and so forth.

At the graduate level, we use indicators such as ability to attract high quality candidates (as measured by GRE, GPA, writing samples, letters of reference), ratio of applications to admissions, number of graduate students with external fellowships, professional papers delivered, and publications (see Appendix A and Tables 4 – 7 for summaries of qualifications of graduate applicants and graduate students admitted). As our students begin to complete their doctoral degrees, we will also use indicators such as number of degrees awarded, time to degree, and quality of future professional positions. In terms of the contributions of the faculty to graduate education, we use indicators such as the number of graduate courses taught, SCH per FTE faculty (see Appendix B and Figure 6), SCH to non-WS graduate students (see Appendix B and Table 8), quality of mentoring, peer evaluation of teaching, student evaluation of teaching (see Table 3), teaching awards to faculty, educational initiatives with university recognition and support, collaboration with other departments on development of programs, joint classes, and inter-disciplinary courses. At a departmental level, another crucial criterion is effectiveness of TA training, preparation and mentoring.

We describe the graduate and undergraduate programs in detail in the relevant sections below. Here we highlight strengths and weaknesses of these programs. In each of these programs, the use of active, student-focused, critical pedagogies has characterized WS since its inception and this tradition continues. Pedagogies pioneered by women's studies are now widely accepted as models of inquiry-based student learning (Boyer Commission Report, 1998). Consistently high student evaluations of WS professors and courses distinguish the department. The combined adjusted means for the average of the first four items on the departmental student evaluations from each of the past three AYs, for example, and for instructor's effectiveness, for course as a whole, and for amount of effort to succeed, are each higher than those of the social sciences and the UW as a whole (see Table 3). Moreover, the number of hours spent per week per credit is higher than that of the social sciences as a whole for each of these three years.

Individualized instruction is a key part of our undergraduate major, evident in several respects. On average, around 130 students per year, about 11% of all undergraduates in WS courses, and about 7% of undergraduates in the combined total of WS and joint listed courses, receive individualized instruction. This exceeds considerably the UW Accountability Plan goal of 5% projected for attainment by the year 2004-5. Every WS major receives intensive individualized instruction through the capstone Senior Thesis (see Appendix M for list of thesis titles). In Spring 2002 we initiated an exit survey of the graduating seniors; their responses explicitly attested to the critical value of the senior thesis (see Appendix L). This was corroborated in an assessment done in Autumn 2002 with our current seniors; a full 28 of the 34 seniors indicated strong support for the senior thesis requirement. Moreover, in Spring 2000, in conjunction with preparation of our Strategic Plan, a survey of 56 department majors and minors (in addition to several comparison groups) was conducted (see Appendix N); the WS majors and minors gave markedly higher ratings than the comparison groups to contributions their WS courses have made to their skills in writing, critical thinking, and designing research, all of these skills associated with the senior thesis experience.

WS also has a strong emphasis on connecting students to the diverse communities in the greater Seattle area. All majors are required to do a 3-credit fieldwork internship; many of our students sustain this connection beyond the course requirements and indeed for some, even beyond graduation (see Appendix O for list of internship sites). Service learning has been a key part of our curriculum since the mid-1970s; we were the first department at the UW to establish a required internship. This past spring one of our faculty, Nancy Kenney (a past recipient of the UW Distinguished Teaching Award), received the first award bestowed by the UW's Carlson Center in recognition of her creative use of service learning opportunities in large lecture classes. Currently the opportunity for service learning is offered in six courses on a regular basis, including the introductory survey course, WOMEN 200. One of our current graduate students has developed a support manual for those who want to initiate the incorporation of service learning in their courses. A full 74% of the majors and minors indicated on the survey noted above that they think WS should have a service learning component. Of those who had already performed service learning in their WS courses, most students rated their experience as very beneficial (7.6 on a 10-point scale).

The responses on the senior exit survey also attested to the value of service learning and internship experiences (see Appendix L). Students noted that these courses are a fine way of recognizing and validating community service and that these courses help answer the "what do you do with a Women Studies major" question. Many spoke of continuing their work after graduation. These students' feedback provided the impetus for a letter that will be published in the March 2003 issue of Columns, the UW Alumni magazine; this letter, written in response to an unenlightened reader, concerns the value of a WS degree. We excerpt that letter here:

"Each year we graduate approximately 20-25 undergraduate students. The UW should be deeply proud of these alumnae and students...among the positions our recent graduates have held we include the following: a member of the Seattle City Council, Judy Nicastro; legislative aides, both in Olympia and in Washington, D.C.; a fellowship recipient working on rural health policies with the U.S. Department of Health and Human Services; a detective with the Seattle Police Department; several staff at the Wing Luke Museum; a videographer with the Desmond Tutu Peace Foundation; students who have gone on to attain advanced degrees in nursing, medicine, law, public health, sociology; lawyers (in abundance), some of them working at top firms in the country; a number of employees at the UW in various research and social policy centers; and a recent recipient of the UW Distinguished Staff Award is a women studies graduate.

Our graduates include both volunteers and paid workers at crucial social service organizations, including Aradia, a local women's health clinic, Lambert House, a drop-in

center for lesbian and gay youth, homeless shelters, and a number of organizations that serve those affected by domestic violence. Through an internship with the Women's National Commission, the U.K.'s independent advisory body on women, one of our recent graduates attained a permanent position and is working with the heads of all of the major women's organizations in the U.K.

The University of Washington offers studies in a vast array of substantive areas, as it should. Some of these have immediately obvious utilitarian value. Some don't. "If we direct our youth only to the former, we do away with history, philosophy, literature and other 'non-vocational' programs", to quote one of our doctoral students. A broader educational focus generates not only an intellectual appreciation of the liberal arts, but also an informed, committed citizenry. As one of our current majors summarizes the merits of a degree in Women Studies: "... All of my understanding about human rights, equality and the suffering of people around the world, I learned in Women Studies." What more could we, as a department, an institution of higher learning, and a concerned citizenry, hope for?"

Drawing on both the 2000 survey and the 2002 exit interviews, we summarize undergraduate students' perceptions of the strengths and weaknesses of WS courses as follows:

Strengths — our courses expose them to varied theoretical perspectives and different political viewpoints; our courses have developed their skills in critical thinking and in social analysis; our courses are much more likely (than courses in other departments) to address race and ethnicity, social class, lesbian and gay issues, and international issues; our courses introduce them to methods of interdisciplinary analysis; our course content pertains to daily life; and, one that pleases us especially, our courses motivate students to read beyond course requirements.

Limitations — One major limitation is the insufficiency of methods training. Many respondents to the exit interview expressed the need for more methods and research training; in addition, coursework in methods needs to be taken prior to beginning the senior thesis. More generally, the utility of the senior thesis would be maximized by framing the thesis in courses taken earlier in the major, setting the stage for the development of ideas and a research plan. Another concern is the difficulty some students have in locating appropriate advisors; there is also need for a fully delineated set of expectations about the working relationship between the thesis advisor and the student. Our Curriculum Committee is currently addressing some of these concerns about the thesis. Some students have expressed the desire to get to know other majors earlier in their undergraduate career, and to have a more fully articulated sense of the department. Accordingly, we are in the process of designing a proseminar-style course that will be an introduction to the major. Another concern has been the inadequate and out of date equipment in the student computer lab; we have recently submitted a proposal to the Student Technology Fee competition to renovate the entire set of computing facilities (both graduate and undergraduate). We would also like to increase students' opportunities for research apprenticeships that allow them to engage in individual research or work with a faculty member.

Another telling indicator of the quality of our educational programs is student satisfaction once students have graduated. Student satisfaction data gathered by the OEA indicate very positive assessment of our program six months after receipt of degree. On every indicator, including readiness for career, readiness for advanced study, instructional quality in major, faculty interaction outside of class, and faculty assistance in pursuing career, with only two exceptions, the WS ratings are higher, and in many cases markedly so, than the parallel ratings for the College of A&S (see Appendix B). Examples of the positions our students attain after graduation are shown in Table 13.

We have emphasized above the assessments offered by our departmental majors. It is also important to highlight that the great majority of students taking our courses are not department majors (see Appendix B). At the undergraduate level, less than 10% of the students taking our 200-level courses and approximately only 30% of the students taking our 300 and 400-level courses are majors in the department. In other words, we are contributing a significant curricular service to the College in providing both introductory level and advanced instruction to students in other units. This trend is very steady over the past decade. This trend is also true at the graduate level. Approximately 20% of those taking our graduate courses are department graduate students. These data are not surprising prior to 1998, when our graduate program began, but the trend is equally strong since then. Thus we are contributing equally markedly to the graduate curricula of the College and Graduate School; these patterns are in contrast to those in most other departments.

We discuss the strengths and weaknesses of the graduate program in significant detail below. Here we note simply that the graduate program is a work in progress, with considerable examination and revisions having occurred each year since the program was established. Systematizing each stage in the graduate career has been a major goal (Appendix I-1 includes our Graduate Student Manual). As our students are getting further along in their own studies and as we grow in size, new challenges arise. Currently we are focusing on providing a more articulated statement of the expectations for, and varied formats for, qualifying exams, as well as more systematic, professional development, targeted both to earlier stages in graduate work, in terms of involvement in professional organizations and in publishing, and to later stages, preparing for qualifying exams, and eventually preparation for varied job markets. One common theme across both graduate and undergraduate programs is the marked need for more training in and experience in working with research methodologies. Some of this is due to the challenge of working in an interdisciplinary field, but part of the problem is sheer staffing. Our work at all degree levels and the quality of the training we provide will be enhanced considerably by the addition of faculty whose pedagogical specialties include teaching (varied) research methods. Another fundamental issue for our graduate program is the lack of sustained reliable funding, as well as multi-year funding packages with which we can enhance our recruitment efforts. As we note below, our students have been impressively resourceful in finding funding both within and outside the department, but we need to provide a much more solid and reliable base of funding for the graduate program. We noted above the desire of some faculty to pursue grant support for new research programs; if we can provide the resources to promote these activities, this will also generate research opportunities for both our graduate and undergraduate students.

The Department has received a number of forms of recognition for our pedagogical work. Priti Ramamurthy received the 2002 UW Distinguished Teaching Award. This award continues campus recognition of our commitment to excellence in teaching: two of our core faculty (Kenney and Ramamurthy) as well as three of our adjunct faculty (Carolyn Allen, Gerald Baldasty, Ana Mari Cauce) have received the Distinguished Teaching Award (Saraswati Sunindyo has also been nominated for this award). Judy Howard received the Distinguished Graduate Mentor Award in 2001 (Sue-Ellen Jacobs, Priti Ramamurthy and Saraswati Sunindyo have all been nominated for this award.) Graduate students who have taught for the department have also received the UW Excellence in Teaching Award (David Shapiro) and Huckabay Teaching Fellowships (Christine Keating, with Priti Ramamurthy as advisor, and Karen Rosenberg, with Judy Howard as advisor).

In 2002 Nancy Kenney received the first "Innovation in Service Learning Award" from the Carlson Leadership and Public Service Center for her creative use of service learning in large lecture courses. Both Nancy Kenney and Angela Ginorio have participated in the Freshman Seminars program; Professor Ginorio is currently co-teaching one of these seminars with Dr. Rusty Barceló, the new Director of the Office of Minority Affairs, focusing on the college experiences of Latinas. In

addition, Kari Tupper and Shirley Yee both participated in the 2002 Institute for Teaching Excellence, and five of our faculty – Judy Howard, Sue-Ellen Jacobs, Nancy Kenney, Priti Ramamurthy, and Saraswati Sunindyo – have facilitated Provosts' Teaching Workshops in recent years. (Judy Howard became the overall coordinator of the Provost's Teaching Workshops in Summer 2002.) Angela Ginorio organized a Faculty Development Workshop on Race and Gender in the Sciences, with support from the Ford Foundation, as well as the UW. And, the Robinson Center's Early Entrance Program, directed by Kate Noble, was a finalist for the 2002 Brotman Award for Undergraduate Instructional Excellence.

Our undergraduate students have also received recognition. A number of our students have received Mary Gates Leadership Awards. As one recent example, one of our majors received a Mary Gates Leadership Grant in conjunction with which she attended the UN 46th Session of the Commission on the Status of Women as a representative of the British Women's National Commission; she was also recently admitted to the Golden Key Honors Society; and two other majors were invited to join Phi Beta Kappa. Three of our students presented their work at the Annual Undergraduate Research Symposium. Another was an undergraduate fellow in the Center for American Politics and Public Policy in the UW Political Science Department. Two others testified before the state legislature in Olympia on behalf of two bills concerning trafficking in women; both bills were signed into law. Working with the UW Women's Center, one of these students was a core organizer of the recent "International Conference on Globalization, Justice, and the Trafficking of Women and Children." In 1998-99, the EMPOWER Project, a group project designed by Saraswati Sunindyo in which current UW students from underrepresented groups work with high school students to assist them in preparing applications for college, was awarded \$10,000 by the UW Regents for implementation.

Service Mission: To name, understand, and transform gendered social injustice both locally and globally, the department will collaborate with other members of UW, and work with local, national, and international communities of scholars, activists, public and private agencies.

Service activities: We assess our service work at (at least) three levels. University service is indicated in faculty participation on university, college, and departmental committees. National professional service is indicated through faculty involvement in leadership roles in professional organizations, service on national and international committees, service on editorial boards of leading journals in the field, requests to faculty to review grants and journal articles, requests to faculty to review tenure and promotion cases, honors and awards to faculty, and conference organization. (We report our work in some of these areas in the section above on scholarly contributions.) Community service and outreach are evident in faculty, staff, and student participation in outreach education services, number and rates of participation in service learning, community service, K-12 education and other similar activities.

The department faculty are involved in a wide array of service activities to the university, to our professional organizations, and to communities and the larger publics, as we summarize below.

Selected UW Service, Collaborations on UW campus:

Barlow, Project for Critical Asian Studies; Advisory Committee, China Program, Jackson School of International Studies; Executive Board, Institute for International Studies, Jackson School, Royalty Research Fund Review Committee.

Ginorio, ADVANCE Leadership Advisory Committee; Latina Faculty and Professional Group. Howard, Arts & Sciences College Council; Advisory Review Committee of the Dean of the Graduate School; Curriculum Transformation Committee; President's Advisory Committee on Women; Task Force on Graduate Student Roles, Responsibilities, and Compensation.

Jacobs, Arts & Sciences College Council; Faculty Senate.

Noble, Director, Halbert & Nancy Robinson Center for Young Scholars.
Ramamurthy, South Asia Center Core Faculty; Board, Institute for Transnational Studies;
International Development Program Advisory Board, Evans School of Public Affairs, Executive
Committee, Project for Critical Asia Studies; Royalty Research Fund Review Committee.
Ross, Co-Director, Native Voices/Center for Indigenous Media.
Sunindyo, Southeast Asian Studies Center; founder, Junior Women of Color group.
Tupper, 2001-02, Acting Associate Director, Comparative History of Ideas Program.
Yee, 1996-2001, Chair, Department of Women Studies; GLBT Council, President's Task Force on
Diversity in the Curriculum; President's Task Force on GLBT Issues; Faculty Council on
Instructional Quality; Walker Ames/Danz Selection Committee; NWCROW Advisory Board.

Selected Other External Service Activities:

Barlow, Fellow, Asian Regional Exchange for New Alternatives; Judge, Council of Editors of
Learned Journals; Program Committee, Berkshire Conference for the History of Women.
Howard, Chair, Committee on the Status of Homosexuals in Sociology, American Sociological
Association; Council, Sex & Gender Section, and Council, Social Psychology Section, American
Sociological Association.
Jacobs, President, Society for Applied Anthropology; Commission on Lesbian and Gay Issues in
Anthropology, American Anthropological Association; Executive Board, Association for Feminist
Anthropology.
Yee, Program Committee, American Studies Association, also Organization of American Historians;
Selection Committee, Albert Corey Book Prize, American and Canadian Historical Associations.

Community Service:

Sunindyo, member, Human Rights Fact Finding Commission to Indonesia; Consultant, NW Labor
Education and Law Office.
Tupper, President, Board of Trustees, King County Sexual Assault Resource Center.
Ginorio, Rural Initiatives Program, a UW-Rural Community Partnership.
Jacobs, consultant to San Juan Pueblo tribal officials on land use and language issues
Noble, "The Mentoring Project," a partnership with Rainier Prep to promote the academic
aspirations of students from economically disadvantaged and underrepresented communities of
color.
Ross, Native Voices contacts with Media Center at Salish Kootenai College on the Flathead Indian
Reservation.

Other departmental activities:

Colloquia and workshops: One of our emphases in recent years has been to contribute to intellectual
exchanges among UW feminist communities. Accordingly, we have sponsored or co-sponsored a
number of talks, colloquia, workshops and performances over the past years. Among the named
Lectureships, in 1999 WS hosted Professor Bonnie Thornton Dill (University of Maryland) as an
Earl and Edna Stice Lecturer in Social Science. In 2001 WS and the Department of Physics co-
hosted Dr. Shirley Jackson, President of Rensselaer Polytechnic Institute, as a Walker-Ames Lecturer.
In 2002 we co-sponsored the Walker-Ames Lecture of Dr. Heidi Hartmann, Director of the Institute
for Women's Policy Research. In 2003 WS will be co-hosting Dr. Trinh Minh-ha as a Danz Lecturer.

We are also just now completing plans to establish a new Earl and Edna Stice Feminist Colloquium
(title is still tentative) for which we will invite 1-2 feminist scholars each year to campus to combine a
lecture for a broad audience with smaller workshops with graduate and undergraduate students, as
well as with faculty with whom they share scholarly interests. This is still in the planning stages, but
we hope to inaugurate this colloquium in Spring 2003 or Autumn 2003.

In addition, some of the highlights in recent and current years include a year-long series with the Modern Girl Project featuring Dr. Richard Wilk, Dr. Antoinette Burton, Dr. Miriam Silverberg, Dr. Vicki Ruiz, and Dr. Tim Burke, as well as contributions to a performance by Sarah Jones for International Women's day, to the Harry Bridges Center for Labor Studies' Grassroots Organizing Weekend, a campus visit by Filemena Barros dos Reis, an East Timor activist, a discussion organized by the UW Students for the Discussion of Queer Rights, the Feminism in Time conference organized by the Modern Language Quarterly, the recent International Conference on Globalization, Justice, & the Trafficking of Women and Children, a performance by Native Women's trio Ulali, co-sponsored by First Nations at the UW and the ASUW Women's Action commission, and talks by Dr. Nadide Karkiner, visiting scholar (from Turkey) in WS this quarter and Dr. Beverly Guy-Sheftall, Professor of Women Studies at Spelman College, in conjunction with the Curriculum Transformation Project. During the current year we are also organizing and/or co-sponsoring talks by Dr. Sandra Morgen, Professor of Sociology at the University of Oregon; Dr. Jacqui Alexander, Gender and Women's Studies at Connecticut College, in conjunction with a year-long series on "Thinking Sex in Transnational Times"; and Dr. Rosemarie Garland Thomson in conjunction with an effort to establish a Disabilities Studies Program at the UW, among other events.

Development activities: The UW, like other public institutions, has seen state support for higher education decrease steadily in the past decade. One response to this trend has been the acceleration of development activities, seeking financial support from private sources. Much of the support work for development occurs at the level of departments; WS has participated in these efforts, but our work in this arena is only just beginning. We established a Visiting Committee some years ago, but we have not yet engaged in significant efforts to involve that committee in major fund-raising activities. Substantive areas vary in their accessibility to an alumni and donor base that can make major contributions to higher education. WS, as both a young field and a field comprised primarily of women, does not have the same kind of potential donor base as, for example, the School of Business. At the same time, there are clearly many people in the greater Seattle community with both an intellectual and personal stake in women's issues. We recognize that WS may draw from (and appeal to) different constituencies than those that exist for more traditional departments. Many of our graduates work in activist or non-profit settings, and thus may be able to contribute time, energy and ideas more readily than financial backing. Thus our approach to the arena of development differs in philosophy, not only in financial depth. We have established an internal Development Committee and this year we intend to develop a comprehensive development plan, one appropriate to our department and our constituency. We anticipate an emphasis on community building, reaching out not only to more established feminists and prominent women in the greater Seattle area but also to our recent alumnae, many of whom have expressed strong interest in staying connected to the department. For us, development may be inextricably intertwined with community involvement. As a small example of such efforts, for the past several years we have asked our adjunct faculty, representatives of the extensive feminist community across the UW campus, to make small donations to our Graduate Student Travel Fund, an effort that has elicited much generosity and allowed our graduate students to attend NWSA and other feminist conferences. We can also learn from the successful development efforts of other related units on campus, such as the Women's Center and the Center for Women & Democracy. Our goals for 2003-03 are:

- Articulate our department's strengths, needs, and goals with respect to development, and identify some of the ways in which committed volunteers could best help to support our mission and help us realize our goals.
- Create the structure for a Volunteer Board. This group of committed WS supporters will provide various forms of support, including (but not limited to) help with fundraising efforts.
- Identify alumni and other members of the Seattle community who would be interested in serving on our Volunteer Board.

Changes in the field and their effects on our work: Many among us would agree that WS is at a crossroads. Feminist scholars are in the midst of intense interrogation of the pasts and futures of WS as evidenced by the publication of special issues of the journals *differences* (1997), *hypatia* (1998), *Critical Inquiry* (1998, 1999), *Feminist Studies* (1998), *Women's Studies Quarterly* (1998, 1999), and *Feminist Review* (1999). These contemporary debates about the future of WS have identified a number of key trends:

Institutionalization: WS research, teaching and service in US universities are organized in a wide range of institutional forms. Programs in WS are the most common form; faculty members have joint or full appointments in WS and other disciplinary departments. There is an increasing trend towards the formation of WS departments with full-time, permanent budget-based faculty lines. Given the relatively large size of our tenure-line faculty (compared to other WS units) and the support of the UW administration, UW has a unique advantage in this respect and we plan to further enhance our leadership in national professional organizations by shaping the discourses and directions in the discipline. Our participation in the 2001 Conference on the WS Ph.D. held at Emory University is one such example.

Graduate Education: A related trend is the increase in the number of WS graduate programs. In 1992, there were only three programs that offered doctoral degrees. Currently, there are nine. We have a distinct advantage in being one of the first departments to offer graduate degrees. As the number of degree-granting MA and Ph.D. institutions increases, however, we expect there will be more pressure to highlight the uniqueness and excellence of UW's graduate training and to offer significantly stronger funding packages compared to those offered by other institutions.

Inter/Multi/Displinarities: The very character and implications of interdisciplinarity, multidisciplinary, disciplinarity of WS are ongoing debates. Our department is clearly multidisciplinary; our faculty have degrees in anthropology, English, history, psychology, public affairs, and sociology. None of us was trained in a WS Department. The generation of students we are currently training will bring a markedly different background to their professional careers. Institutional environments are much more receptive to interdisciplinary work, on the whole, than they were ten or twenty years ago. This brings opportunities, but at the same time, interdisciplinary approaches are now more common in many fields, making the contribution of WS perhaps less distinct than it once was. Another issue that will likely always animate fields such as WS, as well as American Ethnic Studies, American Studies, and other interdisciplines, are debates about the importance of infusing gender (in our case) scholarship through the disciplines, in contrast to offering scholarship on gender in a distinct WS department. Feminist scholarship has clearly been mainstreamed into many social and human sciences and humanities, a very positive direction. At the same time, there will always be a need for a distinct and committed scholarship on gender and other inextricably related systems of social inequalities.

Naming: The "women" in WS demarcated a common object of study for the field of WS at its inauguration. Whether it continues to do so is hotly debated. Some WS departments retain their focus on the construct "woman." Others argue that this category is unable to bear the weight, analytically and politically, of the social relations that complexly articulate sexual power and subordination. In response, these programs are re-naming what they do Women's and Gender Studies or Gender Studies or Feminist Studies. Although the course content of our own curricula includes comparative studies of women and men, more than 50% of UW non-majors surveyed (in the 2000 survey) who had never taken a WS course stated they would consider doing so if the name of the department were changed to Gender Studies and if the focus included both women and men.

Internationalization: Ever since the four UN Conferences on Women, particularly Beijing-1995, and the end of the Cold War there has been a marked trend towards the internationalization, and more recently transnationalization, of women's studies research and curricula. The revolution in communications technologies has also stimulated a new global consciousness among WS students. Several models of internationalizing WS exist. The UW approach is unique. We locate our research and curriculum in a global framework that re-figures our understandings of the world. The linking of UW WS with other initiatives at UW such as the UW Worldwide and International Programs and Exchanges (IPE) will allow us to consolidate a program of distinction. In addition, our departmental expertise in both international and intranational perspectives on WS positions us to make what we see as a critical move, conceptualizing analytic and political connections across international and intranational indigenous communities and movements.

Jobs in Applied WS/ Gender Analyses: Increasingly, the differential effects of state policy and law on women's lives have led to the creation of bureaucratic foci on women. There are now separate women's wings in international donor and multilateral agencies, and in national, state and local government bureaucracies. Simultaneously, there has been a rise in the formation of social movements and Non Governmental Organizations (NGOs) that pay special attention to gender. These developments signal a need for practitioners skilled in gender analyses, policy critiques and implementation. Some WS Departments/Gender Institutes have started to respond to this trend by offering professional training through graduate programs in Applied Women's/Gender Studies. Many more are likely to do so in the future. Our department can build on its own historic strength in the social sciences to be at the innovative edge of these developments. The applied component is already evident in our undergraduate program through service learning opportunities in at least six courses and internships through the Carlson Center. At the graduate level, we offer an applied Master's degree, a direction that allows us to collaborate with the professional schools at UW (Law, Nursing, Public Affairs, Public Health, and Social Work). In practice, we are assessing whether we have sufficient faculty in this area to offer adequate support for this degree; we will appreciate the review committee's input on this question.

Digital networks and communities: The proliferation of computers, telecommunications, and transportation technologies provide the opportunity to form networks, links, and communities across institutional and spatial boundaries. WS departments, gender institutes, and policy agencies are beginning to use the Internet to connect feminist scholars and activists working across disciplinary and geographical boundaries to share research findings and exchange ideas, methods, and findings on a wide range of topics. Electronic gender networks on AIDS, development, reproductive health, and domestic violence are just a few examples of the ways in which information technologies are changing the way information is shared and used. We are uniquely positioned by our geographic location on the Pacific Rim and by the university's strength in information technology to play a leading role in developing national and international feminist research and activist collaborations.

New modes of education: Many of our faculty began our research careers using typewriters and card readers, the former almost obsolete and the latter a technology of which our students have never heard. Higher education is being transformed by new modes of education based on new technologies. The Internet and email allow the integration of new sources of information into classroom teaching, new modes of communication and exchanges within courses and research in WS departments everywhere, including our own. A related trend is the heightened use of distance learning. Although a significant number of WS students are returning to higher education after working or raising families, the potential to take WS to both younger audiences in schools and older audiences in work or retirement communities through distance learning has not yet been explored. The Rural Girls in Science Project, spearheaded by Angela Ginorio, has taken the initiative in conducting research on increasing access to the fields of science, mathematics, and engineering among female high school students in rural areas of the state of Washington. We intend to explore

other ways to use these new technologies to extend feminist education to K-12 and post-degree or non-traditional learning communities.

Differences between our perspective and that of the College/University: Our own departmental values are strikingly close to the values endorsed by the UW College of Arts and Sciences:

Excellence - achieving teaching, learning, and scholarship of the highest quality; *Inquiry*- promoting openness, freedom, and creativity in scholarship, expression, and instruction;
Community- building a vital and caring community of faculty, staff, and students that reflects the rich diversity of our society;
Citizenship -preparing the next generation of informed and involved citizens through a liberal arts education;
Accountability - fulfilling the public trust by prudent stewardship of resources and by engagement with the broader society;
Integrity - conducting all our activities with respect for others and according to the highest ethical standards.

These values clearly underlie the scholarly, pedagogical, and service missions of our department, as this self-study demonstrates. In this regard, our view of the department's role is in complete synchrony with the College. It is important to note that WS as a field is often viewed in popular culture as political, ideological, and critical, qualities that are not viewed positively by at least some constituencies. WS is intentionally a critical voice. This is one of our strengths and our contributions to higher education as a whole and to the UW in particular. As the sociological literature on institutions and organizations demonstrates, institutions need to be flexible, to be open to, indeed encouraging of, critique and self-examination in order to thrive and endure. The UW administration has been notably supportive of WS, nurturing our growth from a program 30 years ago into a department with undergraduate and graduate degrees today. College and University support have allowed us to develop programs that have been on the leading edge of many innovations that have later been adopted across the university. Service learning, community internships, individualized instruction, writing-intensive courses, infusion of our courses with scholarship on diversities, differences, and inequalities - all of these are pedagogical innovations we have pioneered. In this self-study we identify resources we need to continue and deepen our contributions and new directions we hope to pursue, some of which will require additional resources; in making these requests, we recognize and appreciate the current institutional constraints. A university that is being asked to teach more students in larger classes with fewer faculty whose salaries are stagnant is hard pressed to support service learning and writing intensive courses, for example, courses that typically (although not inherently) entail low faculty-to-student ratios. Rather, we seek to work in partnership with the UW at all levels to develop creative solutions to these dilemmas and work toward the realization of our mutual values.

Section B. Research and Productivity

Balancing our commitments: Progressive educators often assert that teaching and research are mutually supportive activities. This conviction is especially true for WS. The history of WS is such that the relationships among scholarship, pedagogies and service are seamless; lines distinguishing these components of our commitments are not clearly delineated. Rather, most WS faculty see these activities as mutually reinforcing, and in many ways they are. There is a material limit, however, to individuals' energies. As our self-evaluation above demonstrates, we have a faculty who by and large make phenomenal contributions to the department to ensure its daily and long-term health and growth. The scholarly productivity of our faculty often suffers from our pedagogical and service contributions. We do our best to balance the pursuit of scholarly activities by individual faculty with the goals and expectations of the department, college and university, but it is fair to say that the faculty's commitment to meet (and in some areas exceed) the expectations of the College, taken together with the size of the department, constrains scholarly activities.

Why is this so? The bureaucratic demands on all departments and the accountability demands on all individual faculty as well as departments have accelerated markedly in the past decade. This impacts smaller departments with greater force, since we have fewer numbers of faculty with which to generate the same number of reports, task force reflections, assessment criteria, and so forth. WS now has twice as many committees as we did five years ago, with the same number of faculty; we have other arenas in which committee work would be welcome but there is no one with time to serve on them. How do we try to balance these demands? We have attempted to protect junior faculty, whose time for research is precious both for them and for the department. Even with such attempts, one of our junior faculty played a central role in writing our Strategic Plan in 2000 and another Assistant Professor also served on this committee; this was hardly the ideal use of their time, but was of vital significance for the department. We attempt to distribute committee responsibilities evenly across faculty, yet several of our Associate Professors chair our most demanding committees. We ask adjunct faculty to serve on our committees and some of them have been generous enough to agree. We attempt to honor the varied expectations of faculty appointments, yet our Senior Lecturer is co-chairing our Development Committee. We allow our senior majors to work with any UW faculty member as an advisor for their senior thesis, and some of them do work with our adjuncts and occasionally other faculty. This helps reduce the numbers of our majors that each of us work with, but this is not ideal from the perspective of WS training. We seek to find adjunct faculty who can help with some of our curricular needs, but the demands of their home departments often preclude their teaching for us and/or allowing our students in their courses. In short, we attempt to balance department workload with the need for time for scholarly work, but this is an extremely difficult challenge. Sustained time for scholarship remains elusive for too many of us.

Challenges of a multidisciplinary field: Some of our professional commitments are particular to WS as a multidisciplinary field. The challenges that confront all educators in the need to stay abreast of current developments multiply for those who work in and across several disciplines. Our commitment to multidisciplinary requires that we continually educate and reeducate ourselves in the multiple disciplines and interdisciplines that inform our work, a necessarily time-consuming responsibility. That the list of journals in which we have published numbers more than thirty is evidence of the broad range of scholarship with which we need to maintain active familiarity.

Allocation of teaching responsibilities: Teaching responsibilities are allocated as evenly as possible (see Table 9A). The expectation is that each of the faculty will teach a service course each year, two courses closer to their areas of expertise, and a graduate course. We have begun to systematize the allocation of courses by having faculty teach our required and service courses on a regular basis, with several faculty rotating among these key courses. This system is working reasonably well but with so few faculty, interruptions caused by leaves, sabbaticals, fellowships, and illnesses have major effects.

We clearly attempt to reward our faculty for enhancing student learning and for all aspects of our pedagogical successes; our rewards are necessarily symbolic, however. We convened a celebratory gathering in honor of Priti Ramamurthy's Distinguished Teaching Award; we include mentions of all teaching honors received by our faculty and graduate students on our website and, of course, on our departmental email lists.

Staff productivity and opportunities: We also attempt to reward our staff for their fine efforts and productivity on behalf of the department. In recognition of her professional excellence, we have nominated our Administrator for the Distinguished Staff Award several times. We have attempted to provide opportunities for advanced training and skills development for our staff whenever we have the flexibility to do so; as one example, our Program Assistant has been taking a class offered by one of our own faculty during the Autumn 2002 quarter. We also continually attempt to provide opportunities for our staff to take on new tasks and responsibilities within the parameters of their position descriptions (included in Appendix H).

It may be useful to briefly trace the history of staffing support in the department. When our MA/Ph.D. program was approved we were operating with a full-time Administrative Assistant, a 75% Secretary and a 50% undergraduate advisor, a funded position for a graduate student. (Up to this point, we hired graduate students from other departments to fill the advising position.) We had work-study student help 10 hours/week. Workload and space were, and continue to be, challenging; the secretary shared space with the work-study student in the department's library and the Administrative Assistant's office also housed the department's mailboxes, supplies, and fax machine.

The following three years brought many changes. The department closed its library to make space for a new faculty position. Minor remodeling allowed more efficient space for the xerox machine and provided our new graduate students a larger office. These changes also generated a more appropriate area for the department's mailboxes and fax machine. The 75% secretary position was reclassified to a full-time Program Assistant. This allowed us to increase the duties of this position to perform work supportive of and requiring knowledge specific to our graduate program. We were also successful in promoting the Administrative Assistant classified position to a professional Administrator title. In 2001-02 the department requested another minor remodel to create a larger main office, providing staff a more workable environment and enhancing the professionalism of our public space.

The growth of our graduate program now enables the department to offer our WS graduate students the opportunity to apply for the department's undergraduate advisor position, a two-year funded appointment. The demands of this position have grown with the increase in majors and minors as well as additional department responsibilities, i.e., serving on the Curriculum Committee and supervising the department's newly developed *Introduction to the Major* seminar. At times, these demands have made it difficult for the advisor to be available as needed. Thus, it may be beneficial for the department to consider converting this position to professional status, giving the department an opportunity to hire a permanent advisor to increase the position from 50% to 75% or 100%.

Anticipating the continuing growth of our graduate program, there will be additional staffing needs in the not too distant future. We will likely seek to reclassify the Program Assistant to a Program Coordinator position; this reclassification would recognize the knowledge and experience specific to the graduate program as well as the independent judgment needed to interpret and apply rules and regulations consistent with the graduate program's goals. This reclassification would also provide the Administrator time to devote to the increasing number of other administrative demands. We would also request approval to apply for a 50% Office Assistant who could focus on the daily demands of the department, tasks that have been under the purview of the current Program Assistant.

Section C: Relationships with Other Units

Adjunct appointments: A number of our faculty hold adjunct appointments in other departments on the UW campus: Barlow and Yee in History, Ginorio in American Ethnic Studies and Psychology, Jacobs in Anthropology and in Music, Sunindyo in Sociology, Yee in American Ethnic Studies. Kenney is a joint appointment with Psychology, and Howard holds an appointment in Sociology. All of these adjunct and joint appointments entail active collaborations of our faculty with these varied departments in the College of A&S.

Curricular collaborations and interdisciplinary initiatives: WS has a long history of curricular collaboration with other departments; we see curricular collaborations as fundamental to the character of our inter- and multidisciplinary field. This past year we have taught 44 jointly listed courses in collaboration with a range of departments in the social sciences, humanities, and natural sciences; a full 36 of the courses in our permanent curriculum are offered jointly with other departments and programs (many examples are noted in the section below on diversity). We actively encourage these collaborations, many of which involve our adjunct faculty, as a strategic and pedagogically advantageous way of expanding our curricular offerings. (We have recently added 20 new adjunct faculty, many of whom are enthusiastic about cross-listing their courses with WS.) These curricular collaborations also bring new students into our department, both as undergraduate majors and as graduate certificate students. And, because pedagogy and scholarship are closely intertwined, these curricular collaborations have led in some cases to scholarly collaborations, generating new directions for interdisciplinary scholarship, as we detail below.

Several of our faculty also participate in numerous co- and multi-teaching endeavors through interdisciplinary programs such as CHID and special curricular initiatives through the Honors program, the Simpson Center, and the College of A&S. Angela Ginorio has co-taught with Marjorie Olmstead (Physics) a course on "Ethnic Minorities and Women in Science and Engineering," with funding from the College of A&S. Judy Howard co-taught for five years with Carolyn Allen (English) a seminar on "New Directions in Feminist Scholarship," in conjunction with the editorship of *Signs*. Kate Noble co-taught with Deborah Wheeler (Jackson School) a new course on "Goodness in a Digital Age" through the Honors Program, a course derived from the campus events in conjunction with the events of 9/11; Professor Noble has also taught a seminar for the Honors Program on "What Is Consciousness?" Priti Ramamurthy is collaborating with K. Sivaramakrishnan (Anthropology) on a new course on "Contemporary Social Movements in India," funded by the Curriculum Transformation Project. She will also be co-teaching a course with Uta Poiger (History) on "The Modern Girl Around the World," in conjunction with a collaborative research project described below. Kari Tupper, whose appointment in the department includes an ongoing teaching commitment to the CHID program, has been centrally involved in the development of interdisciplinary teaching initiatives. These include courses on "Sensational Legal Trials", "Narrating Cultural Conflicts in Law" (with Gerald Baldasty, Communication) and "Genomics, Human Life and the Future of Society" (with Jeffrey Bonadio, Bioengineering, and part of an initiative to develop links between the natural sciences and other divisions on campus) in the Honors Program, and she will be teaching in the Danz Courses in the Humanities Program this coming year.

WS has also begun to collaborate with other units on other curricular efforts. The Interdisciplinary Writing Program (IWP) is one of the long-standing programs in the College that supports two of our department's deep commitments, to writing and to interdisciplinarity; we had not had the opportunity to participate in the IWP program in previous years. During the current 2002-03 year, we have begun what we anticipate will be a permanent arrangement with the IWP program, offering writing links with two of our courses this year, WOMEN 200, Introduction to Women Studies and WOMEN 310, Women and the Law. This year, with initial funding from the College, we have just

established a collaborative writing center together with American Ethnic Studies and the CHID program. Our three units are unique in the College in requiring a senior thesis for our majors; we also have much substantive overlap in our areas of scholarly and pedagogical emphasis. Collaboration on a writing center makes good sense and we anticipate establishing collaborations with these units in other aspects of our curriculum in future years. We are also exploring WS participation in a new program that will offer speaking links, analogous to writing links, a program being developed by the Office of Undergraduate Education in collaboration with the Department of Communication.

Faculty in the WS department are also connected with a variety of other units on campus, and at other campuses, through their participation in various centers and programs. Luana Ross co-directs the Native Voices/Center for Indigenous Media and works closely with American Indian Studies in their programs, as does Sue-Ellen Jacobs. She is an active mentor and advisor for all of the Native Voices students; one of her students recently won the award for Best Short Documentary at the American Indian Film Festival. Recognizing the paucity of Native women to serve as mentors for students in this area, Professor Ross works actively with graduate students in Native Studies Programs at various institutions on the west coast; her efforts in this regard also help with recruitment of students to our department and to the UW. Professors Barlow and Ramamurthy participate in the new and highly interdisciplinary UW Project for Critical Asian Studies (funded by the Rockefeller Foundation), Barlow as Director of the Project and Ramamurthy serving on the Board of this group. Professor Ramamurthy is also a member of the South Asia Center, working with the core committee writing the Center's Title VI application to the U.S. Department of Education. She serves on the International Development Certificate Advisory Committee at the Evans School for Public Affairs, and is on the Board of the Institute for Transnational Studies at the Jackson School of International Studies. Kate Noble is the Director of the Halbert and Nancy Robinson Center for Young Scholars, a center widely recognized for its work on behalf of academically advanced children and youth. This center administers a number of programs that make significant contributions to the UW community: Summer Challenge/Stretch provides academically challenging summer courses at the UW to 300-400 advanced students in grades 5-6 and 7-9 each year; Transition School prepares talented students to skip high school and enter the UW after the 7th or 8th grade; Early Entrance Program supports Transition graduates' needs through their matriculation at the UW; and the new Academy for Young Scholars admits 35-40 talented students to the UW after their 10th grade (the latter is an active collaboration with the Honors Program). The EEP and Academy were both highlighted in former President McCormick's 2002 Annual Address to the Campus Community and in his remarks at Visiting Day in November 2002. Kari Tupper is very active in the CHID Program and served as Acting Associate Director of CHID in 2001-02.

Scholarly collaborations: Our faculty are also active in a wide variety of scholarly collaborations on the UW campus, in the U.S., and in various other international contexts. Tari Barlow and Priti Ramamurthy are two of six collaborators in the Modern Girl Around the World research group, a unique collaborative project. "The Modern Girl" group is developing a transnational feminist analysis connecting gender and modernity in Asia, Europe, Africa and the Americas. The first case study, an analysis of how the modern girl was presented in cosmetics advertising in varied historical and geographic locations, was presented last spring at the UW Simpson Center, at UCLA, and at the Berkshire Conference on the History of Women (one of the key conferences for gender scholars), with support from the Simpson Center, the Institute for Transnational Studies, the CLASS program, and the Graduate School; this group recently submitted a proposal to the NEH for more substantial funding. The project already has and will continue to contribute to our training of graduate students, both through Research Assistantships and in related coursework. Professor Barlow also participated in the Luce Foundation project on Chinese Poplar Culture, located at MIT and collaborates with social scientists at Qinghua University, the Chinese Academy of Social Sciences in Beijing, Lingnan University in Hong Kong and the Institute for Sexuality and Gender Studies in Taiwan. Kate Noble is collaborating with faculty and both graduate and undergraduate students in the CHID program

and the Evans School of Public Affairs on a "Goodness Project" that will address ethics on a planetary, social, and individual scale. She has also organized an interdisciplinary research group on Consciousness Studies, chairing this group from 1997-2001. Professor Ramamurthy is also involved in program development as a member of several interdisciplinary cross-regional faculty groups, including "New Asian Cultural Ecologies," focusing on sustainable development and cultural ecology, "Nature and its Publics in the Tropical World," and, together with Professor Barlow and other UW faculty, in a "Forum on Trauma, History and Asia," funded by the Rockefeller Foundation for 2002-06.

It is clear from the above that our faculty are extremely active in both pedagogical and scholarly collaborations with colleagues at the UW and elsewhere. These intellectual networks are central to our work in WS. Although the University has expressed strong support for and commitment to such interdisciplinary collaborations, there are impediments that have not yet been resolved. There are bureaucratic obstacles to co-teaching for example, obstacles that intensify in tight economic times, when retaining SCH in individual departments is more closely monitored and demands on faculty to restrict their teaching to their primary units also intensify. A pertinent example of these obstacles is the fact that the data made available for preparation of self-studies such as this count only SCH offered through the home department, excluding the SCH generated through the joint departments in all joint listed courses. Because so many of our courses are jointly listed with other departments, a good proportion of the instruction we provide and pay for, is not easily counted. Interdisciplinary collaborations are often time-intensive as well. Although the merits of such collaborations are without doubt, there is not commensurate institutional recognition of the greater investment of time.

Section D: Diversity

Inclusion of underrepresented racial and ethnic groups: As shown in Table 10A, our department has a higher proportion of racial and ethnic minorities than most units on the UW campus in each of the constituent groups – undergraduate majors, graduate students, and faculty, with the single exception of our departmental staff. Racial and ethnic minorities constitute on average 17% of our majors, 25% of our graduate students, and 45% of our faculty. Table 10B shows that our majors are also older on average than the undergraduate population of the UW, suggesting that we serve a greater proportion of returning students whose education has been disrupted. Presumably reflecting the substantive focus of Women Studies, we note as well that almost all of our majors are women; we typically have one or two majors each year who are men. We have no male graduate students yet, although we have had male applicants. We would clearly like to have more men included among our majors as well as our graduate program; achieving the broader goals of WS will not be possible until there are men as well as women who are studying these issues. Table 9B indicates the average teaching loads of our faculty by their racial and ethnic backgrounds; the teaching responsibilities are relatively evenly distributed. Variations are due virtually entirely to responsibilities some of our faculty have to other units on campus, as detailed in this self-study. Table 11 indicates the distribution of faculty-led independent studies by race and ethnicity. Here there is a growing disparity; the numbers of independent studies are relatively even across racial and ethnic backgrounds in the earlier years but in the past two years our faculty of color are teaching markedly more independent studies than the remaining faculty.

How we work to create an environment that values diversity: Compared to most, if not all, other units in the College (with the exception of American Ethnic Studies), WS has been successful in hiring and retaining a higher percentage of faculty of color, recruiting and retaining a higher percentage of graduate students of color, and attracting a higher proportion of undergraduate majors of color, than any other single department. Does this mean we regard ourselves as having achieved our diversity goals? Not at all. In keeping with the substantive and pedagogical missions and goals of WS, infusing all of our scholarly, pedagogical, and service work with attention to the many profoundly important issues of diversity is a primary concern. We are acutely aware that this is never a goal that will be, much less remain, achieved. Tensions deriving from many different aspects of diversity and the societal inequalities intimately associated with diversities are a part of contemporary societies around the globe; these are part of the core content of a WS curriculum. Many of the courses in our curriculum explicitly concern issues of racial and ethnic diversity; our majors are required to take either WOMEN/AES 322, Race, Class and Gender and/or WOMEN 456, Feminism, Racism and Anti-Racism. We also teach regularly sets of courses that focus on specific racial and ethnic groups, e.g., WOMEN/AIS 341, Native Women in the Americas, WOMEN/AIS 342, Pueblo Indian Women of the American Southwest, WOMEN/AIS 440, Reading Native American Women's Lives, WOMEN/AIS 442, Images of Natives in the Cinema and Popular Cultures; we also include WOMEN/AAS 392, Asian-American Women, in our curriculum, although we have not been able to teach this regularly. Virtually all of our courses infuse thematic content about issues of racial and ethnic diversity and inequality. We seek to train both our undergraduate majors and our graduate students to incorporate these concerns into their own scholarly work and into their teaching. For example, a new course on Critical Pedagogies of Race, Class, and Gender was taught in Spring 2002, and our graduate course on teaching, WOMEN 504, incorporates a critical perspective on diversity throughout the seminar. We also seek to address issues of diversity through a global framework, as evident in our courses, WOMEN 305, Feminism in an International Context, WOMEN/SIS 333, Gender and Globalization and WOMEN/ANTH/SIS 345, Women and International Economic Development, among others. WOMEN 423, Feminism, the State and Democracy in Indonesia, WOMEN 457, Women in China to 1800, WOMEN 459, Gender Histories of Modern China, and WOMEN 468, Latin American Women, all focus on gender dynamics in specific geographic areas.

We address other dimensions of diversity, specifically sexuality and age, through our courses on Lesbian Lives and Cultures, WOMEN 354, and Women in Midlife, WOMEN 424. We seek always to critique our own perspectives on and definitions of diversity. Our ongoing departmental curricular self-assessment has led to specific curricular changes. As we describe in more detail below, we conducted an intensive review of the undergraduate curriculum during the 2000-01 and 2001-02 AYs (see Appendix K). One outcome of these changes was the introduction of two new tracks in our undergraduate major: "Globalization, Migration and Transnational Feminist Studies;" and "Nationhood, Sovereignty, and Indigenous Women Studies." Each of these new tracks is responsive to our commitment to increasing our curricular emphasis on issues of diversity. Individual faculty are also developing new courses that speak to this concern; Shirley Yee, for example, will be teaching a new course, WOMEN 323, "Histories of Racial Formation" in Spring 2003. Professor Yee developed this course in part through her participation in the 2002 Institute for Teaching Excellence. Kate Noble is developing a new course, "Politics of Talent Development," to be taught in the 2003-04 AY that explores issues of race, class, gender, sexual orientation and geography on the recognition, development and expression of exceptional abilities. We hope to offer a new graduate course on "Transnational Feminisms" in the 2003-04 AY. And conversations with our students, both undergraduate and graduate, point us toward developing a track for our majors on issues of sexual diversity and linking with other initiatives on campus to establish a Queer Studies Program and a Disability Studies Program.

We also seek to contribute to the diversity of the department and the UW through other non-curricular activities. Access to the university is a key issue. Many WS majors are employed at least part-time, many are parents, and our majors are older on average than the UW undergraduate population (see Table 10B). One dimension of the department's support for non-traditional students is its recognition and respect for their extra efforts to maintain a full courseload. WOMEN 200, our primary introductory course, for instance, has for many years been offered in mid-day to allow university staff to take the course during their lunch hour. We also have attempted for many years to offer our core courses in the evening, as funding permits, and we will continue to try to do so despite the cutbacks in the Evening Degree program.

One of the more innovative of recent access programs is the Keys to Success Fair, held for the first time this past summer. This program convened high school students from a wide variety of local area schools identified as having fewer opportunities for college education, bringing them to visit the UW campus and meet with representatives from departments to learn about what we have to offer and how they can maximize their chances of attaining a successful college education. We met with a number of students who spoke of their curiosity about WS; many noted that they had heard virtually nothing about this in high school. (Interestingly, one of our senior majors is working on a thesis project in which she asks: "How can we present feminism as a body of thought to high school-aged girls so they can work to change power systems that disenfranchise girls?" We look forward to implementing her findings.) Since the establishment of our graduate program, we have regularly participated in all of the activities of the Graduate Opportunities and Minority Achievement Program (GO-MAP), a highly successful component of the Graduate School's efforts to achieve and maintain a diverse graduate student body. Several of our minority graduate students have won fellowships from GO-MAP and two of them serve on the GO-MAP Advisory Board. These contacts and programs are crucial to our capacity to recruit and to retain minority students.

How can the University help us with recruitment and retention of minority students and contribute to our efforts to sustain and nurture a diverse learning environment and departmental community? There is much we can do in the department, but there are some things we cannot do. There are two issues that are particularly difficult for us to address without support from the university. First, although we have been successful in retaining our minority graduate students to date, this situation is

necessarily fragile. A key component of this fragility is that we do not have a single African American scholar on our faculty. This is a deeply problematic situation, both for reasons of intellectual substance and for our mentoring programs. Virtually all of the research on retention of minority students and faculty indicates that the presence of minority faculty is vital. We need to hire additional minority faculty in order to provide this dimension of mentoring. We also need to hire faculty who focus on issues of diversity in their own scholarship; these will sometimes, but not necessarily, be faculty of color and other dimensions of diversity. Second, the data on prospective graduate students' acceptances and declines of our offers indicate that there is a disproportionate number of students of color who have declined our offer (see section on doctoral program below). Based on our conversations with these students, it is clear that our inability to offer substantial, and multi-year, funding packages is a major reason these students have chosen to attend other programs and schools. This is true both for international and U.S. applicants. Indeed, several of these students chose to go elsewhere through our own recommendations, since it was clear that they would have markedly better support elsewhere. Talented minority applicants often have numerous offers and most of these come with far better funding packages than we can offer. WS is clearly not alone with this problem, but it does affect the diversity of our graduate program; a broad funding strategy from the Graduate School and the UW would be extremely helpful.

Section E. Degree Programs

1. Doctoral Program

Objectives:

The goal of our doctoral program is to prepare scholars who undertake feminist studies in a global framework to develop analytics of power and engage in explorations of domination, difference and exploitation based on gender, race, ethnicity, nationality, socioeconomic class, sexuality and (dis)ability. Graduates with doctorates from our department will be innovative thinkers at the vanguard of feminist scholarship who assume leadership roles in the US and international academy or research organizations. We expect the majority of our graduates to be involved in research and teaching at the university/college level in interdisciplinary WS, in other interdisciplines and /or in traditional disciplines. They also might be found in policy-making positions with governmental and non-governmental agencies or private groups working for social justice. Specifically, we aim to:

- Educate students in the body of theoretical knowledge that incorporates global studies of women and gender from a transnational feminist perspective.
- Prepare and encourage students to generate significant and innovative scholarship with particular emphasis on peoples and nations of the Americas and Asia and which emphasizes transnational and multi-cultural perspectives.
- Help students think critically about the politics underlying the production of knowledge.
- Provide training that promotes methodological rigor and multiple modes of inquiry.
- Train students in feminist pedagogical techniques that emphasize the central and active role of the student in the learning process.
- Provide skills that allow our graduates to deepen their knowledge and broaden their skills throughout their careers to meet the needs of an ever-changing and diverse world.

Uniqueness of our Program:

The doctoral program at the University of Washington is one of only 9 such programs in the United States (see Table 12). One of these, Claremont Graduate University, offers only a specialization in WS and religion. The remaining programs (including our own) provide interdisciplinary training in a variety of aspects of feminist analysis, feminist theory and feminist pedagogy. At least three additional programs (all part of the University of California system) are in various stages of approval (Berkeley, Irvine, and Davis). We see ourselves as unique among these programs in a number of dimensions.

1. Social science emphasis: The WS Graduate Program at the University of Washington is unique in its strong social science orientation, with the bulk of our faculty having disciplinary backgrounds in varied areas of the social sciences. Most WS Departments worldwide have their roots in humanities and in language departments. Our social science approach to issues of justice in people's, especially women's, lives around the world provides a flexible framework for the training of needed scholars. Social science research serves as the foundation for most applied work in law, social work, public affairs, and business administration. It plays a major role in policy development in such arenas as environmental studies, urban planning, forestry, and social welfare programs. Our unique social science emphasis provides us with exceptional resources for training students as major contributors to varied aspects of society.

2. Expanding the definition of social science: While our department emphasizes social scientific analysis, we maintain strong ties to faculty in the humanities. Our faculty "push the envelope" with their scholarship, working cooperatively with faculty from many disciplines to redefine knowledge outside of disciplinary boundaries. This work highlights the permeability of the long-maintained disciplinary walls that have limited the intellectual view of scholars. A major

example of such work is the "Modern Girl Project," which analyzes the simultaneous emergence of a uniquely identifiable female character around the world during the early to mid twentieth century. For this major research project, WS professors Tani Barlow and Priti Ramamurthy work in collaboration with WS Adjunct Faculty Madeleine Yue Dong from the Jackson School of International Studies and History, Uta Poiger and Lynn Thomas from History and Alys Weinbaum from English.

3. Interrelationship with the Natural Sciences: Our department is also unique in that it maintains strong ties to the natural sciences. Nancy Kenney has maintained a research program in behavioral neuroscience for many years, beginning when such an approach was rare in WS. Angela Ginorio regularly teaches a course on Women and/in Science and periodically joins with Marjorie Olmstead of the Physics faculty to present a course on women's role in natural science. In addition, individuals whose primary appointments are in Nursing, Zoology, Engineering and Medical Anthropology are active members of our adjunct faculty.

4. Emphasis on Asia and the Americas: The goal of our graduate program is to capitalize upon both our geographic location and the vast resources of this university to provide training with particular emphasis on the peoples and nations of the Americas and Asia. This emphasis is timely given the increasing numbers of Washington state citizens of Latina/o or Asian origins. The state of Washington and this University have long recognized the importance of our interconnections with our Asian and American neighbors in the global community as well as with Native Indian nations within our own borders. Our geographic locale and the areas of specialization of many of our faculty provide our doctoral students with opportunities to conduct important work within this increasingly global community.

5. Faculty Appointment Structure: As we have discussed above, our department is distinctive in that the majority of our faculty have their primary appointment in WS. Many other WS departments rely on the good will of other departments to share faculty and resources. As the economy falters and funding for higher education (as well as all other services) becomes increasingly tight, the demands upon faculty within their home departments increase. While other WS departments throughout the country have to play a secondary role in the allegiances of their faculty, we have a solid core of faculty for whom the growth and development of our department and students remains a primary focus.

Our Students:

The Ph.D. program admitted its first graduate students in September 1998. There are currently 15 students at various stages of their academic training. The basic requirements of the program are described in the Graduate Student Manual (see Appendix I). In brief, students must take at a minimum WOMEN 501, History of Feminism; WOMEN 502, Cross Disciplinary Feminist Theory, and WOMEN 503, Feminist Research and Methods of Inquiry. In addition, they must take 45 credits of additional coursework in methods and their area of concentration (10 credits of which must be in WS courses) and 27 credits of dissertation hours. There is also a language requirement; students must demonstrate proficiency in a language relevant to their area of specialization. Beyond the required courses, each student is pursuing a unique curriculum developed under the guidance of our core and adjunct faculty. Student interests include the politics of US immigration through analysis of contextual representations of Chicana immigrants, women and poverty, constructions of motherhood and non-mothering mothers, eugenic and political consequences of assisted reproductive technologies, women in science and technology, and the relationship between feminism and spirituality (see Appendix I-3.) None of these research topics is a direct extension of the research of our core faculty. Rather they address complementary problems that stretch and expand the scholarship of one or more of our faculty or adjunct faculty.

Working with our current graduate students has energized the research endeavors of our faculty and stimulated lively conversations on the current and future status of this discipline among students, core faculty and adjunct faculty. Contacts with adjunct faculty have been strengthened as adjuncts join with our core faculty to supervise student training. The skills of our students in teaching, research and analysis have led them to paid positions as teaching and research assistants in Psychology, American Ethnic Studies, American Indian Studies, The Center for Instructional Development and Research, and the Institute for Transnational Studies, among other units (see Appendix I-4). Through such positions, WS graduate students have played a profound role in the training of undergraduates throughout the College of Arts and Sciences and in assisting faculty from all parts of campus in their scholarly pursuits.

Standards of Success and Challenges to Maintaining our Success:

1. Applications to the Program: The short history of our doctoral program does not permit assessment of our success by the traditional measure of job placement of our graduates. Thus we must look at more intermediate measures of success. First, we can look at the quantity and quality of our applicants. Each year we receive completed applications from approximately 50 individuals (see Table 6). Some screening of potential applicants occurs prior to this step as the Graduate Program Coordinator, Chair and other faculty meet and/or correspond with potential applicants encouraging application by those who would most benefit from our training program or discouraging applications of those who would be better served elsewhere. The overall quality of the students we admit is very high. (See Appendix A-1 and Tables 4 and 5 for information on applicant quality.) The average college GPAs of those we have admitted are almost all above 3.5, with one or two a near-perfect 4.0, and most are from very high caliber undergraduate institutions. The average GRE scores range from the high 500s to the mid 600s; our most recent cohort has exceedingly strong average GREs: 630/670/700. These quantitative indicators are, of course, not the only criteria we use, but they do provide a benchmark. We also read their letters of application, writing samples, and letters of reference very closely, using all of these indicators to make our final decisions.

2. Acceptance Rates: Acceptance rates by those admitted to our program have been very high most years (see Appendix A-1 and Table 6). Students admitted to our program who decide to enroll elsewhere typically do so in response to more enticing and longer term funding packages offered by other universities. Students admitted to our Ph. D. program typically are offered only one year of support including two quarters as Teaching Assistants and one quarter as a Research Assistant. While we offer to help locate funding for the remaining years of study, we make no promise of any funding beyond the first year of training. At least one incoming student each year is recommended to the Graduate School for a university-wide competitive fellowship, which provides both first-year and dissertation-year funding. The department promises one added year of funding in the form of teaching assistantships to students who receive such funding from the Graduate School. To date, three of our students, Mae Henderson, Zakiya Adair and Julie Severson, have been awarded these graduate school fellowships.

Nearly all other WS Ph.D. programs offer their students fellowships and/or multi-year funding packages. The program at Emory University offers 6 fellowships per year, each with a guarantee of 4 years of support. Students can apply for a fifth year of funding. The WS graduate program at the University of Iowa offers two-years of guaranteed funding. We expect that our inability to offer multi-year funding packages (except in very unusual cases) similar to those offered by other WS doctoral programs will have an increasingly negative impact on our recruitment abilities as the number of these programs increases. Increased and stable funding for our graduate students is a major goal of our department's development efforts.

3. Retention Rate: Retention rates for our enrolled graduate students are very high. One student from the first cohort left this department to continue her studies at another University. All

other students who initiated training in this department have remained with the program. These retention statistics are remarkable given the bumps and bruises that are part of refining a fledgling graduate program with a great deal of individual flexibility. Each of our graduate students experiences a program which, independent of the three core first-year courses, is created from the ground up for that particular student. While the individuality of our training is attractive to many, it does require each student to locate and access appropriate advisors and coursework without being able to rely on the efforts of more advanced students. As the number of students who pass through our program increases, a model for locating appropriate advice will emerge, smoothing the path for future students. We have already begun to see our newer students profit from the advice and counsel of more advanced students in the program.

One of the major stressors our students face is the lack of guaranteed funding past the first year. Our students must scramble to locate and apply for funding sources in other units. While our graduate students have been strikingly successful at locating positions within the university, the stress that they face each year is extremely high. This is one of the most serious issues they, and we, face.

4. Student Progress Through Program: The rate of progress of our students through the program is excellent. Two students have passed the general exam and are planning their dissertation research. Three more students are expected to complete their exams before the start of the next academic year. They have sustained their progress despite the fact that many have had to work in positions unrelated to their research in order to remain funded. A list of the funding sources applied for and award to our graduate students is included in Appendix I-4.

We encourage our students to engage proactively in their own progress through the program, through a systematic departmental assessment. All students are expected to develop an annual plan, continuing students by the beginning of the fall quarter and new students by the end of their first academic quarter in the program. This plan, articulating plans for coursework, teaching and research during the next AY, is developed in consultation with the students' advisor(s). At the conclusion of each AY, the student prepares a self-assessment, again in consultation with the advisor(s). The advisors are asked to provide their own independent assessment as well. This past year we initiated the practice of convening a faculty meeting at which the progress and work of all graduate students is discussed; we found this an extremely useful conversation and intend to institutionalize this collective review.

5. Graduate Student Presentations at Conferences: Our graduate students have been active participants in a variety of national and international conferences. Many have presented conference papers reviewing their research findings and/or developing theoretical perspectives (see Appendix I-5). Others have presented at conferences addressing the future of the discipline of WS and the role of graduate study in this field. Some students are working to turn their conference papers into publications in academic journals.

6. Success of our Students in Receiving Funding from Sources outside the Department: As indicated above, graduate students from the WS Department have been highly successful at attracting funding outside of our department. The excellent pedagogical and analytical skills of our students have helped them compete successfully with students from across the campus for TA and RA positions in interdisciplinary departments, research centers and instructional centers. (See Appendix I-4 for list of positions.)

Impediments to Success:

1. Methods Training: As a fledgling graduate program, we face some difficult challenges. First and foremost is the glaring need for our students to have access to coursework in a variety of social science and interpretive methodologies. While most disciplines are defined by their research

methods, the interdisciplinary field of WS has no unique and universally accepted research methodology. The debate over whether a uniquely feminist methodology does exist or can be developed is ongoing at this university and elsewhere. Each methodological system has both advantages and disadvantages; hence, WS students are encouraged to develop some understanding of the value and limitations of a number of research methodologies and to become expert at the use of one (or preferably two) research methodologies appropriate to their own research.

To achieve an overall understanding and critical perspective on a variety of methodological styles, all students are required to take WOMEN 503, Feminist Research and Methods of Inquiry. To meet the need for training in specific methods, the department maintains a list of all graduate (social science) methods courses offered on campus. Examination of the numerous courses on this list suggests that there are tremendous opportunities for methods training available to our students. In practice, however, this is not the case. Our students have had great difficulty in gaining access to methods courses. Some appropriate courses are rarely taught. Other courses only permit enrollment by graduate students from a specific department. Courses that are available to our students rarely, if ever, cover issues directly related to feminist analysis.

There is no doubt that we need to gain the commitment of our adjunct faculty who teach various methods courses to admit our students and aid in this critical training. Beyond that, we need to add new faculty to the WS Department who can teach feminist research methods. While current faculty members can provide some training in this arena, the current teaching, research and service loads of our small number of faculty are already oppressive. We cannot adequately meet this critical training need of our graduate students without additional faculty lines.

2. Student Composition in our Core Courses: In recognition of the interest in and demand for graduate training in feminist theory and feminist analysis, we have chosen to open our core graduate classes, 501, 502 and 503, to graduate students from all departments. Two of these courses (what are now 502 and 503) were originally developed as part of the WS Graduate Certificate instituted in 1992 to meet the high demand for training in WS by graduate students campus-wide. As such, these courses predate our M.A. and Ph.D. programs; demand for access to these courses and the newer 501 by graduate students in many disciplines is high. As Table 8 demonstrates, the great majority of students in our three core graduate seminars are graduate students from other departments. While it is clear that these courses are serving a widespread need in graduate training, our small cohort of beginning students who are required to take these courses find themselves in a numerical minority in their own core graduate courses. Graduate students from outside of our department typically take these courses late in their graduate training, only after achieving a firm grounding in a disciplinary theoretical and methodological approach. While this variety of backgrounds provides our new students with exposure to a wide range of approaches to knowledge, the disparity in years of training constrains the active participation of our first year students. Our beginning graduate students deserve a place where they can develop and test their scholarly abilities in the core of WS. To achieve this goal, we need either to close these courses to all but WS graduate students or to arrange additional meeting times between our students and the course instructor to provide additional guidance and training for these beginning students. Given that 2 of the 3 core courses are now taught by adjunct faculty and the stress on current faculty to meet current curricular needs, requiring an extra hour or two of time for our own students would be a significant burden. This again highlights the critical need for additional WS faculty; moreover, it is clear from this analysis that adding to the WS faculty will address not only our own curricular needs, but also contribute to graduate education throughout the UW.

3. Need for Added Training in Feminist Theory: The need for added coursework in feminist theory is also apparent. Many of our graduate students enter the program without a solid background in feminist theory. Our students want and need access to one or two courses surveying

U.S.-based and transnational feminist theories prior to undertaking WOMEN 502, Cross Disciplinary Feminist Theories. Such courses could meet the needs of our advanced undergraduates planning to enter graduate school as well as the needs of our beginning graduate students. WOMEN 502 has been taught by an adjunct faculty member for a number of years. WOMEN 455, Contemporary Feminist Theories, is often taught by an affiliate faculty member. As noted above, our dependence on Adjunct and Affiliate faculty is highly valuable and reflects a strategic use of limited resources; this strategy is at risk, however, given the increasing workloads of faculty in all departments as the University's budget shrinks. We cannot assume that our pedagogical needs will remain a high priority for faculty whose primary allegiance lies elsewhere.

Mentoring Graduate Students:

Our goal is to provide exceptional training for our graduate students for the teaching, research and leadership positions they will be expected to fill. We have made the most progress in preparing our students for the teaching role. This is accomplished through our annual T.A. training sessions, through a newly developed course in pedagogy, through supervised T.A. positions and through encouraging our students to develop (and teach) innovative undergraduate courses, as detailed below.

1. Pedagogical Training: All incoming graduate students are expected to attend a T.A. training program organized for our department in conjunction with the Center for Instructional Development and Research (CIDR). Continuing students are permitted to attend if they so choose. Orientation sessions are geared toward responsibilities assumed as a T.A. for a large lecture class in WS and its accompanying quiz sessions. As part of this training Kari Tupper and an experienced Lead T.A. work specifically with the incoming students on skills necessary for teaching Introduction to WS. The goal of these orientation programs is to provide preliminary information on University academic rules and standards as well as suggestions designed to support new T.A.s in lecturing and facilitation of discussions.

While our orientation program is well received and provides a good foundation in University rules and basic pedagogical skills, it cannot meet all of the training needs of our students. Our experience indicates that there is a strong need for pedagogical training that is ongoing throughout the years of graduate training. At present, we are attempting to develop periodic workshop sessions on such issues as test preparation, paper evaluation and handling difficult students and classroom conflicts. Provision of such sessions to date has been spotty at best, due to simple lack of time. However, we are currently planning a year-long course that will focus on development of professional skills; we intend to incorporate sessions that will address such pedagogical issues.

During the 2001-02 academic year, Judy Howard developed a course in pedagogy (Philosophies and Techniques of Teaching) for WS graduate students. This course provides training in all aspects of college teaching. It requires that the students develop a full course, including a daily schedule, selection of reading materials, development of assessment techniques, course activities and classroom presentations. The course was judged as highly valuable by our students and was recently approved as a permanent addition to our graduate curriculum. At least one student had the opportunity to teach the course she developed in this seminar during Summer 2002. Hopefully resources will permit other students to have this important experience. In addition, we have just received approval for a new Preceptorship course that will provide an intensive collaboration between a faculty member and a graduate student, directed toward preparation of the student to teach courses in the substantive area in which the faculty member teaches.

Many of our students have submitted applications for Huckabay Teaching Fellowships awarded by the Graduate School for the development of new and innovative teaching and learning opportunities. Huckabay Fellows work in collaboration with a faculty sponsor in developing and/or revising

innovative university courses. In 2000, a Huckabay Fellowship was awarded to Christine Keating, a graduate student in Political Science who has been actively involved in teaching WS undergraduate courses for a number of years. WS Professor Priti Ramamurthy served as the sponsor of Ms. (now Dr.) Keating's work and guided her development of a new course in Critical Pedagogies of Race, Class and Gender that was then taught during Spring 2002. Karen Rosenberg, a third year WS graduate student, received one of the nine Huckabay Fellowships awarded by the Graduate School campus-wide for 2002-03 to work with her mentor WS Chair Judy Howard in developing an introductory undergraduate course in transnational feminist theories. Ms. Rosenberg is overseeing the development of this course in collaboration with a number of the other WS graduate students and an undergraduate focus group review board. The goal of this project is to design a much-needed addition to our undergraduate curriculum while giving our graduate students experience in course development using feminist collaborative principles and methods.

We acknowledge the pedagogical excellence our graduate students are developing through the selection each year of a recipient of the Doman Award for Excellence in Teaching, an award made possible through a WS supporter, Marie Doman.

2. Leadership Training: Most of our Ph.D. students intend to seek employment in higher education. As such, our department strives to help our graduate students understand all aspects of the faculty role at a major university. Graduate students select representatives for all committees including the Executive, Curriculum, Graduate, Development and Student Award Committees. Graduate student members are part of all deliberations of these committees related to policy development and procedural issues. (Graduate representatives are excluded from discussions of specific personnel.) Participation in these committees provides insights into faculty roles in a variety of areas of departmental governance and into the compromises often made between ideal and practical department policies.

Some of our graduate students gain additional leadership training through a variety of positions they hold in academic and research units across campus. One of our graduate students was selected to sit on the Student Advisory Group established by University President Richard McCormick. Two of our students have been appointed to the GO-MAP Student Advisory Board of the Graduate School.

3. Research Training: As noted above, many of our graduate students have presented papers at various national and international scholarly conferences (see Appendix I-5). Such efforts represent an active involvement of our graduate students in research and scholarship. Other signs of active research include a dissertation research fellowship proposal submitted by one student and a research grant proposal (currently under review) resulting from a faculty-graduate student collaboration.

Our department must do more in training our graduate students in this most critical arena, however. This will require increased focus by our faculty on methods of involving students in their ongoing research. Efforts have been made to increase the focus on faculty research during the annual Graduate Student Orientation. A biweekly research seminar is now being planned; this seminar will provide an on-going forum for students and faculty to share their research plans and progress. The goal of the seminar is to improve our emphasis on research and to provide informal research training for our students. The role of collegial collaboration, already prominent in our training in pedagogy and leadership, will be made central to the research process as well.

Career Options for Doctoral Students:

As noted above, most of the students in our Ph.D. program aspire to academic positions following completion of the graduate program. To this end, all job openings in WS are well publicized within the department. Students are also made aware of other options for employment such as work with a

variety of women's organizations and with national and international agencies. One student is currently involved in a master's practicum at a women's shelter. Another is working on an informal concurrent Masters degree in the Evans School of Public Affairs, with an eye toward a career that combines public policy and research. Each year students are asked to reassess their career goals as they complete their plans for the following academic year. While we hope that students will consider a variety of career paths, our own faculty, typical of most academicians, clearly are most familiar with the academic career pathway. We must make a concerted effort to provide information on alternative career paths and make an effort to provide our students access to models of successful contribution outside of academia.

2. Master's Degrees

While our department initiated a Master's program at the same time as the Ph.D., the master's option has remained relatively inactive. Of the 16 students who entered our program, only one came with the intent of working toward a terminal Master's degree. That student moved to the Ph.D. pathway soon after beginning the program. One Ph.D.-bound student has chosen to earn a practicum-based Master's en route to attainment of her Ph.D.

The decision to move slowly toward M.A. training has been intentional and reflects the goal of our department to provide our graduate and undergraduate students with high-quality training. It is clear that a master's program in WS could grow dramatically in a short period of time. Serving a large number of WS generalists would require the availability of additional core survey courses in various aspects of feminist research and scholarship. Development of graduate courses to meet more general needs of Master's students would mean an even greater teaching load for our faculty.

Our department vision does involve the development of an active practicum-based master's program. Our goal is to work with various women's service organizations locally, nationally and internationally to develop a self-sustaining training program for employees of such groups. Ideally such a program would allow us to hire additional faculty to provide broad based education in feminist theories, methodologies and practice. Students in such a program would spend some time as interns with community agencies to gain practical skills in organization management.

Another option for master's training is provision of access to graduate coursework in our department through distance learning. We expect that many people working for various organizations serving the needs of women would like to increase their understanding of and credentials in WS but are unable to leave their positions to become full time students in Seattle. Such individuals might find web-based educational programs ideal. Department faculty could prepare our core courses to be delivered by means of the internet and interact with students, individually and in groups, by means of electronic discussion groups.

Also under consideration is a Master's Program designed for elementary and secondary school teachers that would utilize both distance-learning and on-site summer sessions. Such a program would likely be of interest to teachers throughout the state of Washington as well as around the Northwest.

3. Bachelor's degrees

From the inception of WS in 1970 until 1991, undergraduates who were interested in WS earned a Bachelor of Arts degree in General Studies, with a concentration in WS. In 1991 the program was granted the right to offer an undergraduate major and began granting Bachelor of Arts degrees in Women Studies in 1992.

Objectives:

The department's mission supports and in some respects extends the College's vision of providing students "excellent liberal arts education – distinguished by active student learning and discovery, intellectual breadth and depth, and the development of enduring skills - that prepares them to be successful and engaged citizens in an increasingly diverse, technological, and global society."

The WS department's mission for excellence in undergraduate education is outlined in the Strategic Plan (Appendix H): "At the level of undergraduate education, our instructional mission is to provide students with a broad but thorough understanding of feminist scholarship and debates within a global frame. Undergraduate majors will be trained to be prospective feminist scholars who may go on to graduate education, prospective feminist practitioners who may go into social service professions or on to the professional schools, and workers in the New Economy (who, we expect, will inform whatever work they do with their WS education). For undergraduate students who are non-majors in WS, our mission will be to increase basic understandings of how gender and gender relations affect their own realities, situate this understanding in a global context through feminist analyses, discuss feminist critiques of the disciplines they may come from, and spark a continuing desire to relate their WS education to their personal lives, their work, and their communities." (p. 12)

The requirements for our undergraduate major are designed to accomplish these goals. The key requirements (outlined in the Handbook for Majors, Appendix J) include taking WOMEN 200 - our main introductory survey, one additional lower-division course in WS, one course focusing on race and ethnicity, three additional upper-division courses in WS, one course in feminist theory, a fieldwork internship, and completion of a Senior Thesis. Majors also must take a course concentration, accomplished through 25 credits of upper-division courses in one of several prescribed tracks or in an individualized track. (The tracks are described in the Handbook.) In 2000-01, in response to goals identified in the Strategic Plan, the department began an intensive review of the undergraduate curriculum. An ad hoc Undergraduate Curriculum Review Committee composed of several core faculty members, the Undergraduate Advisor and several undergraduate majors met throughout the year to develop a set of analyses and recommendations. The subcommittee of students was particularly active in this process; they interviewed their peers and developed a proposal for the faculty to review (included as Appendix K). The faculty adopted a number of the suggestions that derived from the committee review, implementing some of these ideas immediately. Key changes included the development of new courses, updating the tracks, adding two new tracks, and changing some of the requirements for the major to better reflect the increased emphasis on global issues. The full WS curriculum is included in the Handbook for Majors, Appendix J, and the tracks are included in Appendices C and J.

The undergraduate degree has been the foundation and core of the department for most of the department's existence. The creation of the graduate program was intended also to fortify the undergraduate course offerings. Core faculty members continue to teach the bulk of the courses for undergraduates (see Appendix B-1). As graduate students reach levels of expertise appropriate for independent instruction, they have assumed some of the responsibility for teaching core courses on an occasional basis, especially in the Summer Quarter when most faculty do not teach. As discussed in the preceding section on graduate degrees, the department offers significant pedagogical training, preparing graduate students through TA training, a course devoted to pedagogical training, and mentorship by relevant faculty. We also acknowledge the pedagogical excellence of our graduate students through administration of the Doman Award for Excellence in Teaching.

Benefits to department. The current undergraduate curriculum supports the mission of the department and responds to the needs of the students as described above. We continuously work to keep the curriculum responsive to both faculty strengths and students' needs. The benefits to students, the university and the region articulated below are all benefits to the department.

Benefits to students. Among the department's strengths are our abilities to challenge students to think critically, write extensively and well, and engage students in community-based internships. As a result, WS majors are excellent at critical thinking and most of them have above average writing skills. The thesis required of all of our majors offers students the opportunity to pursue a topic in depth in a year-long project. This project requires extensive library research, design and implementation of a project using primary sources (archival, surveys, and so forth), writing of results and conclusions. The skills our students learn through this process stand them in good stead for the rest of their lives. As we comment in Section A of this self-study, our students have been unequivocal in their recognition of the value of the Senior Thesis and the internship experience, as well as our emphases on critical thinking, writing, and other forms of communication. Our students develop extraordinary leadership skills as well, exemplified in the Curriculum Revision proposal we include as Appendix K. In recognition of the students' active pursuit of involvement in departmental matters, we began in 2001-02 to have student representatives (both undergraduate and graduate) on all department committees. Student participation in the daily work of the department has been remarkably beneficial both for the department and for the participating students. The undergraduate majors have also been active among themselves, establishing an informal group, "Feminists on Campus," that they are in the process of registering as an official student group open to both WS majors and other feminists on campus.

Benefits to the university. The University of Washington benefits from the quality of the students whom this department graduates, and from the research and pedagogical innovations we have developed. As we describe above, WS was the first department at the UW to initiate an internship that is in essence an advanced form of service learning; we now regularly offer service learning activities in six of our courses, and in addition we require the internship of our majors. Our students are thus regularly engaged in a wide variety of projects that contribute directly to the greater Seattle community, and thereby to the UW as well (see list of internship sites in Appendix O). In our emphasis on global cultural diversities, we also educate students, majors and others alike, in an appreciation for diverse communities from both historical and contemporary perspectives. This is a critical contribution, particularly in the post I-200 years. The university also benefits from the proportion of students who take our courses in fulfillment of the "Individual and Society" General Education requirement.

The UW, and especially the College, benefit in another respect from the WS curriculum. As evident in Figure 3, showing the percent of curriculum SCH taken by department majors, the great majority of students taking our courses are not department majors. At the undergraduate level, less than 10% of the students taking our 200-level courses and approximately 30% of the students taking our 300- and 400-level courses are department majors. We perform a significant curricular service to the College in providing both introductory level and advanced instruction to students in other units. This trend is steady over the past decade.

Benefits to the region. The region, like the U.S. and indeed the globe, needs educated young adults who think critically, communicate effectively, have a finely-honed sense of and commitment to citizenship, and have the leadership skills that propel them to make contributions in every arena of their lives. The great majority of our WS graduates have these qualities. A sampling of the positions they have gone on to hold after their graduation from the UW is impressive, varying from legislative aides to attorneys to physicians to staff at homeless shelters and women's health clinics (see Table 13). The surveys conducted by the OEA six months post-graduation indicate that our graduates attribute their professional success in good measure to

the preparation they received in WS. On average, they rate their readiness for a career as 4.0 and readiness for advanced study at 4.5 (out of a possible 5); and these ratings have increased over the past 5 years.

Measures of success, including involvement of undergraduates in research, and teaching innovations:

We offer extensive discussion of the measures we use to assess our pedagogical and curricular work on pp. 10-14 of this self-study. We highlight and review here some of the key indicators. The department measures our success in achieving the objectives of the undergraduate program in terms of:

1. institutionally-established measures such as numbers of majors and minors, GPA, the graduation rate, years to degree, and post-graduate plans; and
2. departmentally-defined markers of a successful student such as the quality of the senior thesis and the richness of experience in the internship site.

We address here both institutional and departmental assessments at three distinct stages of the student's involvement in the department: entry (or access), experience as WS majors or minors, and exit process leading to graduation and beyond. We also identify areas that the department is in the process of strengthening through curriculum revision and areas that could be strengthened and expanded further with existing as well as with additional resources.

Stage one: Access to the department:

Number of majors. The department considers its ability to attract students to the major as vital to its mission to educate undergraduate students. A student who has earned a minimum GPA of 2.0 can enter the major at any point in their academic career or the school year. The flexible deadline facilitates access by transfer students and other non-traditional students. Most often students declare a major in WS after they have taken WS courses; WOMEN 200, especially, serves as a gateway course for many of our majors. We have experienced a generally steady increase in the number of majors in the department since 1992; in 1992 we had approximately 55 majors; the number of majors has grown to 75-80 for the past several years. The number of B.A. degrees awarded by our department has increased from 7 in 1992 to 21 in 2001. The most recent data show a drop to 17 for 2001-02, but this is due to the fact that 7 additional majors earned their degrees in Summer 2002; these data do not show on the most recent charts. The number of transfer students among our majors generally follows university trends, but WS tends to have a higher proportion of transfer students than does the College as a whole. Both at the department and College levels, in the past several years more than half of the majors enter as transfer students.

Number of minors. Although the UW does not collect regular data on department minors, we do know that between 25-30 students each year graduate with a WS minor. To minor in WS, a student must take 30 credits in WS courses, not including the internship and the senior thesis. WS courses appeal to a variety of non-majors. All WS courses fulfill a College distribution requirement with two exceptions, both of which fulfill General Education requirements, one of them the Visual, Literary and Performing Arts requirement and the other the Individual and Society requirement. All of our 200-level and many of our 300-level courses, especially WOMEN 322 – Race, Class, and Gender, attract large numbers of non-majors. As we noted above, the majority of students in these courses are not majors. In addition, our many cross-listed courses increase the number of non-majors taking WS courses. (See Section C, p. 22, on curricular collaborations for more details.)

Diversity of students in WS major. Students who declare a WS major come from a range of educational backgrounds. Many are "traditional" students who enter the university immediately upon graduation from high school. Many are also returning students and students who transfer from community colleges. Racial and ethnic minorities constitute on average 17% of our majors (see Table 10A). Our majors are also older on average than the undergraduate population of the UW (see Table 10B), suggesting that we serve a greater proportion of returning students. Although we do not have systematic data on other dimensions of diversity, in the current AY we know of one major with a disability and a number of students receive disability accommodations every quarter in our classes. We estimate that the proportion of lesbian

and gay students among our majors is at least equal to, and likely greater than, the proportion of these students in the university as a whole. When we establish a lesbian and gay studies track, as we hope to do, this may attract more majors from these groups. The diversity of interests of WS majors is evident in the range of topics and methods pursued for the senior thesis (Appendix M). Many of these theses exemplify the interdisciplinarity that we encourage in our students.

Our students' pursuit of interdisciplinarity is evident also in the number of double majors in the department. Although we do not have systematic data over the past five years on this figure, in the (Given these figures, the GEI data reported below are remarkable, since double majoring or establishing both majors and minors generally lengthens time to degree.)

GPA. Our majors have graduated with GPAs that are roughly comparable to and in some years somewhat higher than GPAs among College graduates as a whole, for the past five AYs (see Appendix B). Those who entered as transfer students had higher GPAs than transfer students in the College as a whole for all but one of these years.

Internships/Service Learning. The UW, like other universities in the past ten years, has emphasized engagement of students in service learning activities. Six WS courses, including WOMEN 200, regularly include service learning components. But WS majors have gained the kind of knowledge included in service learning since the inception of our program through the required three-credit internship. The internship requirement is a vital part of the WS major, providing students with the opportunity for a hands-on learning experience that we see as integral to a feminist education. Many of our students extend the duration of their internship, some remaining as volunteers past their internship commitment and even after graduation (see Appendix O for internship sites). These internships are seen as opportunities for leadership development, as well as for establishing connections between intellectual coursework and feminist practices of citizenship.

Undergraduate Research. In the past five years the UW has emphasized much more strongly than before the importance of providing opportunities for undergraduate research. These opportunities may entail students working on their own research and/or on faculty research. Our senior thesis requirement highlights the importance we place on developing students' capacities to pursue their own questions through research. The lack of an undergraduate methods course limits the scope of research projects students can pursue, but the structure of the thesis course series (491, 492, 493) enables all students to pursue some form of research project (see Appendix M). In terms of students' involvement in faculty research, in the past four years our faculty and lecturers have carried an average of four independent studies per year; we estimate that approximately one third of the independent courses listed each year are focused on faculty research rather than student-initiated research. During the past academic year, all of our faculty members report working with students on the student's own research, and six have involved undergraduates in their own faculty research projects. The department has emphasized support for student-initiated research.

Innovations in Teaching. We address our pedagogical innovations on pp. 10-14 of this report, but we highlight some of these accomplishments here as well. A number of our faculty have participated in University-sponsored programs that encourage innovations in both graduate and undergraduate teaching. Kenney and Tupper have integrated service learning into their large lecture courses with the assistance of the Carlson Center. Kenney and Ginorio have participated in the Freshman Seminars program; Ginorio's course, co-taught with Dr. Rusty Barcelo, the Director of the Office of Minority Affairs, focused on the college experiences of Latinas, directly related to Ginorio's Rural Girls Research Project. Tupper and Yee participated in the 2002 Institute for Teaching Excellence and five of the faculty have facilitated Provost's Teaching Workshops. Faculty have also received grants from nationally-recognized private foundations for innovations in teaching; Ginorio organized a Faculty Development Workshop on Race and Gender in the Sciences, with support from the Ford Foundation and the UW. Our faculty and graduate students have also received many awards and recognitions for our pedagogical excellence, as detailed earlier in this report.

Stage three: Exit process to graduation and beyond

State-mandated accountability measures. The time to degree for our graduates has declined steadily and the Graduation Efficiency Index has increased steadily over the past five years. In terms of retention rates, the percentage of majors who have graduated or are still enrolled varies over the past 7 years, but averages around 75% and has been steady for the past several years (details are reported below).

Post-graduation activities. To date we have not gathered systematic data on placements of our graduates. Based on an informal email survey (results shown in Table 13), we know that in recent years, WS graduates have gone on to graduate and professional schools, especially in law, and many others find employment in a variety of areas, including politics, business, computer programming, social and public health services, and community agencies. A number of students connect their future employment opportunities with the required internship experience.

Curricular revision: As we discuss above, one outcome of our strategic planning in 2000 was the initiation of a thorough review of the undergraduate curriculum and major. We describe the process above; here we describe the major changes we have adopted. We have identified a number of new courses, some of which are being offered this year and others are in development. Among these are an introductory feminist theory course at the 200-level (WOMEN 207) that will emphasize a transnational theoretical frame, and shifting the required theory course to the introductory rather than the advanced level. WOMEN 455, which previously functioned as the department's required theory course, is now an optional advanced course, strongly recommended for those who intend to pursue graduate work. The department is in the process of establishing a proseminar for newly declared majors, a course that will introduce students to the interdisciplinary field of women's studies and the major issues in feminist scholarship. In addition, faculty are developing new undergraduate courses. Some examples include Ramamurthy's new course on social movements in contemporary India (funded through a Curriculum Transformation grant), which is responsive both to our new track on globalization and to a change of title and emphasis in our track on social change; Jacobs' proposed development of a unit on First Nations issues as part of existing courses on Native American Indians, relevant to our new track on indigenous women's studies; Noble's two new courses, "Politics of Talent Development" and "Readings in Gender and Spirituality", courses that will bring WS students into dialogue with feminist scholars in the fields of gifted education/psychology and comparative religion; and Yee's new course on the history of racial formation in the U.S., the focus of her participation in the 2002 Institute for Teaching Excellence. This course will deepen our curriculum in the histories of gender and race; Yee's other new course, "Readings in U.S. Women's History," is a 400-level course that will serve both the undergraduate and graduate programs. In recognition of the increasing centrality of scholarship on gender and science and the psycho- and socio-biologies that intersect with social systems of stratification, we have also added WOMEN 357, Psychobiology of Women, as a course required for majors. (This step was strongly endorsed by current WS majors, a testament both to them and to Nancy Kenney, the course instructor.)

We have also instituted a number of changes in the tracks of concentration for WS majors. Up to the point of this review, WS majors could choose one of the following tracks in which to focus their coursework (or an Individualized Concentration):

- ◆ Women and the Arts
- ◆ Women and Health
- ◆ Women and the Law
- ◆ Public Policy
- ◆ Race, Ethnicity, and Gender
- ◆ Women and Social Change
- ◆ Social Services

On the basis of the review, we changed the names and emphases of some of these tracks, and added two new (*) tracks:

- ◆ Gender, Race, and Ethnicity
- ◆ Women and Health
- ◆ Feminist Approaches to Social and Human Services
- ◆ Women, Activism and Social Movements
- ◆ Women in Law and Public Policy
- ◆ Feminist Media and the Arts
- ◆ Globalization, and Transnational Feminist Studies*
- ◆ Nationhood, Sovereignty, and Indigenous Women Studies*

The faculty also supported the idea of developing a track in "Queer Studies/Lesbian, Gay, Bisexual and Transgender Studies." This will require considerable course development, so this track has been deferred for the moment. The department currently employs one PTL to teach "Lesbian Lives and Cultures." No core faculty member regularly offers courses in this area. Curriculum development funds (e.g., Tools for Transformation or Curriculum Transformation funds) and/or new faculty hires will help build this track. We seek to join with faculty in other units, some of them WS adjuncts, in forming an interdisciplinary concentration in Queer Studies, one of the recommendations made in then President McCormick's 1999 Task Force on LGBT issues.

Factors that impede attainment of our objectives. There are several factors that impede our attainment of our departmental objectives, some of which we have attempted and are continuing to address internally and others that will require collaboration with other units and/or other forms of external support:

- Relatively small numbers of both faculty instructors and T.A. quarters
- Lack of faculty with pedagogical expertise in teaching research methods
- Institutional barriers that work against sustained collaborative teaching
- Inadequate classroom facilities
- Inadequate departmental office space

The factors that impede our ability to meet our objectives relate to personnel, space, and facilities. (We recognize that problems in these arenas are ubiquitous at the UW, but we comment on them nonetheless, because they do directly constrain what WS can accomplish.) Our faculty do offer a range of courses that address the goals outlined in our Strategic Plan and in our curricular revision. The small size of our core faculty, and more particularly of faculty who are not committed to other UW units, however, prevents the department from offering an adequately broad curriculum. The relatively small numbers of core faculty who are teaching a full four-course load in WS also impedes our ability to offer courses more frequently in order to meet the demands of both majors and non-majors. Our low numbers of available T.A.s quarters limit our ability to offer more sections of the larger courses and to offer lower division core courses on a more frequent basis. Directly relevant to these concerns, for each of the past five academic years student demand has exceeded the available positions in lower division WS courses and has met or exceeded available positions in upper division WS courses, with one exception (see Appendix B-1). Although we have instituted a rotation among faculty responsibilities for teaching our core courses, we are faced with the inability to offer some very popular courses on a regular basis, due to the small size of our faculty and to budgetary constraints in hiring PTLs and/or graduate students to teach these courses. To illustrate, WOMEN 357, Psychobiology of Women, and WOMEN 427, Women and Violence, are not always offered every year, but almost always oversubscribe when they are offered. These curricular constraints pose special problems for transfer students, who have a shorter time frame in which to take the courses they need for graduation. (Accordingly, the GEI for transfer students is lower in every year for both the department and the college.) We do work with our

adjunct faculty to intersect their course offerings with our curriculum, but this cannot fully address the problem.

We have noted above the problems we face in offering adequate methodological coursework and training in both our undergraduate and graduate programs. Although all of our faculty have some degree of methodological expertise, none of us has concentrated in this arena. We could not meet this need internally without major retraining on the part of some of our faculty, and the pressures on our current curriculum do not allow this time. We have brainstormed a number of ways of addressing this problem at least in the short term, but as we note above, hiring a faculty member who could provide this expertise would make a major contribution to what we can accomplish. One related issue is that we do have concerns about the numbers of students who do not complete their senior theses during the senior year, but extend completion into the summer and occasionally further. We anticipate that provision of more sustained methodological support would help alleviate this problem.

Although the University has made important strides toward improving classroom and media facilities in recent years, the shabby state of many of our classrooms on the Seattle campus sometimes inhibits effective teaching. Broken and torn shades impede the effective viewing of films; those who wish to use multimedia teaching tools are too often frustrated by the lack of adequate computer connections in many classrooms. Bolted-down chairs, happily, are being eliminated in some buildings, but unfortunately remain in many classrooms, inhibiting effective interactive discussions.

As we discuss above, there are bureaucratic obstacles to teaching collaborations; WS faculty participate in many highly effective pedagogical collaborations, despite these barriers. Although many faculty, both in WS and in other units, have found ways to accomplish effective collaborations, these arrangements require side-stepping accountability measures that treat co-teaching as an inefficient arrangement.

As we note above, we lack sufficient office space, particularly for our PTLs and our graduate T.A.s. Because it is imperative that instructors have private space available for meetings with their students, this office shortage is a significant problem. We have completed several remodels to use our space more creatively, but we may be at the point where creativity alone cannot take us further.

Compliance with state-mandated accountability measures:

The department does monitor both state-mandated accountability measures and other measures we use to assess our effectiveness. In terms of time to degree, the charts in Appendix B indicate that the total number of quarters enrolled prior to attainment of degree has declined for non-transfer students from 16.1 in 1998 to 12.9 in 2001 and for transfer students from 12.3 to 7.7 in 2001. For comparison, the parallel data in the College indicate an increase over the same period of time, for non-transfer students, from 14.5 quarters in 1998 to 18.4 in 2001 and for transfer students, 9.0 quarters in 1998 to 10.0 in 2001. Turning to the graduation efficiency index, WS non-transfer graduates in 1998 show a GEI of 81.9, increasing steadily each year to a GEI of 95.4 in 2001; for transfer students, the GEI in 1998 is 68.9 and increases steadily to 2001 with a GEI of 89.4. (The UW goal is a GEI of 95.0 in 2004-05; WS has already achieved this goal for non-transfer students.) The comparison figures for the College are for non-transfer students a GEI of 90.1 in 1998, increasing slightly to 91.1 in 2002, and for transfer students, a GEI of 83.9 in 1998, increasing slightly to 84.2 in 2001. In terms of retention rates, the percentage of majors who have graduated or are still enrolled varies over the past 7 years, but averages around 75% and has been steady at that level for the past several years (the most recent figures are for the entering cohort of 1998).

In terms of the efficiency of our curriculum, the trend of the ratio of expended dollars to paid SCH indicates that there was a rise from 1997-98 to 98-99 but in the several years since then we have produced the total department's SCH with decreasing costs in faculty salaries, in contrast to the

upward trend of this ratio for both social sciences and the College. Looking at these patterns in a slightly different light, the ratio of undergraduate SCH to the number of FTE shows a downward trend in terms of both budgeted and expended FTE, with a slight trend back up since 1999-2000. This turnaround in 1999 suggests that the department, like the social science division, has become more efficient in the production of SCH. At the graduate level, the ratio of SCH to the number of FTE shows an upward trend in both budgeted and actual expenses in 1997-99, after which the budgeted ratio of SCH/budgeted FTE rose, while the ratio dropped using actual expended FTE. This latter trend mirrors trends in the social sciences and College. (The departmental data prior to 1998 do not mean a great deal, given that we did not have a graduate program prior to 1998.) Given that we did not acquire new faculty in conjunction with establishing a graduate program, these trends likely reflect an ongoing tension between supporting our graduate and undergraduate curricula. Looking more closely at the graduate curriculum, the ratio of the 500-level graduate curriculum to paid SCH shows that our own faculty are teaching the courses for which graduate students (both in our own and other departments) are enrolling, but looking at the 600-level courses (independent studies, masters and doctoral credits), there is a slight disjuncture that likely reflects the involvement of our adjunct faculty in working with some of our graduate students. The opposite pattern appears at the undergraduate level, overall, such that the department is paying for SCH in courses controlled by other departments, e.g., through joint listed courses.

We are asked to comment on whether the quality of student learning has improved in conjunction with changes in these accountability criteria. Although we understand the institutional pressures to comply with these measures, we are not convinced that all of these measures are positively correlated with student learning. Retention rates are clearly a significant and important measure; we, like the College and the University, seek to retain any and all students who are continuing to profit from their education. As this report attests, we have a significant proportion of transfer students and our students are somewhat older than the UW average. It is important to us to offer educational opportunities and support for those who may have disrupted their studies and/or experienced obstacles in getting to this point. We count among our graduates students who have begun their studies with us while living in homeless shelters, or in prison. We are deeply committed to supporting their education until they graduate. The best evidence we have of the value of supporting students such as these comes from their current positions: one just received her Ph.D. and another is about to enter graduate school. Measured by time to graduation, both of these students would have been labeled failures. Therefore, we are less convinced about the value of the graduation efficiency index. A commitment to a liberal arts education suggests to us that students should be encouraged to explore various fields, to learn about subjects that may not be related directly to their major. Such exploration may increase time to degree and reduce the efficiency of that degree, as does the choice to major in more than one subject. Our own faculty themselves occasionally enroll as students in courses entirely unrelated to their work, for the sake of learning; we would prefer that the UW support students in doing the same. Our GEI rates have increased and our time to degree has declined, as the state would like, but we see education as about more than efficiency.

Careers of WS graduates and inclusion of career concerns in curricular planning:

The strategic plan approved in 2000 is our primary guide in career planning for our undergraduates. In this document we endorsed the need for our graduates to develop a transnational analytic for their current and future scholarship; this endorsement underlines many of the curricular changes we have made and the kinds of careers we anticipate for our students.

To date we have not gathered systematic data on placements of our graduates. Based on the informal email survey referred to above (results in Table 13), we know that WS graduates have gone on to graduate and professional schools, and to employment in a variety of areas including politics, business, computer programming, social and public health services, and community agencies.

Engaging in this self-study has impressed upon us the value of obtaining this information on a regular basis, and we intend to initiate this practice immediately.

Placement information is and will be useful for curricular assessment. A number of former students have connected their current employment opportunities with the required internship experience; this endorsement of the internship experience is consistent with our commitment to retain this component of the major. The tracks that have guided students' coursework for the past several years are organized around career areas (health, social and human services, activism and social movements, law and public policy, media and the arts). The curriculum revisions recently approved refine the courses to be included in these pre-existing tracks to better articulate these career paths and to reflect deepened attention to global issues. The approval of two new tracks: "Globalization and Transnational Feminist Studies" and "Nationhood, Sovereignty, and Indigenous Women Studies" flow from these global priorities. Another indicator of how students are attuned to career opportunities is the emergence of students whose second major is in the sciences, a combination unheard of only five years ago. This preference has been expressed in the students' suggestion of a track on "Gender, Science and Technology;" the presence of a very limited number of faculty members who can contribute courses to this track currently prevent its development.

The lack of a professional counselor limits our ability to participate fully in career development activities. Students are encouraged to make use of the Center for Career Services. In addition, an annual workshop ("How to apply to graduate school") is offered every year by one of our faculty. (Among current seniors, approximately one-third intend to pursue a post-baccalaureate degree.)

Section F: Graduate Students

1. Recruitment and Retention

The WS Department sends information on our program to the list of prospective minority students provided by the GO-MAP office each year. In addition, the chair and Graduate Program Coordinator answer e-mail inquiries from approximately 30-40 prospective applicants each year. Fifteen or more prospective applicants who live in or travel through Seattle during any year meet with the Graduate Program Coordinator and/or Chair to discuss the program and its relevance to their goals. During the past year, the department website has been upgraded to provide a more accurate and inviting portrait of our department, faculty and current graduate students. The end result is the receipt of applications from an average of 50 prospective students each year. The applicant pool is broad enough and of sufficient quality to fill our available positions with extremely talented scholars.

A quick glance at graduate student statistics suggests a highly diverse group of students with representation of a variety of racial and ethnic groups as well as a wide range of ages and academic backgrounds. In reality, the diversity of our students could and should be much greater. The number of qualified applicants from ethnic and racial minority groups can and should be increased. Our low budget does not provide for recruitment pamphlets of real excitement. While our faculty is quite diverse by typical academic standards, we must work to hire additional faculty of color to deepen the diversity of our scholarship and our pedagogies; this would also do more to attract applicants from all segments of world societies.

Recruitment of qualified applicants is clearly influenced by the limited funding packages we can offer to our students. Funding limitations take their greatest toll on individuals raised in poorer socioeconomic conditions who rely on department funding to support their survival in the extremely expensive city of Seattle.

Lack of fellowship funding also limits our ability to attract students from outside the U.S. Most international students are not eligible for funding as Teaching Assistants during their first year of study. This is a serious problem when virtually all department funding is in the form of teaching assistantships. This is a problem of special significance for WS, given our substantive emphasis on transnational feminisms.

As noted above, retention rates of students who enroll in our graduate program are excellent. Only one student (a mismatch from the outset) has left our program since its inception. The Department Chair and the Graduate Program Coordinator meet with all graduate students regularly to hear issues of concern to students and brainstorm potential solutions. These meetings not only provide an official "ear" for student concerns but also encourage our students to play an active role in shaping the graduate program. Such official recognition of the vital role our students play may help in maintaining our low attrition rates.

2. Inclusion in Governance and Decisions

Graduate students are involved in governance of the department on both formal and informal levels. Graduate students select representatives to a variety of departmental committees each year. Student representatives attend all faculty meetings and are involved in all policy decisions with the exception of personnel issues. We hope that all interested students will have the opportunity to take part in two or three departmental committees during the course of their training program.

Both the Department Chair and the Graduate Program Coordinator maintain an "open door" policy, inviting graduate students to stop by and/or e-mail concerns at any time. An effort is made to take seriously all issues raised by students and to reach solutions fitting to each student's needs.

Grievance Procedures:

Departmental procedures for handling grievances by our graduate students are noted in the WS Graduate Manual (see Appendix I-1).

Section 1, page 13 of the manual states:

In issues concerning evaluations or interactions with faculty members, every effort should be made to resolve the situation informally with the person or persons involved. At this level, the subject remains confidential. Once the subject is raised (with specifics and names) with another faculty member or with the department chair, the situation becomes part of the record and information must be available to anyone with an interest in the subject, including those involved in the situation.

Advice and help resolving grievances can be obtained from the University Ombudsman, Lois Price-Spratlen, 301 HUB, 543-6028.

No grievances have been lodged over the past 3 years.

3. Graduate Student Service Appointments

Appointment Process: Detailed information on this process is found in Section 4 of the Graduate Manual (see Appendix I-1).

Teaching Assistantships:

In an ideal world, WS would fund all of our graduate students with T.A. or R.A. positions or fellowships. Unfortunately, the world is not ideal. The department does not fund students working toward a terminal Masters degree in WS. Each January, all students working toward a Ph.D. in WS who are interested in being funded by the department for the following year must complete and submit an "Annual TA Application" form (see Appendix I-2). Once the department has received its budget for graduate student funding for the following academic year, the faculty consider the funding applications from the current students. Some slots are always reserved for new students.

Most funding provided by the department is in the form of Teaching Assistantships. We aim to offer funding on a 3-quarter basis, but assignment to specific courses is dependent upon actual availability of funds and on student enrollments in various courses. For these reasons, assignments to specific T.A. positions are made on a quarterly basis. (T.A./R.A. decisions for the following Quarter are announced during the 6th week of the current quarter.) The following criteria are considered when making decisions about providing Teaching Assistant funding to continuing students:

1. Academic progress: In most cases, priority for funding is related to academic performance. Students doing better academically are more likely to receive extended funding. Students on External Warn, Probation or Final Probation status with the graduate school typically will not be eligible for T.A. or R.A. funding from the department. A student offered funding but later placed on warn status or probation may have their funding revoked. Students on Internal Warn Status as noted in the

annual evaluation have low status for funding. To date, none of our students have been placed on Warn Status or Probation.

2. Teaching evaluations by course instructors: Because the assignment of T.A.s is primarily intended to provide undergraduate teaching services, formal evaluation of graduate students in terms of their competence as T.A.s is of primary consideration when making future assignments. Instructors are asked to evaluate the T.A.s working with them on a quarterly basis.
3. Educational Assessment Center student evaluations of teaching: Undergraduate student evaluations are an important factor in continued support of T.A.s. T.A.s are expected to have such course evaluations completed each quarter.
4. Searches for funding: Students are expected to initiate searches for alternate funding sources such as grants and fellowships beginning in their second year of study. Students in their second year and beyond who have been actively involved in applying for alternate funding sources will have higher priority for departmental funding than those who have not sought alternate funding.
5. Prior opportunities for teaching experience: Since the WS Department requires that students obtain teaching experience if they wish recommendations for teaching jobs, students requesting T.A. positions who have not previously held such a position have some priority over students who have been teaching regularly. This, of course, is weighed with other factors, including the needs of the course in question.
6. Curricular needs: The types and substantive content of courses in need of T.A. assistance affect the choice of students for funding. Students whose area of concentration match the needs of a course may have higher priority for funding.

T.A. funding is for nine months only. Typically, the department does not have T.A. funding for Summer Quarter. We have begun to hire advanced graduate students to serve as independent instructors in Summer Quarters, however, and anticipate providing this opportunity on a regular basis.

Research Assistantships:

Research Assistants are typically selected by an individual faculty member who controls the position through a grant, contract or other arrangement. If a student is requested by a faculty researcher and wishes to accept the appointment, that student is awarded the R.A. position. As Principal Investigators, the faculty are responsible for the conduct of the research and we seek to provide them maximum flexibility in filling these appointments. If a faculty member does not have a particular request, she conducts an open competition for the position.

Appointment Ranks:

The WS budget mainly includes teaching positions at the lowest salary scale called "Teaching Assistant (T.A.)." As a student progresses through the program, she can be promoted through a series of ranks. Formation of the student's Supervisory Committee makes the student eligible for promotion to the Predoctoral T.A I level. After successful completion of the General Examination the student is eligible for promotion to the Predoctoral T.A. II level. There are equivalent ranks and criteria for advancement for students employed as Research Assistants or Graduate Staff Associates.

While students can move up the appointment schedule and become eligible for higher salaries, WS departmental positions are most often paid at the lowest funding level due to limitations on funding. This policy helps spread our minimal graduate student funding over the greatest number of students

Conclusion

At every stage of departmental growth, beginning with the initial proposal for the establishment of the WS Program, to establishment of an undergraduate major, to formal establishment of a department, to the inauguration of our Ph.D. program five years ago and in conjunction with the University's strategic planning efforts in 2000, we have engaged in extensive discussion of the department's goals. Evaluation has taken place at least every five years and sometimes more frequently. Our primary goals, articulated in our Strategic Plan:

Research Goals:

- R1. Generate internationally significant, innovative, and meaningful scholarship on feminisms in the Americas and Asia in a global frame.
- R2. Retain, develop, and recruit excellent and diverse faculty, staff, and doctoral students who will forward the research mission of the Department and the UW's stated commitment to excellence through diversity.
- R3. Integrate research and teaching missions of Department.

Teaching Goals:

- T1. Build internationally reputed graduate programs.
- T2. Achieve excellence in the doctoral program through review and strengthening of the focus on feminisms in the Americas and Asia in a global context.
- T3. Review and re-focus Master's program as professional degree in applied women gender studies and graduate concentration in applied gender studies as complement to professional degrees.
- T4. Review and reinvigorate undergraduate major to reflect Departmental focus and trends in the new global economy, academia, and feminist studies.
- T5. Initiate a pan-University project to make the Department's instructional mission more visible, exciting, inviting, and relevant to all UW students.

Service Goals:

- S1. Increase visibility of the WS Department nationally and assume a leading role in shaping the discourse and future of the discipline.
- S2. Enhance the educational and scholarly engagement of the Department with local, national, and international communities.
- S3. Seek new ways to continually assess resource needs and re-allocate Departmental resources. Increase and diversify resources from University, College, and external fundraising.

Our most recent discussion of where we are and where we want to go took place at a department retreat in September 2002 to assist with our planning for this review. We will continue this practice with an annual retreat at the outset of each academic year, in order to review our existing statements of goals and to assess the progress we have made in the previous year toward accomplishing those goals. We will use this opportunity to reassess whether these remain our primary goals, to reevaluate our priorities and to identify any new goals that have become significant for our departmental community.

We are committed to attaining these research, teaching, and service goals. We anticipate being able to do as much as we can by shifting departmental resources, working collaboratively with other similarly structured and similarly committed departments, and creatively with other disciplinary and interdisciplinary programs on campus, as well as the College of A&S. Our departmental review has highlighted for us the urgency of some goals relative to others, and we will plan our time and efforts accordingly. We intend to make every effort to address as many of these goals as possible without additional (monetary) resources. However, to accomplish our goals, we will require support from outside the department. Among the more urgent of our needs are:

Faculty Lines: We are in extreme need of additional faculty in three distinct areas: research methods, African American feminist scholarship and pedagogies, and transnational scholarship, especially with emphases on Asia and the Americas. The rationales for these positions are described in detail above. We note as well that with the imminent departure of one of our Assistant Professors and the tenure of the other, as of Autumn 2003, we will have no junior faculty. The department needs the new visions and intellectual vitality that junior faculty always bring. Recognizing the current budgetary constraints operating at the UW, we are entirely open to meeting these curricular and scholarly needs in varied ways: a single scholar may combine some of these areas of interest and expertise; we might partner with other compatible units in joint searches for several scholars in these areas; the College might make commit to some of these positions but defer the searches for a year or two. We seek to work with the College and University in meeting these needs, but we do want to underline that these are significant needs. Additional faculty would also help to distribute the service commitments of the department more broadly, creating deeply needed additional time for scholarship for our current faculty.

Graduate Student Funding: In order to sustain the high quality of our graduate program and to sustain our success to date in attracting and admitting high caliber graduate students, as well as to retain those students, we need additional sources of graduate student funding, including both multiple-year and substantial funding packages for entering graduate students, and TA and RA lines for continuing graduate students. Lack of fellowship funding particularly limits our ability to attract students from outside the U.S. Most international students are not eligible for funding as Teaching Assistants during their first year of study. This is a serious problem when what limited funding we do have is in the form of teaching assistantships. This is a problem of special significance for WS, given our substantive emphasis on transnational feminisms.

Diversity of Faculty and Student Bodies: WS is deeply committed to recruitment and retention of minority students and to sustaining and nurturing a diverse learning environment and departmental community. There are two issues that are particularly difficult for us to address without support from the university. First, virtually all of the research on retention of minority students and faculty indicates that the presence of minority faculty is vital. We need to hire additional minority faculty in order to provide this dimension of mentoring and scholarship in this arena. Second, and directly related to the point in the preceding paragraph, data on prospective graduate students' acceptances and declines of our offers indicate that there is a disproportionate number of students of color who have declined our offer. Our inability to offer substantial, and multi-year, funding packages is a major reason these students have chosen to attend other programs and schools. Talented minority applicants often have numerous offers and most of these come with far better funding packages than we can offer. WS is clearly not alone with these problems, but this does affect the diversity of our graduate program; a broad funding strategy from the Graduate School and the UW would be extremely helpful.

Space: We have made do with the small space committed to the department to date, but as our graduate program increases in size, our space needs are growing more intense. The single room we have for our graduate students is increasingly crowded, providing little space for our students to

study and no privacy for meetings with their undergraduate students. The space we have had for our PTLs has been lost due to a remodel of the Communication Building, so our PTLs are now sharing a tiny office space with T.A.s. Our need for office space for PTLs and T.A.s is thus critical. We note that two of our faculty do not have offices in Padelford Hall; the space constraints at the UW are sufficiently extreme that we do not ask for additional offices for those faculty, but we do note that we will need additional office space for new faculty.

Social Science Grant Administration: As we describe above, various of our faculty engage regularly in grant activity and others are expanding into these arena, which is all to the good. We (like other social science departments) would profit greatly from an infrastructure of support for such activities in the social sciences or in the College as a whole. We encourage the Dean's Office to revisit the idea of a social science grant support office, an idea that has been in circulation for a number of years. Moreover, many of the designated internal sources of grant funding such as the Royalty Research Fund prioritize applications by junior faculty. This poses special challenges for Associate and Full Professors, who constitute the great majority and soon the full population of our faculty. (We applaud the support to junior faculty, but suggest that there is also need for independent research funding for Associate Professors.)

Creative Support for Interdisciplinary Teaching, Scholarship, and Service:

Although the University has expressed strong support for and commitment to interdisciplinary collaborations, there are impediments that have not yet been resolved. There are bureaucratic obstacles to co-teaching, for example, and although the merits of such interdisciplinary scholarly collaborations are without doubt, there is not commensurate institutional recognition of the greater investment of time. This problem is clearly not specific to WS, but on behalf of the many interdisciplinary departments and programs and of all departments who collaborate pedagogically and in scholarship with other units, we urge the UW to develop creative ways of tracking contributions more accurately and more comprehensively.

Concluding Thoughts: WS is no longer new; it has become just established enough that some worry about the effects of over-institutionalization, worried that WS will lose its critical edge. It is true that WS could become a canonical discipline. It could also become a conceptual center for scholarship on gender studies, queer studies, racial and ethnic studies, transnational studies, producing theories and empirical scholarship fundamental to comprehending social differences and inequalities. These possibilities relate to longstanding, and inherently unanswerable, questions about definitions of feminisms. These questions are being asked in all WS programs and departments and among diverse communities of feminist scholars. Moreover, the primarily national (U.S.) foundations of this field are also being questioned. As a department whose mission includes an emphasis on transnational approaches to scholarship on gender with emphases on Asia and the Americas, we are committed not only to pushing beyond these national legacies, but also to scholarship that points to the theoretical connections among transnational, international, and intra-national U.S. sociopolitical systems that create and entrench gender-based and other inequities. WS has been a flexible field. Whether it can remain so as its positions within institutions of higher education become more disciplined, and when these institutions themselves go through economic difficulties, is an open question. We are deeply optimistic about our field, our work, and our students and we look to a future in which WS capitalizes on the keen interest that scholars and students evince in the questions that are the core of WS.

Table 1
Women Studies Adjunct Faculty

CAROLYN ALLEN, Ph.D., Minnesota (1972), Professor, English: theories of race, gender, class, and sexuality and their intersections; 20th century women writers

DAVID ALLEN, Ph.D., Iowa (1975), Professor, Psychosocial Nursing: using critical and feminist theories to conceptualize and research how mental health and mental illnesses are socially constituted and managed, especially in prisons and jails; anti-racism, postcolonial theory; multiculturalism and the role of Whiteness in education and research

ANN ANAGNOST, Ph. D., Michigan (1990), Associate Professor, Anthropology: the politics of reproduction, especially population discourses in late capitalism (area focus on China); anthropology of the body

JORDANNA BAILKIN Ph.D. Stanford University, (1998) Assistant Professor, History:

GERALD BALDASTY, Ph.D., Washington (1978), Professor, Communications: gender, minorities, and media; the American press

JENNIFER BEAN Ph.D., Texas (), Assistant Professor ,Comparative Literature: film studies, American literature and culture, studies in gender and sexuality

PHILIP BEREANO, J.D., Columbia (1965), Professor, Technical Communications: technology and social values; social theory, public policy and technologies; distributional aspects of technology's impacts; women and technology; ethnicity and technology

KATHLEEN BLAKE, Ph.D., California-San Diego (1971), Professor, English: women and literature; feminist literary criticism and theory; Victorian literature, including "the woman question"; issues of empire

RUBY BLONDELL Ph.D., Berkeley (), Professor, Classics, Graduate Program Coordinator: Greek and Roman philosophy and literature

DEE BOERSMA, Ph.D., Ohio State (1974), Professor, Zoology; conservation biology; resource use and its impact on women and development; women in science and environmental problems

DEBRA BOYER, Ph.D., Washington (1986), Affiliate Assistant Professor, Women Studies: feminist research methodology; policy and evaluation issues; sexuality; reproduction; child maltreatment; deviant behavior and adolescence; urban applied anthropology

SUZANNE BRAINARD, Ph.D., Ohio State, (1972), Associate Professor, Women Studies: women in engineering and science

MICHAEL BROWN, Ph.D., British Columbia (1994), Associate Professor, Geography: local, political, and cultural geography; sexuality; health geography; history of geography thought; the home

JESSICA BURSTEIN, Ph.D., Chicago (1998), Assistant Professor, English: Modern British and American literature and poetry, late 19th-century British literature.

JOHNNELLA E. BUTLER, ED.D., Massachusetts (1979), Professor, American Ethnic Studies: Afro-American literature; multicultural studies

LOUISE CABEEN, MFA, Art Institute of Chicago (1989), Associate Professor, Fiber Arts Program: specifically fibers; textile history including 19th century women and art making; contemporary feminist art practice

ANA MARI CAUCE, Ph.D., Yale (1984), Professor, Psychology: social support networks; community psychology; at-risk-adolescents; minority populations

RACHEL CICHOWSKI, Ph.D., UC Irvine (2001) Assistant Professor, Political Science: comparative law and politics, empirical democratic theory and European integration with an emphasis on the role of courts and public participation in the processes of integration and democratization in Europe; the interactions between the European Court of Justice, transnational activists and the expansion of European Union governance in the areas of women's rights and environmental protection.

KENNETH CLATTERBAUGH, Ph.D., Indiana (1966), Professor, Philosophy: philosophical problems of gender studies; contemporary men's movements and their ideologies

CATHERINE CONNORS, Ph.D., Michigan (), Associate Professor, Classics: Roman epic; the ancient novel; women in Greek and Roman antiquity

KATHERINE CUMMINGS, Ph.D., Wisconsin (1985), Associate Professor, English: Queer studies; AIDS (to a lesser degree, contemporary representations of activist response to illness); cultural studies; contemporary US feminism and other critical theories

CHRISTINE DI STEFANO, Ph.D., Massachusetts (1984), Associate Professor, Political Science: feminist political theory

GAIL DUBROW, Ph.D., UCLA (1991), Associate Professor, Urban Design and Planning: social history of the built environment; preservation and interpretation of places significant in the history of women, ethnic communities of color

KIM ENGLAND, Ph.D., Ohio (1988), Associate Professor, Geography, gendered use of space with emphasis on child care and working mothers; gendered geographies of the financial and insurance industries

JOSEPHINE ENSIGN, DPH, Johns Hopkins (1994), Assistant Professor, Nursing: adolescent female health and health programs for homeless populations

KATHIE FRIEDMAN, Ph.D., SUNY-Binghamton (1991), Associate Professor, Liberal Studies -Tacoma: sociology of race; international migration and ethnic group relations

ANN-CHARLOTTE GAVEL-ADAMS, Ph.D., Washington (1990), Associate Professor, Scandinavian Languages and Literature; Scandinavian women in literature, art, drama, and film

DIANE GILLESPIE, Ph.D., Nebraska (1982), Professor and Associate Director, Interdisciplinary Arts & Sciences, Bothell: Cultural and Psychological Studies in Education, Race/Ethnicity, Gender Studies, Cognitive and Educational Psychology

SUSAN A. GLENN, Ph.D., California-Berkeley (1983), Professor, History: 20th century U.S. social history; women's history; labor and immigration

LAYNE GOLDSMITH, MFA, Cranbrook Academy of Art, (1979), Professor, Art: the expressive potential of 'cloth'; the history of textiles

CLAUDIA GORBMAN, Ph.D., Washington (1978), Professor, Liberal Studies-Tacoma: film studies, women and film, French film, film music

NANCY C.M. HARTSOCK, Ph.D., Chicago (1972), Professor, Political Science: feminist theory, especially US; Marxist theory as it relates to feminist issues; critiques of post modernist theories, particularly as French theory has been received in the US

JUDITH HOWARD, Ph.D., Wisconsin (1982), Professor, Sociology: sociology of gender; teaching initiatives

JEANNE HEUVING, Ph.D., Washington (1988), Associate Professor, Liberal Studies - Bothell: feminist theory, gender and literature

CHRISTINE INGEBRITSEN, Ph.D., Cornell (1993), Assistant Professor, Scandinavian Studies; international relations, women in Scandinavian society

LUCY JAROSZ, Ph.D., California-Berkeley (1990), Associate Professor, Geography: rural development and agriculture; agrarian and environmental change; the political economy of development; changing labor processes in industrial agriculture and impacts upon social relations; gender, race, class and development in rural areas

SYDNEY KAPLAN, Ph.D., UCLA (1971), Professor, English; feminist and literary theory; literary modernism

SUSAN KEMP, PhD, Columbia University () Associate Professor and Associate Dean for Professional Degree Programs, School of Social Work: supports for low-income families; public child welfare; community-based and environmental intervention; social work history and theory

MARIEKA KLAWITTER, Ph.D., Wisconsin (1992), Associate Professor, Public Affairs; effects of public policies on family work and income; child support policies; welfare; anti-discrimination policies for sexual orientation

VICTORIA LAWSON, Ph.D., Ohio State (1986), Professor, Geography; critical Latin American development studies including gender relations and economic change, and gender and employment; gender and migration focusing on Mexico and Ecuador

SUZANNE LEBSOCK, Ph.D., Virginia (1977), Professor, History; US women's history, US social history, US South

SHELLY LUNDBERG Ph.D., Northwestern (1981), Professor, Economics: labor economics; Director, Center for Research on Families

KATHARYNE MITCHELL, Ph.D., California-Berkeley (1993), Associate Professor, Geography: migration; racial and ethnic identity; community formation and representation; Pacific Rim issues

JOYCELYN MOODY, Ph.D., Kansas (1989), Associate Professor, English: literature from a feminist perspective; African American women's autobiographies

DOROTHEE OSTMEIER, Ph.D., Johns Hopkins (1993), Assistant Professor, Germanics; theories of gender and cultural representations of the female body

JEAN ROBERTS, Ph.D., Pittsburgh (1982), Associate Professor, Philosophy: feminist ethics and political theory

ELAINA ROSE, Ph.D., Pennsylvania (1993), Assistant Professor, Economics: labor and development economics focusing on gender differences in allocation of resources and economic outcomes in the US and in South Asia

ELIZABETH SALAS, Ph.D., UCLA (1987), Associate Professor, American Ethnic Studies: New Mexican Hispanic history and politics; Chicana history; Mexicana history; minority women in US military history

CAROLE SCHROEDER, Ph.D., Colorado (1993), Assistant Professor, Community Health Care Systems: critical theory of women's health; health care inequities; socio-economic inequities and health

PEPPER SCHWARTZ, Ph.D., Yale (1974), Professor, Sociology: gender, family, and sexuality; power, equity, sexual identity, intimacy, family and intimate roles

LAURIE SEARS, Ph.D., Wisconsin (1986), Associate Professor, History: gender in Southeast Asia

SANDRA SILBERSTEIN, Ph.D., Michigan (1982), Professor, English: women and language; language and ethnicity; discourse analysis; storytelling

JANE SIMONI, Ph.D., UCLA (1993), Assistant Professor, Psychology: health and community psychology in underrepresented populations.

ANDREA SIMPSON, Ph.D., Emory University (), Assistant Professor, Political Science: the politics of ethnicity in the United States; African-American political thought and the politics of race in the United States; the nature of civic participation among working-class African-American women in the areas of school vouchers, crime, and public housing.

CAROLINE CHUNG SIMPSON, Ph.D., Texas-Austin (1994), Associate Professor, English: Asian-American literature and culture

SUE SOHNG, Ph.D., Pittsburgh (), Associate Professor, School of Social Work: social justice and cultural diversity; intergroup dialogue; participatory action research; feminist pedagogy; multicultural research; community development with immigrant and refugee populations

NAOMI SOKOLOFF, Ph.D., Princeton (1980), Associate Professor, Near Eastern Languages and Civilization: feminist criticism; gender and modern Hebrew and Jewish literature

CLARK SORENSEN, Ph.D., Washington (), Associate Professor, Jackson School of International Studies: Korean Anthropology; East Asia.

ROBIN C. STACEY, Ph.D., Yale (1986), Associate Professor, History: medieval women's history; medieval female spirituality

MARIANNE STECHER-HANSEN, California-Berkeley (1990), Associate Professor, Scandinavian Languages and Literature: feminist theory and criticism; Isak Dinesen; modern Scandinavian literature

CYNTHIA STEELE, Ph.D., California-San Diego (1980), Professor, Romance Languages: Mexican women writers and photographers; Mexican feminism; Mexican and Guatemalan indigenous women; Spanish American testimonial literature

GAIL STYGALL, Ph.D., Indiana (1989), Associate Professor, English: feminist rhetorical theory; gender and language

JANELLE TAYLOR, Ph.D., Chicago (1999), Assistant Professor, Anthropology; medical anthropology; science and technology studies; critical perspectives on consumption and culture

LYNN THOMAS, Ph.D., Michigan (1997), Assistant Professor, History; Africa, comparative gender studies

KARINA WALTERS, Ph.D., UCLA (), Associate Professor, School of Social Work:

ALYS EVE WEINBAUM, Ph.D., Columbia (1998), Assistant Professor, English; "Reproduction in modern thought and literature"; "Recent feminist writing on race"

CAROLYN WEST, Ph.D., Missouri (1994), Assistant Professor, Liberal Studies-Tacoma; clinical psychology, family violence, female body images, child abuse

NANCY F. WOODS, Ph.D., North Carolina (1978), Professor, Nursing: menopause and mid-life

ANDREA WOODY, Ph.D., Pittsburgh (1996), Assistant Professor, Philosophy: feminist approaches to philosophy, environmental issues, and aesthetics (dance)

Table 2

**UNDERGRADUATE ENROLLMENTS
1997-2002**

	AUTUMN	WINTER	SPRING	SUMMER	TOTAL
1997-1998					
Women Studies/Joint listings	402/181	336/192	428/175	137/113	1303/661
ED Women Studies/ED Joint listings	30/24	18/8	81/15	11-Apr	133/58
1998-1999					
Women Studies/Joint listings	442/215	396/234	220/119	74/91	1132/659
ED Women Studies/ED Joint listings	35/0	22/10	65/26	0/0	122/36
1999-2000					
Women Studies/Joint listings	429/193	377/213	373/175	88/78	1267/659
ED Women Studies/ED Joint listings	42/78	34/0	31/42	16-Sep	116/136
2000-2001					
Women Studies/Joint listings	426/74	326/249	405/317	120/86	1589/726
ED Women Studies/ED Joint listings	53/11	35/6	41/63	0/0	129/80
2001-2002					
Women Studies/Joint listings	426/182	301/172	344/60	136/59	1207/473
ED Women Studies/ED Joint listings	57/32	49/19	66/49	0/0	172/100

Table 3

Summaries of Student Evaluations for WS, Social Sciences, UW,
1997 - 02



Department Ratings Summary

	Women Studies			Social Sciences			University of Washington		
	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)
Course as a whole was:									
									0 = Very Poor, 5 = Excellent
Lower level, Faculty	2	4.3 (0.41)	4.2 (0.30)	243	3.8 (0.60)	3.9 (0.53)	1,302	3.8 (0.60)	3.9 (0.52)
Lower level, TAs	24	3.9 (0.48)	3.8 (0.38)	748	3.6 (0.57)	3.7 (0.54)	2,968	3.8 (0.61)	3.8 (0.55)
Upper level	25	4.4 (0.46)	4.2 (0.49)	645	4.0 (0.58)	4.0 (0.52)	3,963	4.0 (0.61)	3.9 (0.55)
Graduate level	4	4.6 (0.37)	4.3 (0.30)	93	4.3 (0.54)	4.1 (0.50)	2,175	4.1 (0.67)	4.0 (0.63)
TOTAL	55	4.2 (0.53)	4.1 (0.46)	1,729	3.8 (0.61)	3.8 (0.55)	10,408	3.9 (0.63)	3.9 (0.57)
Instructor's effectiveness in teaching the subject matter was:									
									0 = Very Poor, 5 = Excellent
Lower level, Faculty	2	4.4 (0.43)	4.4 (0.31)	243	3.9 (0.69)	4.0 (0.63)	1,302	3.9 (0.73)	4.0 (0.66)
Lower level, TAs	24	3.9 (0.56)	3.9 (0.49)	748	3.7 (0.66)	3.8 (0.62)	2,968	3.9 (0.72)	3.9 (0.67)
Upper level	25	4.4 (0.52)	4.2 (0.56)	645	4.1 (0.64)	4.1 (0.58)	3,965	4.0 (0.70)	4.0 (0.65)
Graduate level	4	4.7 (0.41)	4.5 (0.53)	93	4.3 (0.56)	4.2 (0.55)	2,174	4.1 (0.74)	4.1 (0.71)
TOTAL	55	4.2 (0.59)	4.1 (0.55)	1,729	3.9 (0.68)	3.9 (0.62)	10,409	4.0 (0.73)	4.0 (0.67)
COMBINED ITEMS 1-4:									
									0 = Very Poor, 5 = Excellent
Lower level, Faculty	2	4.4 (0.34)	4.3 (0.23)	243	3.9 (0.59)	4.0 (0.54)	1,302	3.9 (0.61)	4.0 (0.54)
Lower level, TAs	24	3.9 (0.49)	3.9 (0.41)	748	3.7 (0.57)	3.8 (0.54)	2,968	3.8 (0.62)	3.9 (0.57)
Upper level	25	4.5 (0.44)	4.3 (0.46)	645	4.1 (0.57)	4.1 (0.52)	3,967	4.0 (0.61)	4.0 (0.56)
Graduate level	4	4.6 (0.38)	4.4 (0.45)	93	4.3 (0.53)	4.2 (0.50)	2,177	4.1 (0.66)	4.1 (0.61)
TOTAL	55	4.2 (0.54)	4.1 (0.48)	1,729	3.9 (0.60)	3.9 (0.55)	10,414	4.0 (0.63)	4.0 (0.57)
Expected grade relative to other courses you have taken:									
									1 = Much Lower, 7 = Much Higher
Lower level, Faculty	2	5.1 (0.37)		241	4.8 (0.63)		1,265	4.8 (0.66)	
Lower level, TAs	24	4.8 (0.64)		748	4.7 (0.52)		2,915	4.8 (0.65)	
Upper level	25	5.1 (0.79)		643	4.8 (0.58)		3,856	4.8 (0.63)	
Graduate level	4	4.7 (0.49)		91	4.7 (0.58)		2,029	4.8 (0.64)	
TOTAL	55	5.0 (0.70)		1,723	4.8 (0.56)		10,065	4.8 (0.64)	
Amount of effort to succeed relative to other courses you have taken:									
									1 = Much Lower, 7 = Much Higher
Lower level, Faculty	2	5.7 (0.11)		242	5.0 (0.61)		1,268	5.3 (0.66)	
Lower level, TAs	24	5.3 (0.50)		748	5.0 (0.51)		2,916	5.2 (0.63)	
Upper level	25	5.6 (0.56)		644	5.4 (0.57)		3,869	5.3 (0.70)	
Graduate level	4	5.8 (0.70)		91	5.4 (0.73)		2,061	5.2 (0.83)	
TOTAL	55	5.5 (0.56)		1,725	5.2 (0.59)		10,114	5.2 (0.70)	
Hours spent per week per credit, including class sessions:									
Lower level, Faculty	2	1.7 (0.10)		243	1.6 (0.50)		1,271	1.9 (0.79)	
Lower level, TAs	24	1.7 (0.42)		748	1.5 (0.34)		2,907	2.0 (1.26)	
Upper level	24	1.8 (0.41)		643	1.8 (0.48)		3,867	2.2 (1.00)	
Graduate level	4	2.9 (1.10)		92	2.5 (1.40)		2,068	2.6 (1.55)	
TOTAL	54	1.8 (0.56)		1,726	1.7 (0.57)		10,113	2.2 (1.21)	
Grade expected in this course:									
									0.00 to 4.00
Lower level, Faculty	2	3.4 (0.01)		234	3.4 (0.22)		1,242	3.4 (0.23)	
Lower level, TAs	24	3.3 (0.30)		748	3.3 (0.19)		2,871	3.4 (0.24)	
Upper level	25	3.5 (0.16)		637	3.4 (0.20)		3,755	3.4 (0.22)	
Graduate level	4	3.7 (0.23)		86	3.7 (0.13)		1,725	3.6 (0.19)	
TOTAL	55	3.5 (0.26)		1,705	3.4 (0.21)		9,593	3.4 (0.24)	

Note: Means are calculated over all class medians for the specified item and time period.

Department Ratings Summary

Autumn 2000 through Summer 2001

Functional Assessment System
Office of Educational Assessment
University of Washington

Department WOMEN

Sub-college CB

University UW

Women Studies

Social Sciences

University of Washington

The course as a whole:

(0 = Very Poor 5 = Excellent)

	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)
100-200 Level, Faculty	8	4.00 (0.62)	3.98 (0.62)	186	3.82 (0.60)	3.90 (0.59)	1,246	3.84 (0.57)	3.93 (0.51)
100-200 Level, TAs	12	4.01 (0.52)	3.98 (0.55)	753	3.69 (0.60)	3.71 (0.58)	2,758	3.77 (0.60)	3.79 (0.56)
300-400 Level	23	4.47 (0.40)	4.34 (0.40)	629	4.06 (0.57)	3.99 (0.51)	3,783	3.94 (0.64)	3.89 (0.58)
Graduate Level	2	3.66 (0.59)	3.53 (0.21)	74	4.25 (0.51)	4.19 (0.51)	2,043	4.05 (0.67)	4.01 (0.62)
Total of all Classes	45	4.23 (0.54)	4.14 (0.52)	1,642	3.87 (0.61)	3.86 (0.57)	9,830	3.90 (0.64)	3.89 (0.58)

The instructor's effectiveness in teaching the subject matter:

(0 = Very Poor 5 = Excellent)

	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)
100-200 Level, Faculty	8	3.91 (0.76)	3.91 (0.76)	186	3.92 (0.70)	3.99 (0.67)	1,246	3.95 (0.71)	4.02 (0.66)
100-200 Level, TAs	12	4.26 (0.48)	4.25 (0.52)	754	3.78 (0.65)	3.81 (0.64)	2,760	3.88 (0.68)	3.90 (0.64)
300-400 Level	23	4.53 (0.44)	4.43 (0.45)	629	4.16 (0.61)	4.12 (0.56)	3,784	4.01 (0.73)	3.97 (0.68)
Graduate Level	2	4.50 (0.00)	4.38 (0.37)	74	4.32 (0.59)	4.27 (0.60)	2,044	4.08 (0.75)	4.05 (0.71)
Total of all Classes	45	4.35 (0.55)	4.28 (0.55)	1,643	3.96 (0.67)	3.97 (0.63)	9,834	3.98 (0.72)	3.97 (0.68)

Expected grade relative to other courses:

(1 = much lower 7 = much higher)

	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	8	4.89 (0.49)	185	4.89 (0.73)	1,202	4.84 (0.67)
100-200 Level, TAs	12	4.79 (0.45)	753	4.73 (0.54)	2,731	4.83 (0.63)
300-400 Level	22	4.97 (0.61)	628	4.83 (0.63)	3,707	4.82 (0.65)
Graduate Level	2	4.94 (0.90)	73	4.74 (0.51)	1,903	4.76 (0.64)
Total of all Classes	44	4.90 (0.55)	1,639	4.78 (0.60)	9,543	4.81 (0.64)

Amount of effort to succeed relative to other courses:

(1 = much lower 7 = much higher)

	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	8	5.28 (0.55)	186	4.94 (0.75)	1,204	5.26 (0.69)
100-200 Level, TAs	12	5.46 (0.49)	753	5.01 (0.53)	2,731	5.19 (0.64)
300-400 Level	22	5.55 (0.43)	628	5.32 (0.59)	3,720	5.23 (0.70)
Graduate Level	2	4.75 (1.06)	73	5.44 (0.63)	1,932	5.15 (0.79)
Total of all Classes	44	5.44 (0.51)	1,640	5.14 (0.61)	9,587	5.21 (0.70)

Hours spent per week per credit:

(includes class sessions)

	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	8	1.87 (0.20)	185	1.66 (0.49)	1,203	1.97 (0.82)
100-200 Level, TAs	12	1.91 (0.35)	753	1.49 (0.34)	2,728	1.94 (1.00)
300-400 Level	23	1.90 (0.56)	629	1.76 (0.52)	3,717	2.26 (1.22)
Graduate Level	2	2.89 (0.86)	74	2.40 (0.70)	1,946	2.62 (1.51)
Total of all Classes	45	1.94 (0.50)	1,641	1.65 (0.50)	9,594	2.21 (1.21)

Grade expected in class:

(0.00 - 4.00)

	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	8	3.34 (0.20)	176	3.43 (0.24)	1,181	3.39 (0.22)
100-200 Level, TAs	12	3.29 (0.21)	753	3.30 (0.20)	2,675	3.35 (0.23)
300-400 Level	22	3.52 (0.17)	623	3.42 (0.20)	3,594	3.45 (0.21)
Graduate Level	1	3.89	69	3.64 (0.13)	1,615	3.59 (0.20)
Total of all Classes	43	3.43 (0.22)	1,621	3.37 (0.22)	9,065	3.44 (0.23)

Department Ratings Summary

Instructional Assessment System
Office of Educational Assessment
University of Washington

Women Studies Social Sciences University of Washington Autumn 1999 through Summer 2000

The course as a whole:

(0 = Very Poor 5 = Excellent)

	Department WOMEN			Sub-college CB			University UW		
	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)
100-200 Level, Faculty	6	4.63 (0.13)	4.65 (0.28)	160	3.91 (0.61)	3.94 (0.58)	988	3.84 (0.60)	3.94 (0.51)
100-200 Level, TAs	19	3.79 (0.55)	3.72 (0.57)	740	3.66 (0.63)	3.68 (0.57)	2,853	3.75 (0.61)	3.78 (0.57)
300-400 Level	27	4.29 (0.65)	4.26 (0.60)	656	4.01 (0.58)	3.93 (0.55)	3,731	3.92 (0.63)	3.87 (0.58)
Graduate Level	1	3.67	3.69	82	4.20 (0.61)	4.12 (0.58)	2,058	4.01 (0.70)	3.95 (0.64)
Total of all Classes	53	4.14 (0.64)	4.10 (0.63)	1,638	3.85 (0.63)	3.83 (0.58)	9,630	3.88 (0.65)	3.87 (0.58)

The instructor's effectiveness in teaching the subject matter:

(0 = Very Poor 5 = Excellent)

	Department WOMEN			Sub-college CB			University UW		
	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)	No. of Classes	Mean (SD)	Adjusted Mean (SD)
100-200 Level, Faculty	6	4.58 (0.18)	4.61 (0.42)	160	3.99 (0.70)	4.00 (0.67)	988	3.93 (0.74)	4.02 (0.66)
100-200 Level, TAs	19	3.90 (0.64)	3.86 (0.64)	740	3.77 (0.73)	3.79 (0.68)	2,853	3.87 (0.72)	3.90 (0.68)
300-400 Level	27	4.21 (0.86)	4.22 (0.78)	656	4.09 (0.65)	4.04 (0.62)	3,731	3.99 (0.74)	3.96 (0.69)
Graduate Level	1	3.42	3.49	82	4.20 (0.65)	4.15 (0.63)	2,062	4.04 (0.79)	3.99 (0.74)
Total of all Classes	53	4.13 (0.75)	4.12 (0.73)	1,638	3.94 (0.71)	3.93 (0.67)	9,634	3.96 (0.75)	3.95 (0.70)

Expected grade relative to other courses:

(1 = much lower 7 = much higher)

	Department WOMEN		Sub-college CB		University UW	
	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	6	4.92 (0.51)	158	5.03 (0.80)	934	4.82 (0.70)
100-200 Level, TAs	19	4.79 (0.47)	740	4.78 (0.59)	2,826	4.81 (0.66)
300-400 Level	27	4.71 (0.60)	652	4.83 (0.62)	3,637	4.79 (0.63)
Graduate Level	1	4.38	82	4.62 (0.59)	1,858	4.75 (0.65)
Total of all Classes	53	4.76 (0.54)	1,632	4.81 (0.63)	9,255	4.79 (0.65)

Amount of effort to succeed relative to other courses:

(1 = much lower 7 = much higher)

	Department WOMEN		Sub-college CB		University UW	
	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	6	5.35 (0.48)	159	4.92 (0.75)	938	5.25 (0.69)
100-200 Level, TAs	19	5.50 (0.44)	740	5.02 (0.54)	2,825	5.20 (0.65)
300-400 Level	27	5.73 (0.55)	654	5.35 (0.63)	3,650	5.23 (0.70)
Graduate Level	1	6.85	82	5.40 (0.65)	1,884	5.14 (0.80)
Total of all Classes	53	5.63 (0.54)	1,635	5.16 (0.63)	9,297	5.20 (0.71)

Hours spent per week per credit:

(Includes class sessions)

	Department WOMEN		Sub-college CB		University UW	
	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	6	1.76 (0.21)	160	1.73 (0.67)	940	1.99 (0.74)
100-200 Level, TAs	19	1.80 (0.28)	740	1.54 (0.34)	2,824	2.03 (1.11)
300-400 Level	27	1.97 (0.44)	652	1.81 (0.53)	3,653	2.25 (1.13)
Graduate Level	1	3.35	81	2.44 (0.87)	1,890	2.62 (1.51)
Total of all Classes	53	1.91 (0.42)	1,633	1.71 (0.54)	9,307	2.23 (1.20)

Grade expected in class:

(0.00 - 4.00)

	Department WOMEN		Sub-college CB		University UW	
	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)	No. of Classes	Mean (SD)
100-200 Level, Faculty	6	3.40 (0.07)	152	3.45 (0.25)	918	3.37 (0.24)
100-200 Level, TAs	19	3.29 (0.12)	739	3.29 (0.21)	2,739	3.33 (0.24)
300-400 Level	27	3.43 (0.15)	647	3.39 (0.21)	3,518	3.43 (0.22)
Graduate Level	1	3.56	78	3.62 (0.15)	1,553	3.58 (0.22)
Total of all Classes	53	3.38 (0.14)	1,616	3.36 (0.22)	8,728	3.42 (0.24)

RATINGS SUMMARY

Women Studies
Social Sciences
Arts & Sciences

Campus: University of Washington
Term: AU97, WI98, SP98, SU98
Courses and Lectures
Forms "A-E", "G", "I-X"

The course as a whole														
	No. of Classes	AVERAGE (0=very poor; 5=excellent)			DECILE FREQUENCIES									
		Dept	(Sub)College	Univ	0	1	2	3	4	5	6	7	8	9
100-200	19	3.64	3.77	3.83	2	4	2	2	2	4	0	1	2	0
300-400	20	4.15	4.01	3.95	2	0	1	1	1	1	4	1	5	4
Grad	2	4.68	4.23	4.06	0	0	0	0	0	0	0	0	1	1
Total	41	3.94	3.94	3.94	4	4	3	3	3	5	4	2	8	5

The instructor's effectiveness in teaching the subject matter														
	No. of Classes	AVERAGE (0=very poor; 5=excellent)			DECILE FREQUENCIES									
		Dept	(Sub)College	Univ	0	1	2	3	4	5	6	7	8	9
100-200	19	3.80	3.92	3.98	1	3	1	5	3	1	2	2	1	0
300-400	20	4.25	4.10	4.02	1	0	2	2	2	3	0	1	3	6
Grad	2	4.88	4.25	4.08	0	0	0	0	0	0	0	0	0	2
Total	41	4.07	4.05	4.02	2	3	3	7	5	4	2	3	4	8

Expected grade compared to other courses														
	No. of Classes	AVERAGE (1=much lower; 7=much higher)			DECILE FREQUENCIES									
		Dept	(Sub)College	Univ	0	1	2	3	4	5	6	7	8	9
100-200	19	4.36	4.73	4.89	4	5	4	0	1	2	0	2	1	0
300-400	20	4.53	4.83	4.82	4	3	6	0	3	0	0	1	2	1
Grad	2	4.19	4.59	4.74	0	2	0	0	0	0	0	0	0	0
Total	41	4.43	4.77	4.82	8	10	10	0	4	2	0	3	3	1

Amount of effort to succeed relative to other courses														
	No. of Classes	AVERAGE (1=much lower; 7=much higher)			DECILE FREQUENCIES									
		Dept	(Sub)College	Univ	0	1	2	3	4	5	6	7	8	9
100-200	19	5.77	5.11	5.27	0	1	1	0	1	2	3	0	5	6
300-400	20	5.74	5.36	5.28	0	1	0	2	5	1	0	1	2	8
Grad	2	6.24	5.43	5.17	0	0	0	0	0	0	0	0	1	1
Total	41	5.78	5.27	5.25	0	2	1	2	6	3	3	1	8	15

Hours spent per week per credit (Inc. class sessions)					Grade expected in class				
	No. of Classes	AVERAGE (hours/credits)			No. of Classes	AVERAGE (GPA)			
		Dept	(Sub)College	Univ		Dept	(Sub)College	Univ	
100-200	19	2.05	1.77	1.94	100-200	19	3.21	3.31	3.37
300-400	20	2.36	1.90	2.26	300-400	20	3.39	3.39	3.43
Grad	2	2.46	2.57	2.62	Grad	2	3.48	3.62	3.58
Total	41	2.23	1.90	2.25	Total	41	3.31	3.38	3.44

Table 4
Entrance Statistics for Current WS Graduate Students

	Last	First	Year	State	YOB	GPA	GRE V	GRE Q	GRE A
1			2002	MD	1980	3.71	590	800	800
2			2002	FL	1978	3.87	660	730	660
3			2002	CO	1976	3.68	630	530	720
4			2001	CA	1978	3.55	400	240	340
5			2001	WA	1949	3.65	750	600	730
6			2001	WA	1974	3.86	630	650	700
7			2001	NY	1978	3.82	590	710	760
8			2000	CA	1952	3.58	340	360	390
9			2000	CA	1975	3.68	0	0	0
10			2000	WA	1970	3.59	730	570	660
11			1999	CA	1976	3.53	780	800	780
12			1999	WA	1952	4.00	540	670	
13			1999	VA	1972	3.44	690	650	770
14			1998	WA	1951	3.22	410	370	460
15			1998	WA	1971	3.71	640	600	660

Average Scores
Average Scores Rounded Off

3.66	558.67	552	602.1429
	560	550	600

Table 5

Average GRE scores for Admitted Graduate Applicants

	GRE V	GRE Q	GRE A
1998	580	530	630
1999	610	670	550
2000	470	450	440
2001	570	580	630
2002	630	670	700
2003			
2004			
2005			
2006			
2007			
2008			
2009			
2010			
2011			
2012			
2013			
2014			
2015			

Average GPA's for Admitted Graduate Applicants

1998	3.46
1999	3.8
2000	3.7
2001	3
2002	3.8
2003	
2004	
2005	
2006	
2007	
2008	
2009	
2010	
2011	
2012	
2013	
2014	
2015	

Table 6
Ratios of Offers to Applications, for Graduate Admissions

	1998	1999	2000	2001	2002
Number of Applicants	19	49	78	46	52
PhD Offers Made	3	5	6	4	5
PhD Offers Accepted	3	3	3	4	3
MA Offers Made	0	1 - this was Alka who later changed to phd	2	1	0
MA Offers Accepted	0	1	0	0	0

Table 7
Disciplinary Backgrounds of Graduate Applicants

<u>Disciplines</u>	<u>Disciplines</u>
<u>1998</u>	<u>1999</u>
English - 7	Anthropology - 2
Philosophy - 1	Biology - 1
Psychology - 2	Clothing/Textiles - 1
*Public Affairs - 1	Geography - 1
Unspecified - 3	History - 1
*Women Studies - 5	Humanities - 1
	Journalism - 1
	Liberal Studies - 1
	Literature/English - 8
	*Mathematics - 1
	*Nursing - 1
	Philosophy - 3
	Psychology - 6
	*Public Administration - 1
	Social Science - 3
	Social Work/Public Affairs - 2
	Speech Communication - 1
	Theater - 2
	Unspecified - 2
	Women Studies - 10

Table 7
Disciplinary Backgrounds of Graduate Applicants

Disciplines	Disciplines
2000	2001
Accounting - 1	*Afro-Am Studies - 1
Anthropology - 2	Anthropology - 3
Art History - 1	Arts Administration - 1
Economics - 1	Business - 1
Education - 1	Combined Science & Theater - 1
English - 15	Communications - 1
History - 2	Criminal Justice - 1
Interdisciplinary Humanities - 1	Economics - 1
International relations - 1	English - 3
Journalism - 2	Health Social Sciences - 1
Liberal Studies - 1	History of Music - 1
*Literature - 2	Humanities - 2
Micronesian Studies - 1	Interdisciplinary Studies - 1
*Philosophy - 1	Law - 1
Political Science - 3	Liberal Studies - 1
Psychology - 5	Philosophy - 2
Religious Studies - 1	Political Science - 2
Science - 1	Psychology - 1
*Sociology - 5	Religion - 1
Women Studies - 19	Science - 1
World Arts & Culture - 1	*Sociology - 1
	*Spanish - 1
	Training & Development - 1
	*Women Studies - 16

Table 7
Disciplinary Backgrounds of Graduate Applicants

Disciplines	Disciplines
2002	2003
Anthropology - 1	
Cellular biochemistry - 1	
Chemistry - 1	
Classics - 1	
Communications - 2	
*English - 8	
English Lit - 1	
Feminist Theory - 1	
Foreign Lang & Lit - 1	
*History - 2	
Humanities - 1	
Journalism - 1	
Literary & Cultural Studies - 1	
Philosophy - 2	
Political Science - 1	
*Psychology - 5	
Social Work - 2	
Sociology - 2	
Studio Arts - 1	
University Studies - 1	
Women Studies - 16	

Table 8
Composition of WS Core Graduate Seminars

		Undergraduate Women Studies	Graduate Women Studies	Undergraduate Non-Women Studies	Graduate Non-Women Studies
AUT / 97	*	0	0	0	0
WIN / 98	501	1	0	0	9
SPR / 98	502	0	0	0	17
AUT / 98	501	0	3	0	8
WIN / 99	502	1	3	0	10
SPR / 99	503	0	2	0	13
AUT / 99	501	1	3	0	12
WIN / 00	502	1	3	0	13
SPR / 00	503	0	3	0	15
AUT / 00	501	0	3	0	8
WIN / 01	502	0	3	0	8
SPR / 01	503	0	3	0	12
AUT / 01	501	0	4	0	7
WIN / 02	502	0	4	0	6
SPR / 02	503	0	4	0	10
AUT / 02	501	1	3		9

Table 9 - A

AVERAGE FACULTY TEACHING COMMITMENTS				
Courses taught per year	Faculty Member	Comments	# CREDITS	#SCH
<i>Many of our courses are cross-listed; only WS shown here</i>				
Four (4) courses per year	Ramamurthy		20	695
	Sunindyo		20	535
	Ross		20	100
	Ginorio (99-00; 00-01)		20	225
Three (3) courses per year	Barlow	positions editor, one course release	15	215
	Kenney	50% Psych / 50% WS, and one course release as Graduate program Coordinator	15	595
	Jacobs	Undergraduate director (97 - 02), one course release	15	235
	Ginorio	NWCROW (87 - 99), one course release	15	280
Two (2) courses per year	Tupper	2 course commitment to CHID	10	1190
	Yee	Chair (96 - 01)	11	204
One (1) course per year	Howard	Chair (01-06), College Council, one course release	5	25
	Noble	Honors, Robinson Ctr.	3	12

Table 9 - B

AVERAGE TEACHING COMMITMENT BY FACULTY OF UNDERREPRESENTED GROUPS				
Rank	Faculty of Color	% of FTE [# of courses AY]	Faculty not of Color	% of FTE [# of courses AY]
Senior lecturer			Tupper	100% [4]
Assistant Professor	Ramamurthy	100% [4]		
	Sunindyo	100% [4]		
Associate Professor	Ross	100% [4]	Kenney	50% [3]
	Ginorio	75% / 100% [3 / 4]	Noble	25% [1]
	Yee	50% [2]		
Full Professor			Barlow	100% [3]
			Jacobs	100% [3]

Table 10A: Representation of Racial and Ethnic Minority Groups in Department

	<u>Year</u>	<u># of people of color/total #:</u>
Undergraduate Students (Spring Quarter, each year):		
	1998	14/82
	1999	17/78
	2000	14/85
	2001	15/85
	2002	13/78
Graduate Students (by year of entry):		
	1998	0 of 3
	1999	2 of 3
	2000	1 of 3
	2001	1 of 4
	2002	0 of 3
Faculty:		
	Senior Lecturer	0 of 1
	Assistant Professors	2 of 2
	Associate Professors	3 of 5
	Full Professors:	0 of 3
Office Staff:		
		0 of 2
Advisor:		
		0 of 1

Table 10B: Average Age of WS Majors:

1998	24.2
1999	24.8
2000	25.1
2001	26.1
2002	25.0

Table 11

FACULTY INDEPENDENT STUDY ENROLLMENT
AUT 1998 - SPR 2002

	1998 - 1999				
	493	497	499	600	TOTAL
BARLOW	2				2
BRIGHT					
GINORIO	2				2
HOWARD					
JACOBS	1		1	4	6
KENNEY	4	5	2		11
NOBLE			6		6
NOVOTNY					
RAMAMURTHY			3	3	6
ROSS					
SUNINDYO	2		3	1	6
TUPPER	2				2
YEE			2		2

	1999 - 2000				
	493	497	499	600	TOTAL
BARLOW	2			1	3
BRIGHT					
GINORIO	3		5	1	9
HOWARD					
JACOBS	3		2	7	12
KENNEY		1	4	1	6
NOBLE	2				2
NOVOTNY	1		1		2
RAMAMURTHY	2		1	6	9
ROSS	1				1
SUNINDYO	1		1	2	4
TUPPER	2	2	6		10
YEE	2	1	2	1	6

	2000 - 2001				
	493	497	499	600	TOTAL
BARLOW					
BRIGHT					
GINORIO				4	4
HOWARD					
JACOBS	1			2	3
KENNEY	1				1
NOBLE				1	1
NOVOTNY					
RAMAMURTHY	1			9	10
ROSS				6	6
SUNINDYO					
TUPPER	2		1		3
YEE	4		2	1	7

	2001 - 2002					
	493	497	499	598	600	TOTAL
BARLOW						
BRIGHT						
GINORIO			1		7	8
HOWARD	2				1	3
JACOBS				1		1
KENNEY	2			1		3
NOBLE	1				3	4
NOVOTNY						
RAMAMURTHY					5	5
ROSS	1		2		1	4
SUNINDYO			1			1
TUPPER	1					1
YEE	3	2	5	1	3	14

Blue = Faculty of Color

Ta 2
Comparative Benchmarks of WS Programs / Departments

Name, Carnegie Category	Programs offered, start date, latest enrollments, grad financial aid Program or Dept.	Program focus: International or other distinctive claims	WS Faculty Lines: Full-time tenure lines in WS Joint Appointments Program Appointments.	WS Related Centers
UCLA, Los Angeles, CA Research 1	BA (1975), 120 students MA (1989), 20 students Ph. D. (2000) 0 student <u>PROGRAM</u>	"The MA program is for individuals currently working in social service agencies or NGO's that deal with women's issues who feel that additional education would enrich and advance their careers. PhD is to prepare students for the competitive world of teaching and research."	Full-time WS positions: 0 Jt appt w/ humanities: 0 Jt appt w/ social sciences: 0 <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> Total WS faculty lines: 0	The UCLA Center for the Study of Women
Clark University, Worcester, MA Doctoral 2	No BA No MA PhD - 14 in 1999 <u>PROGRAM</u>	"New Knowledge for a new world" PhD is "designed for future academicians as well as for professionals in public policy, government, and the private sector."	Full-time WS positions: 0 Jt appt w/ humanities: 0 Jt appt w/ social sciences: 0 <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> Total WS faculty lines: 0 Prg. appts: 32 as of 1998	

Comparative Benchmarks of WS Programs / Departments

<p>Emory University, Atlanta, GA Research 1</p>	<p>BA: Yes MA: only as part of completion of Ph.D. requirements. Ph.D: 36 full time</p> <p><u>INSTITUTE</u> The Institute for Women's Studies awards up to six fellowships to first-year students on a competitive basis. No students are admitted without fellowship awards. Awards cover full tuition and provide an annual stipend (currently \$11,450) for four years</p>	<p>"PhD offers a curriculum leading to teaching and scholarship in the study of women, gender, and feminist theory, with an emphasis on grounding in a traditional discipline, interdisciplinary study, and comparative theoretical and empirical perspectives.</p> <p>The Program promotes a comparative and global perspective on the experience of women in different societies, classes, and races. Committed to intellectual and ideological openness, the Institute encourages discussion and debate across disciplines.</p>	<p>Full-time WS positions: 0 Jt appt w/humanities: 5 Jt appt w/social sciences: 5 <hr/>Total WS faculty lines: 10</p>	
<p>University of Iowa, Iowa City Research 1</p>	<p>BA (1974) MA: NONE Ph.D. (1997): 9 in 1999</p> <p><u>PROGRAM</u></p>	<p>PhDs will "have a firm grounding in the history of feminist Inquiry, in the histories of feminisms, and in feminist pedagogy and practice. We also want our students to be able to move easily among the disciplines in their research and teaching. We believe that a strong commitment to interdisciplinary work brings a broad understanding that needs to be balanced with the depth that concentration in a single discipline can bring."</p>	<p>Full-time WS positions: 1 Jt appt w/humanities: 3 Jt appt w/social sciences: 5 <hr/>Total WS faculty lines: 1</p>	<p>Women's Resource and Action Center</p>

Comparative Benchmarks of WS Programs / Departments

<p>University of Maryland, College Park, Baltimore</p> <p>Research 1</p>	<p>BA (1994) MA: No Ph.D: begins fall 2000</p> <p><u>DEPARTMENT AND PROGRAM</u> In conjunction with the Graduate School, The Women's Studies Department also awards teaching, research, and administrative assistantships. These assistantships carry a stipend, benefits, and remission of tuition of up to ten credit hours each semester.</p>	<p>Women's Studies offers an interdisciplinary and integrative program of study leading to the Doctor of Philosophy degree. Students will be expected to develop a thorough grounding in the new scholarship on women; acquire an understanding of gender as a category of analysis; analyze and assess theories about the role of gender in systems of hierarchy and its intersection with other categories of difference, such as race, ethnicity, religion, class, sexuality, physical and developmental ability, and age; develop competence in women's studies theories, research methods, and pedagogy, including issues related to women's diversity nationally and globally; and achieve competence in a selected area of specialization.</p>	<p>Full-time WS positions: 10 Jt appt w/humanities: 0 Jt appt w/social sciences: 0</p> <hr/> <p>Total WS faculty lines: 10</p>	<p>The National Women's Studies Association</p> <p>FEMINIST STUDIES jrn.</p> <p>Consortium on Race, Gender, and Ethnicity to further the grant-getting potential and otherwise support the research endeavors of faculty in these fields.</p>
<p>University of Minnesota, Minneapolis, MN</p> <p>Research 1</p>	<p>BA: Yes MA: No Ph.D: Yes</p> <p><u>DEPARTMENT</u> Fellowships awarded by the Graduate School: stipend of approximately \$12,000 plus tuition for the first academic year. Among these fellowships are a number of targeted awards available to graduate students of color and economically disadvantaged students.</p>	<p>The Ph.D. and graduate minor programs in Feminist Studies are designed to help students develop a high level of competence in feminist theories, research methods, interdisciplinarity, and pedagogies. Our program is especially strong on issues related to women's diversity nationally and globally, as well as skills in specific research methods.</p>	<p>Full-time WS positions: 11 Jt appt w/humanities: 0 Jt appt w/social sciences: 0</p> <hr/> <p>Total WS faculty lines: 11</p>	<p>Center for Advanced Feminist Studies</p>

Comparative Benchmarks of WS Programs / Departments

<p><u>Gender Institute,</u> London School of Economics and Political Science, , England N/A</p>	<p>BA: No MSc in Gender Relations Ph.D (1992): 27 <u>INSTITUTE</u></p>	<p>"The development of an interdisciplinary approach to the analysis of gender relations. Building academic and policy links." Strong international focus</p>	<p>Full-time WS positions: 6 Jt appt w/humanities: 0 Jt appt w/social sciences: 0 <hr/>Total WS faculty lines: 6</p>	<p>None</p>
<p>York University, Ontario, Canada N/A</p>	<p>BA: Yes MA: Yes Ph.D: Yes <u>SCHOOL</u></p>	<p>"York offers the only freestanding Ph.D in Womens Studies in Canada This pioneering, innovative interdisciplinary programme continues to grow and flourish, enhancing the academic environment of York University as a whole."</p>	<p>Full-time WS positions: 2 Jt appt w/humanities: 0 Jt appt w/social sciences: 0 <hr/>Total WS faculty lines: 2</p>	<p>Center for Feminist Research Canadian Women Studies Journal;\n Nellie Langford Rowell Library; Institute for Feminist Legal Studies; International Womens Rights Project; Center for Research on Mothering</p>
<p>University of York, York, England N/A</p>	<p>BA: MA / Msc/ Mphil (1984) Ph.D (1984) about 15 <u>CENTRE</u></p>	<p>"The postgraduate Centre for Women's Studies at York provides a flourishing interdisciplinary environment for research and is able to offer supervision in a wide range of Women's Studies issues to both full- and part-time students. research degrees</p>	<p>Full-time WS positions: 3 Jt appt w/humanities: 0 Jt appt w/social sciences: 0 <hr/>Total WS faculty lines: 3</p>	

Comparative Benchmarks of WS Programs / Departments

<p>Brandeis University, Waltham, MA Research 2</p>	<p>BA: No. Certificate. MA (1992): Joint MA with a Ph.D from another department. Joint terminal MA with several other depts; 55 students Ph.D: No stand alone. <u>PROGRAM</u></p>	<p>"This unique joint M.A. degree program joins Women's Studies with 9 different fields, in each of which a student can earn her or his master's degree. Most of the students go on to earn a Ph.D. in their field. The Women's Studies Program is open to all student and welcomes the participation of faculty, staff and the public. Our Jewish Women's Studies graduate program is the only one in the world."</p>	<p>Full-time WS positions: 3 Jt appt w/humanities: Jt appt w/social sciences: Total WS faculty lines: 3</p>	<p>Women's Studies Research Center</p>
<p>University of Michigan, Ann Arbor, MI Research 1</p>	<p>BA (1975) MA Ph.D: 1994; ONLY JOINT : WS/English, WS/Psychology, WS/History; 65 students <u>PROGRAM</u></p>	<p>"The interdepartmental doctoral programs in Women's Studies and Psychology, and Women's Studies and English, are designed to serve the needs of students whose interests are not well represented by an exclusively disciplinary program. The interdepartmental doctoral program will provide the opportunity to work out an interdisciplinary approach to a research problem from an early point in their training, with a faculty committee that can provide mentorship."</p>	<p>Full-time WS positions: Jt appt w/humanities: 6 Jt appt w/social sciences: 5 Total WS faculty lines: 11</p>	<p>Michigan Feminist Studies Journal Institute for Research on Women and Gender Center for the Education of Women</p>

Sources: University / College Web pages; Petersons Graduate Schools Web Page
www.carnegiefoundation.org/OurWork/OurWork.htm
www.washington.edu/admin/factbook/OisAcrobat/peers.html

Table 13
Illustrative Placements of Recent B.A.s

- , Reproductive Health Clinic
- , Seattle City Women's Advocate Office
 - , Attorney
 - , Physician
- , Alan Guttmacher Institute
- , Masters of Public Health
- , Legislative Aide, Patty Murray's office
 - , Aradia Women's Health Clinic
 - , Electrician
 - McNair Program, UW
 - , Broadway Homeless Shelter
- Consultant, and Member, WS Visiting Committee
- , Wing Luke Museum
- , Research Project Coordinator at the Center for Women's Welfare,
UW School of Social Work.
 - , Resident, Group Health Cooperative
- Volunteer Coordinator, Lambert House, Center for LGBT youth
- J.D., Georgetown School of Law
 - Women's National Commission, UK Government's Independent
advisory body on women.
 - Nurse
 - , Truman Fellow, National Rural Health Partnership
 - , Videographer, Desmond Tutu Peace Foundation; also litigation
clerk with Davis, Wright, Tremaine, one of U.S. leading legal firms.
 - , Wing Luke Museum
 - Internships, Seattle City Councilmember Judy Nicastro; UW
Office of the VP of Student Affairs; UW Women's Center; Asian Pacific Islander
Community Leadership Foundation.
 - Core core member of Senator Patty Murray's local campaign;
helped establish the Lesbian Health initiative in UW School of Nursing
 - , Attorney
 - , Graduate Student, Emory University

Figure 1 - Trends in WS Majors

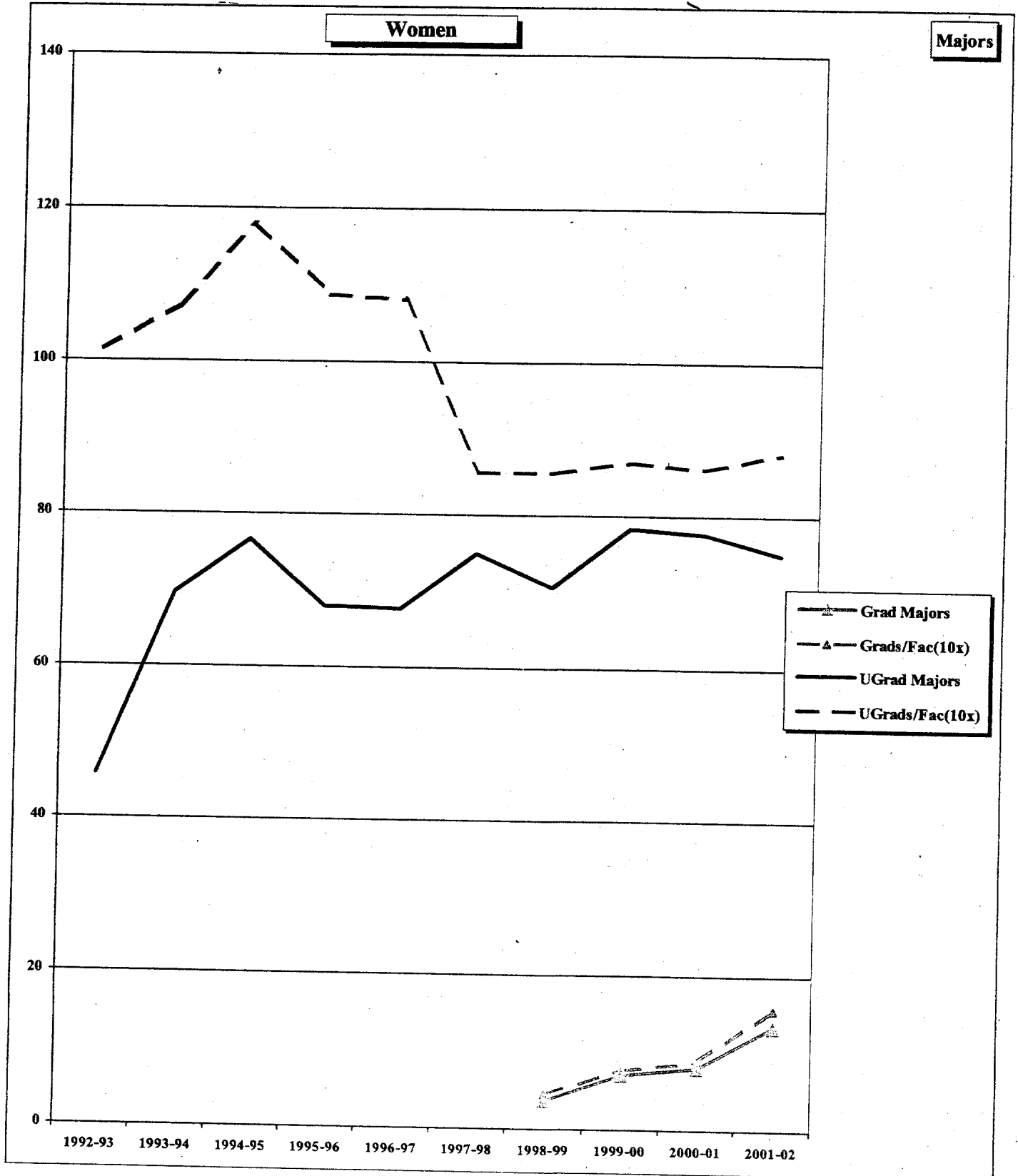


Figure 2 - Trends in WS Undergraduate Degrees Awarded

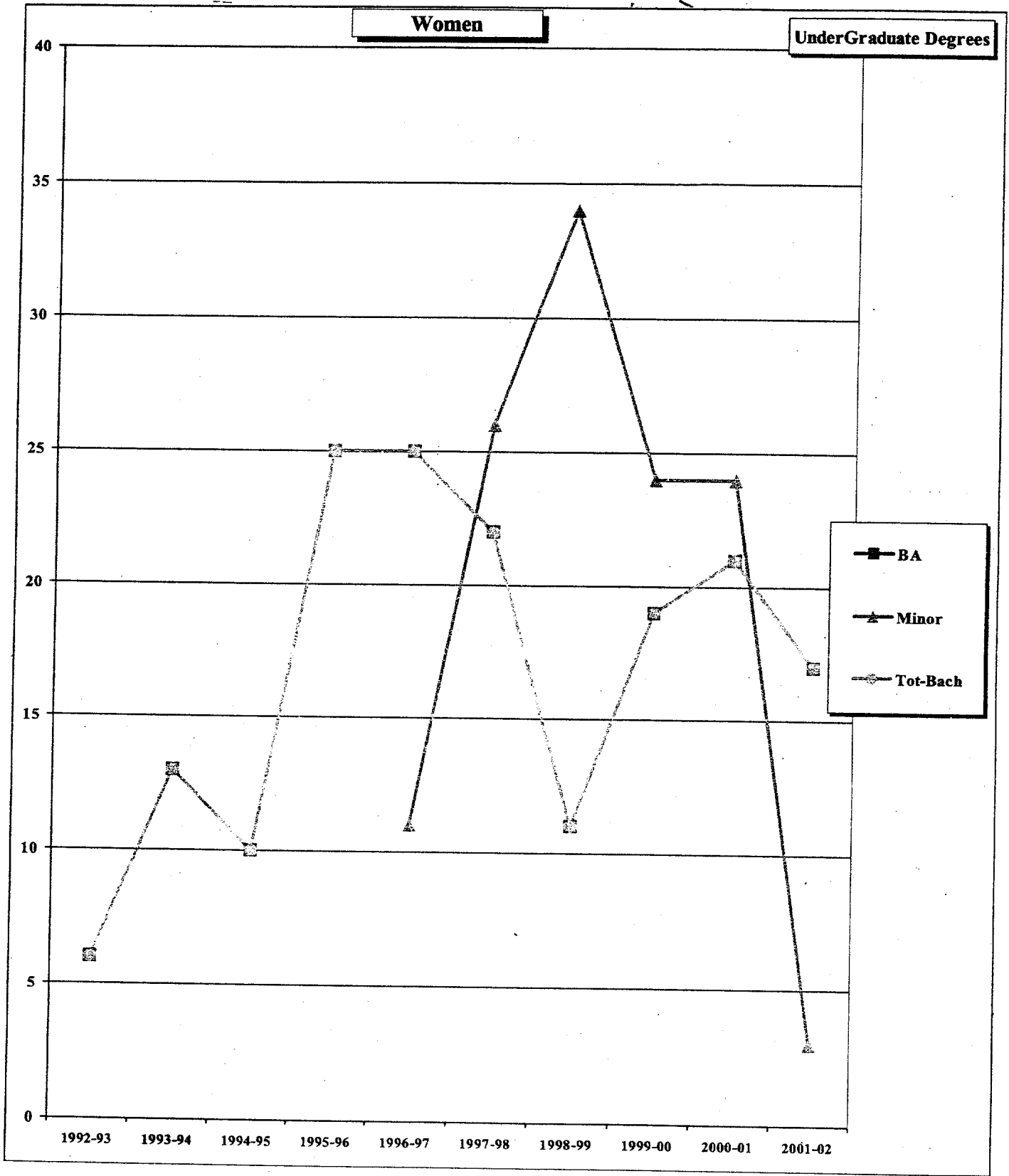


Figure 3 - Percent of Curricular SCH Taken by Students Who Were Majors

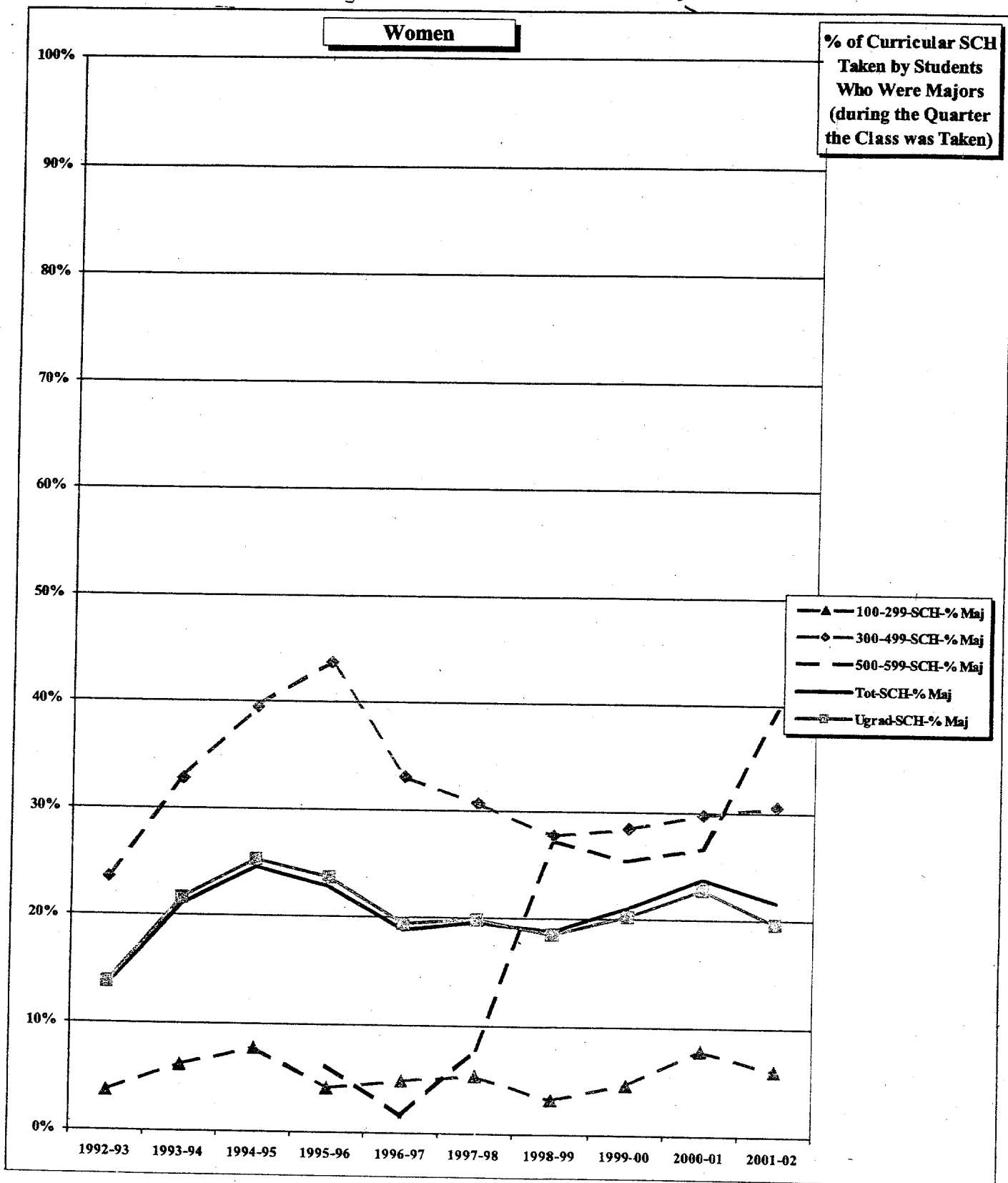


Figure 4 - Undergraduate SCH / FTE

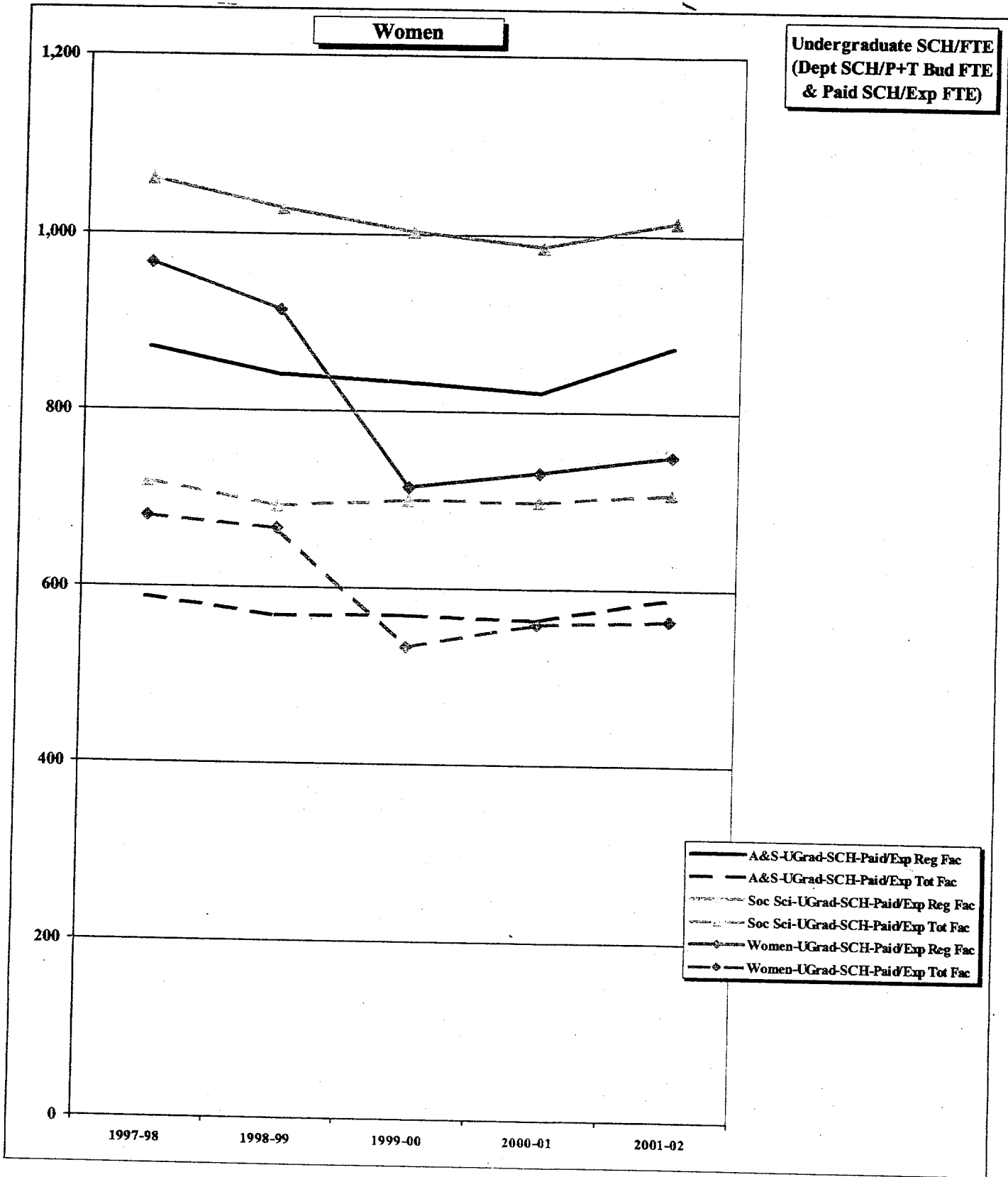


Figure 5 - Departmental Curriculum & Paid SCH

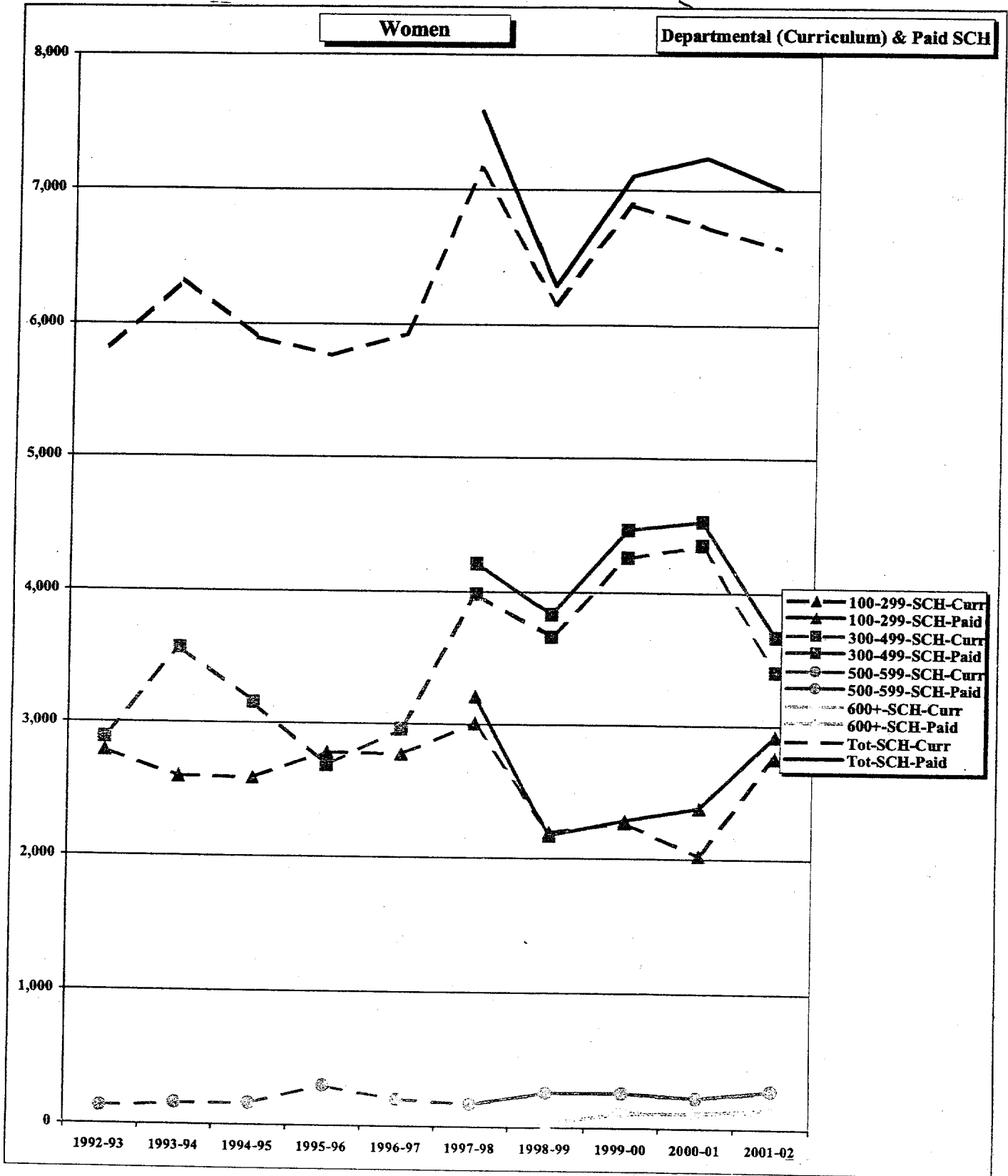


Figure 6 - Graduate SCH /FTE

