

UNIVERSITY OF WASHINGTON

DEPARTMENT OF GENDER, WOMEN & SEXUALITY STUDIES

The screenshot shows the website's header with the University of Washington logo and navigation links. The main content area features a photo of four students, a news item about a student's article in the *Indian Journal of Gender Studies*, and a list of events. The 'EVENTS' table is as follows:

Date	Time	Event
Jan 1		New Year's Day (no classes)
Jan 19		Martin Luther King Day (no classes)
Feb 16		President's Day (no classes)
May 25		Memorial Day (no classes)
Jun 11	5 p.m.	GWSS Graduation Celebration



- Bachelor of Arts in Gender, Women, And Sexuality Studies
- Master of Arts in Feminist Studies
- Graduate Certificate in Feminist Studies
- Graduate Certificate in Sexuality and Queer Studies
- Doctor of Philosophy in Feminist Studies

Last Review: December 2002

Priti Ramamurthy, GWSS Department Chair and Professor of Feminist Studies
Self-Study Report / January 5, 2015

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Self-Study Report
Department of Gender, Women, and Sexuality Studies
University of Washington, Seattle

5 January 2015

The Department of Gender, Women, and Sexuality Studies (GWSS) at the University of Washington, Seattle (UW) is widely recognized as one of the leading programs in the field. We were established in 1970 as one of the first programs in Women's Studies in the United States, and the very first in the Pacific North West. In 1991, the program began to offer an undergraduate major. The Graduate Certificate in Women Studies was first awarded in 1992. A few years later, in 1996, Women Studies was recognized as a department within the College of Arts and Sciences (College) in the Division of Social Sciences. Our PhD program, one of the first in the field, started in 1998. Currently one of just sixteen doctoral programs in the country, it is one of most well-established and successful. In 2011, we changed the name of the department from Women Studies to Gender, Women, and Sexuality Studies to reflect transformations in the content and scope of the department's mission. We started offering the Graduate Certificate in Sexuality and Queer Studies in 2012.

GWSS is reputed for scholarly expertise in women of color and transnational feminisms. We have growing foci in the digital humanities, an area where we are well-known for innovative experimental exchanges with communities through music, dance, and visual cultures (via the making of documentary films, the curating of feminist art, and building new forms of archives) and in queer studies, especially queer of color and transnational queer scholarship. An overarching theme which weaves together the research of our faculty and doctoral students is critical feminist praxis.

Our departmental vision and goals are strikingly close to those articulated by the College:

“Tomorrow's leaders must be able to navigate an ever-changing, complex, and increasingly interconnected world. They must be able to address issues in a wide range of sectors from a variety of conflicting perspectives. They must be self-confident, ceaseless learners and doers.

Over the course of their lives, our graduates will, on average, change careers at least a dozen times. ...We should educate our students not just for their first job, but for success in future positions none of us can yet imagine.

Technical knowledge will be essential, but it will not be sufficient to guarantee our graduates' success. Our students must also learn to think clearly, from multiple perspectives; communicate effectively with a wide variety of audiences; demonstrate social and emotional intelligence; understand and embrace cultural differences; and work collaboratively with others.” (A 21st Century Arts and Sciences Education Statement, 2014.)

As we approach the forty fifth anniversary of our founding, in 2015, we have used this self-study to take stock of where we are in the university, in our communities, and in the field; to assess what our strengths and challenges are, and where we want to go. We look forward to the on-site review, invite suggestions on how to strengthen our instructional and research programs, and welcome guidance on how to build on our successes over the coming decade.

Section 1: Overview of the Organization

Mission

Over the past forty five years our mission has undergone significant transformations. At its most basic, our mission in GWSS is to analyze and change society—to engage in active critical praxis-- from the unique perspective of unequal gender relations in a world where violence and discrimination against women is still commonplace, every day, and daunting. Born of the U.S. civil rights and women’s movements of the late 1960s, GWSS’s research and educational mission to change inequitable gender relations was, and continues to be, foundationally and inextricably linked to anti-racism and to activism. A hallmark of GWSS is the constant questioning of our objects of study so as to be true to the movements that generated us and to the promise of advancing social and economic justice. As a consequence, by the 1980s, we broadened our scope from the initial study of *women to gender*, as a relational concept, one which acknowledges the production of women as “women”, sociably recognizable women, *in relation* to “men,” and to non-normative sexual relations, identities, and expressions. GWSS’s understanding of gender and sexuality is that they are not simply individual or private but systemic, public, historical and political. By the 1990s, GWSS frameworks to produce knowledge used gender and sexuality as analytics, that is, as technologies to understand power and how it operates in societies, economies, and cultures, and across them.

Our scope of study also expanded to be closely attentive to multiple genealogies of feminism. In the mid-1990s, we were one of the first departments in the country to embrace transnational feminism as a site from which to recognize the importance of region, place, and scale, from the intimate to the international and to respond to globalization, the apparently new and increased density and flow of capital, people, goods, and discourses across national boundaries. In the last self-study report, in 2002, we characterized ourselves as a department which emphasizes transnational approaches to the study of gender in the Americas and Asia. We continue to trouble national legacies and produce scholarship which questions the mechanisms by which feminism itself is normativized as western, white, and modern. New forms of engagement with local communities of color through border-crossing music and dance, street theater, radio, and art are just some of the innovative ways our faculty and doctoral students are engaging in transnational, translocal and south-south dialogues and expanding the notion of transnational feminist art and activism.

The dynamism and fluidity of gender, sexuality, and biological bodies, as articulated by queer and trans* studies, make them central to our mission today. Several of our faculty and doctoral students are engaged in cutting-edge research concerned with the racialized and global dimensions of contemporary sexual discourses, practices, and histories which question the mechanisms by which same-sex desire has been segregated, disciplined and naturalized into modern and western notions of “homosexuality,” one that buttresses a normative, though invisible “heterosexuality.” The workings of the law, reproductive, scientific, and medical discourses and the ways in which these produce uneven global and national class and race structures are some of the new directions GWSS scholarship is taking.

In our scholarship and teaching, GWSS generates knowledge which is **interdisciplinary**: it crosses, and troubles disciplinary boundaries recognizing that marginalized communities have often been excluded

from traditional knowledge formations, and that gendered, racial, and sexual differences are often reproduced within them; **intersectional**: it interrogates and analyzes gender and sexuality in relation to other forms of societal power--race, class, nationality, and ability, for instance; **decolonial**: it pays careful attention to the historical legacies and continuing presence of colonialism in language, practices, and imaginaries and works to dismantle colonial hierarchies in the classroom and beyond; and **transnational**: in response to the shifts broadly characterized as globalization, it takes geo-political histories of empire and colonization seriously and disrupts the sedimentation of national boundaries as containers of culture and knowledge. GWSS employs a range of epistemologies to create new knowledge based on interpretive, historical, and empirical studies, theoretical production, community collaboration, and activism. As a department within the university, GWSS pays careful attention to the relationship between knowledge and power by challenging traditional disciplines and their methodologies, re-conceptualizing pedagogies, and working to restructure institutional relationships between the university and marginalized communities, which reproduce structural inequalities.

Degrees Offered

At the undergraduate level, GWSS offers an undergraduate major, a Bachelor of Arts degree in Gender, Women and Sexuality Studies and an undergraduate minor, a Bachelor of Arts with a minor in Gender, Women and Sexuality Studies. We currently have 71 undergraduate majors and about 90 minors. On average, we grant 20 BA degrees and 30 minors per year (Appendix D. 1). (We will discuss strategies to increase the number of majors and minors in Section II.)

Graduation patterns-- indicated by the average time to degree for GWSS majors-- has been steady at 4 years since AY 2002 (except AY 2013). Nearly half of all GWSS majors are transfer students and average time to degree for transfer students is 3-6 years. (Appendix D. 2)

Average GPA for GWSS majors varied from 3.1 to 3.5 between AY 2002 and 2013. Average GPA for GWSS minors has fluctuated between 3.2 and 3.5 during the same period (Appendix D.3).

A major achievement of the department over the recent past has been our success in increasing the overall number of undergraduate students at UW enrolling in GWSS classes. In AY 2013, 8,886 students enrolled in GWSS classes, a 31% increase, from 6,799 in AY 2006 (Appendix D.4). In comparison, total undergraduate enrollment at UW increased by 6% from 27,836 in AY 2006 to 29,468 in AY 2014.

We are one of the few units in the Division of Social Sciences within the College of Arts and Sciences with an increasing Student Credit Hour (SCH) trend over the past ten years (Appendix D.4). In comparison to UW units with similar histories to GWSS in the academy, American Ethnic Studies is experiencing decreasing SCH, though the total SCH is substantially higher than GWSS (with 14 faculty). American Indian Studies is also experiencing a downward trend, but the number of SCH is substantially smaller than GWSS (with 8 faculty). In the College of Arts and Sciences, in comparison to other

interdisciplinary units, Comparative Literature, is enrolling higher numbers than GWSS (with 17 faculty); Comparative History of Ideas (CHID) is enrolling smaller numbers.¹

We are pleased about our SCH increases but realize there is a lot more to do to maintain this momentum. The new “Diversity requirement”—3 credits of course work which all undergraduates entering UW from Autumn 2014 on are required to take as a condition for graduating—is an opportunity to expand the number of students taking GWSS courses. We have petitioned the College for all GWSS courses to be designated as fulfilling the Diversity requirement.

Our long-term goal is that every undergraduate student at UW takes at least one GWSS course before they graduate. We believe this is necessary for the College of Arts & Sciences to achieve its mission “to provide an education of exceptional breadth and depth to a large, highly capable, and extraordinarily diverse population of students within a world-class research university.” Towards this end, we suggest how we can pursue this goal in Section IV and Part B of this report.

At the graduate level, we offer a PhD in Feminist Studies and an MA in Feminist Studies. Currently 16 students are enrolled in the doctoral program. A total of 22 students have received doctorates from the program since its inception in 1998. We have been graduating one to three PhDs per year. Students are admitted directly into the PhD program. However, a few graduate students—five in total, three currently—do the MA on route to the PhD, and some—six in total—opt out of the PhD program with a terminal MA.

Two GWSS certificates, the Graduate Certificate in Feminist Studies and the Graduate Certificate in Sexuality and Queer Studies, are offered to graduate students in departments and schools across the university who wish to credential in these fields. Two-four students receive the Graduate Certificate in Feminist Studies each year. The Graduate Certificate in Sexuality and Queer Studies is relatively new-- it started only in 2012-- and has graduated 3 students.

The rate of student progress through the doctoral program is good. The number of years to complete the doctoral program has been dropping, from an average of 11 years for those who started in 1998 to 5 years for those who started in 2008 (Appendix D.5). We expect that going forward 5-6 years will be the average length of time for a doctoral degree in GWSS.

Organizational Structure and Staffing

The department currently has ten faculty members: eight tenured—two professors (Yee and Ramamurthy), six associate professors (Kenney, Habell-Pallan, Reddy, Ross, Swarr, Welland), one associate professor emerita (Ginorio)—and one full-time Lecturer (Lee) (Appendix A.1). Of the nine full time faculty members, three (Kenney, Reddy, and Welland) are jointly appointed in two departments, 50% in GWSS. Associate Professor Emerita (Ginorio) is employed at 40% for the five year period 2014-19. The total Full

¹ Data on number of faculty is from their most recent Departmental Fact Sheets (<http://www.artsci.washington.edu/factsheets.asp>).

Time Equivalent (FTE) of the department is 7.9. There are no assistant professors in the department currently. In fact, since Associate Professors Amanda Swarr and Sasha Welland received tenure and promotion in 2012, the department has not had any tenure-line junior faculty.

Two Part-Time Lecturers (PTLs) (Hellrung and Novotny) are employed by the department. A third PTL (Bright) teaches in the Honors program. In years past we have relied more heavily on PTLs but with the hiring of a 100% Full-Time Lecturer in 2014, the department's reliance on PTLs has decreased.

There are currently 98 Adjunct Faculty in GWSS from departments and schools across the university and the three UW campuses--Seattle, Bothell and Tacoma-- and 18 Affiliate Faculty (see Appendix A. 2). (Adjunct faculty hold a primary appointment as a Professor in another unit at the University and are reviewed annually for renewal. Affiliate faculty are not benefits eligible, hold the rank of Professor at their home institution, or have experience in the field which qualifies them for the professorial rank.) Adjunct faculty members teach GWSS cross-listed courses, serve on graduate committees, and co-sponsor speakers and events. Our Adjunct and Affiliate faculty participate in the intellectual life of the department and contribute greatly to it.

The GWSS Chair, currently Priti Ramamurthy, is responsible for the overall administration of the unit, with the assistance of the Director of Graduate Education and the Director of Undergraduate Education and the staff. The Chair is appointed by the Dean of the College of Arts and Sciences, on the advice of a Departmental Chair Search Committee. The Director of Graduate Education (DGE), currently Amanda Swarr, is a tenured member of the GWSS faculty, who is appointed by the Chair and serves a 3-year term. The DGE co-ordinates the graduate program, convenes the Graduate Program Committee, oversees admissions and graduate annual review processes, applies for UW graduate student funding opportunities, and co-ordinates the GWSS research colloquium. The DGE holds weekly office hours for graduate students and the DGE and the Chair hold quarterly meetings with graduate students. The Director of Undergraduate Education (DUE) is a tenured member of the GWSS faculty, who is appointed by the Chair and serves a 3-year term. The DUE co-ordinates undergraduate course planning and scheduling, convenes the Undergraduate Program Committee, develops strategies for increasing majors, minors, and SCH, and represents the department at undergraduate research and recruiting events. The DUE and the Chair hold quarterly meetings with undergraduate majors and minors. The DGE and DUE positions are compensated with one month's summer salary since 2012.

The department has three members in the Administrative Staff. (i) The GWSS Administrator, Young Kim, is in a full-time professional staff position. He reports to the chair and is responsible for overall management, budget, and personnel functions in the department. (ii) The GWSS Program Co-ordinator, Catherine Richardson, is in a full-time classified staff position. She is responsible for front-office support, colloquia and event management and publicity, and every day departmental functioning. The Program Co-ordinator maintains the GWSS website. Catherine Richardson serves a second role as the GWSS Graduate Program Assistant, assisting the Chair and the DGE in the graduate admissions process and the administration of the graduate programs, including maintaining graduate student records, following Graduate School protocols, and updating the GWSS Graduate Manual. (iii) The Undergraduate Adviser,

Sara Fleehart, is in a 50% professional staff position. She advises all GWSS undergraduate majors and minors, maintains student records, inputs course information and quarterly time schedules, processes course proposals, represents GWSS at student recruiting events, and co-ordinates the departmental graduation. A recently added role is the production of the GWSS newsletter. GWSS's three staff members liaison with personnel in the College of Arts and Sciences, the Graduate School, and Undergraduate Advising and the Registrar's office on behalf of the department.

The department is governed by five committees. The current composition of department committees is provided in Appendix A. 3. (i) Standing Committee: In keeping with university policy, because GWSS has less than three full professors, the Dean of the College of Arts and Sciences, with the advice of the chair, appoints a Standing Committee to evaluate and make personnel decisions that concern merit raises for, reappointments to, or promotion to the rank of Professor. The GWSS Standing Committee is currently chaired by Prof. Janelle Taylor (Anthropology); Prof. Katherine Beckett (Sociology) and Prof. Jane Simoni (Psychology) serve on the Standing Committee as members. Profs. Taylor, Beckett, and Simoni are all adjunct faculty members in GWSS. The Standing Committee, including GWSS Full Professors Yee and Ramamurthy, meets on an ad hoc basis, when required, to evaluate all the GWSS associate professors eligible for merit review and to implement department guidelines on merit allocation.

(ii) Departmental Committee: All voting members of the GWSS faculty--9 tenured faculty members and 1 Lecturer--are members of the Departmental Committee. All staff members are also on the committee. In addition, one representative of the graduate students and one representative of the undergraduate majors join the Departmental Committee each year. The function of the Departmental Committee is to discuss matters which pertain to the instructional and research mission of the unit. Meetings are held once a month, every first Wednesday, and more often, if necessary. These meetings are advertised and open to the public as per the Washington State Open Public Meetings Act. Executive sessions for faculty only are held to discuss personnel and budget policy and related matters. Special faculty meetings are held in Winter, to discuss admissions to the graduate program and in Spring, to review the progress of every graduate student in the department. A faculty and staff retreat is held in mid-September at the start of the academic year to review and renew departmental policies and plan for the year.

(iii) Graduate Program Committee: The Director of Graduate Education, the Graduate Program Assistant, two to three GWSS faculty members, a graduate student representative and the Chair comprise the Graduate Program Committee. The committee is responsible for all matters that pertain to the graduate program including admissions and recruitment, curriculum, availability of graduate courses, both in the department and beyond, ensuring adequate advising on matters of scholarship and course planning, and provision of professional development activities. The committee reviews the graduate program and brings draft policy recommendations to the GWSS departmental committee for discussion and vote. (Once passed, the Graduate Manual, <http://gwss.washington.edu/graduate-manual>, is updated.) The committee meets once or twice a quarter, and more often when required.

(iv) Undergraduate Program Committee: The Director of Undergraduate Education, the Undergraduate Adviser, two to three GWSS faculty members, a graduate student representative, an

undergraduate student representative, and the Chair comprise the Undergraduate Program Committee. The committee is responsible for all matters that pertain to undergraduate education including curriculum planning to ensure core courses required for graduation are offered, yearly course schedules for 2-3 years are prepared, and that adequate advising, internship and career counseling activities are being provided to students. The committee reviews the undergraduate program and brings draft policy recommendations to the GWSS departmental committee for discussion and vote. The committee meets once or twice a quarter, and more often when required.

(v) Awards and Advancement Committee: This committee is chaired by a tenured member of the GWSS faculty; two to three GWSS faculty members, a graduate student representative, an undergraduate student representative, an alumni representative, and the chair comprise the Awards and Advancement Committee. The Committee is responsible for setting awards policy and ensuring fair and timely selection of awardees for the department's eleven awards (Appendix A. 4). The committee is charged with advancement: raising the profile of the department with outside constituencies, stewardship of donors and soliciting funds for the department. This entails strategic planning of fund-raising activities and events and alumni and donor outreach. The committee meets once or twice a quarter and more often if necessary.

In addition to the five committees noted, GWSS houses the Graduate Program in Sexuality and Queer Studies, which is administered through an interdisciplinary board of faculty from across the university. Currently, three professors and the Chair are on the board.

Budget and Resources

The department of Gender, Women and Sexuality Studies receives funding primarily from UW General Operating Funds (GOF) --tuition and state appropriations. As summarized in Appendix B.1 the total biennium budget has been around \$2 million since 2009-11. Ninety-six to ninety-eight percent of the budget is spent on faculty and staff salaries. The rest is expended on operational costs.

The College of Arts and Sciences, also from GOF, provides the department with Permanent Instructional Funding for the hiring of graduate teaching assistants (TAs) and Part-Time Instructors. TA stipends from GOF come with benefits and tuition (not shown in the table). Every year, the College has supplemented Permanent Instructional Funding with Temporary Instructional Funding. As detailed in Appendix B.2, the College has increased the Permanent Instructional Funding to the department from \$71,244 in 2013-14 to \$112,887 in 2015-16. We are grateful to the College for this increase of 58% in Permanent Instructional Funding over the past three years. However, we note that even with this increase, the Permanent Instructional Funding for 2015-16 will fund only 19 TA quarters, or about 6 graduate students annually. This allows us to only admit one fully funded student a year. This is not a sustainable model for the GWSS graduate program.

As shown in Appendix B.2, GWSS has supplemented the instructional funding provided by the College with additional resources from faculty leave replacement salaries, the Evening Degree Program, the Diversity Minor, and the Interdisciplinary Writing Program. However, we note: (i) Faculty leave replacement salaries are not a dependable source of instructional funding, especially with such a small number of faculty

in the department. (ii) With the phasing out of the Evening Degree program from Autumn 2014, over the next 3 years, these funds--for 3 quarters or about one annual TA-ship-- will not be available. (iii) The Diversity Minor has provided us with about two quarters of TA ships thus far but the continuation of this is uncertain. (iv) The Interdisciplinary Writing Program has reduced funding this year again, from two to only one quarter of TA funding, and the continuation of this funding source is uncertain.

In addition to the sources noted above, GWSS applies for the Graduate School Top Scholar Award and the Graduate School GO-MAP Awards each year. So far, we have been successful in receiving at least two of these awards for full year (3 quarter RA or TAships with benefits and tuition) annually. We hope this will continue but note that these are competitive sources of funding and are not guaranteed.

By combining Permanent and Temporary Instructional Funds from the College with the additional resources mentioned above the department has funded a total of 24-27 TA quarters during each AY.

Starting in AY 2014, we began guaranteeing all incoming graduate students 12 AY quarters of funding (TA or RA ship stipend, benefits and tuition). We grand-mothered students who were already in the graduate program into the 12 quarter funding package. We moved to this model of funding because our analysis showed that since 1998, we had actually provided 12 quarters or more of funding for all graduate students but had not institutionalized this, which lead to a great deal of uncertainty on their part. Moreover, our peer programs nearly all provide similar or better funding packages, so we were also being mindful of our competition for the best students. The 12 quarter (4 year) funding package has had a salutary effect. It has decreased the need for students to find outside work and reduced stress, freed up time for scholarship, and increased the stakes to write competitive proposals for external grants for fieldwork/dissertation writing. The shift in policy has also been very good for recruitment.

The Chair and Administrator regularly undertake an analysis of the GWSS budget and instructional funding worksheet. (We created the worksheet for instructional funding to keep better accounts and evaluate whether we are making the best use of our resources). The Chair brings budget matters to the attention of the Divisional Dean of Social Sciences when necessary. We note that the anticipated instructional budget shortfall in 2015-16 is on account of the doctoral students who are grand-mothered in to the 12 quarter funding package. It assumes we will admit three new students in AY 2015.

We strongly believe an admit rate of at least 3 students per year (36 TA quarters each AY) is necessary for a sustainable doctoral program in GWSS. It is also necessary to sustain our undergraduate instruction at a high quality, with sufficient TAs for courses in high demand across the university. As mentioned, we are currently providing 24-27 quarters of TA funding during the academic year from College and other sources. We request the College regularize funding to the department by increasing its Permanent Instructional Funding of GWSS to 36 quarters per AY.

In addition to GOF funds, GWSS receives modest resources from endowment income and gifts nearly all of which are expended on the GWSS annual awards. Travel grants to every graduate student of \$300 per year for conferences are made from the income from the Howard, Esteka and Allen Endowments.

Gifts to the GWSS Discretionary Fund are used for the departmental graduation, the annual welcome reception, student get-togethers and other departmental and community gatherings.

An infusion of funds will be necessary to fund three critical needs: (i) Faculty research support and travel grants. We currently give each faculty member \$500 towards conference travel annually. This is insufficient support for conference registration, air travel, and lodging expenses. (ii) Graduate student travel and research support, especially in the summer. The only source of summer support for graduate students currently is the teaching GWSS courses, funded by the UW summer programs (administered by Professional and Continuing Education). This is uncertain, as it depends on non-GWSS sources, is conditional on minimum enrolments of 10 students per course, and is available only to graduate students who have MA degrees in GWSS or have attained Ph.C. status. Summer funding is a particularly acute issue for international students who cannot work off campus on F-1 visas (iii) Support for collaboration and intellectual community building activities --co-sponsorship of speakers and events with other departments and units; collaboration with professors and students in other universities, think-tanks, NGOs/non-profits; experimental projects.

The department receives no income from Research Cost Recapture (RCR) from grants and contracts or from self-sustaining programs.

GWSS faculty have been diligent in applying for and successful in receiving fellowships, awards, and grants for individual and collaborative research, faculty-student research clusters and mentoring workshops, lecture series from UW and non-UW sources. The UW Walter Chapin Center for the Humanities, in particular, has funded (partially or wholly) a large number of innovative GWSS projects which have been cross-disciplinary, highly productive, and have generated national attention. These include the *Women Who Rock UnConference*, *New Geographies of Feminist Art: China, Asia and the World* Conference, and the *Modern Girl Around the World* research collaboration and speaker series. External support for faculty projects and collaborations has come from such sources as the Smithsonian, ACLS, and American Institute of Indian Studies.

GWSS has several fund raising plans. (i) Increase alumni giving: We have been working hard to create a complete database of GWSS alumni. This is a complicated task for the period 1970-1991, because Women Studies students were granted General Studies degrees. Although UW Advancement has not been able to provide us with names from their databases, our faculty has been combing through their personal grade records and we have made some progress. The GWSS Alumni Award and invitations to department events is one way we are increasing stewardship of our alums. (ii) Fundraising Events: We are planning a big 45th anniversary celebration in October 2015, as the run up for a bigger 50th anniversary celebration in 2020. In January 2015 the committee constituted to plan these events will convene. In preparation, current GWSS undergrads have been collecting Oral Histories of the department from emerita faculty, alums, students, community members, and administrators. (iii) Fundraising for Targeted Projects: We hope to interest specific foundations, corporations, donors on special projects: a mobile digital laboratory to take to community events; upgrading the graduate student media lab; continue to archive the *Women Who Rock* project.(iv) Fundraising for Targeted Topics: We will explore individual, foundation or corporate sponsors

for special topics of faculty and student expertise: anti domestic violence work, for example. During 2011-13, a grant from Verizon funded ten students to conduct research on anti-domestic violence activism and led to production of an award-winning documentary.

Towards achieving these advancement goals we have increased our social media presence and public outreach about the department through a new GWSS website (<http://gwss.washington.edu/>) and newsletter (<http://gwss.washington.edu/newsletter>). These also prominently feature on-line links for giving. The Chair and faculty members also assiduously steward donors and potential donors. We note that the Advancement office in the College is full of competent individuals but given the structure of their office they are busy with bigger donors and with more established departments than GWSS.

Diversity

The department of Gender, Women and Sexuality Studies is committed to giving voice to diverse populations, particularly those silenced by social hierarchies, politics, and institutional structures, including the academy and traditional scholarship. The contributions of minority and underrepresented scholars are central to the research and teaching missions of the department and the field.

The department has a Diversity Plan, which is reviewed annually. All members of the faculty serve on the units' Diversity Committee. Of our ten faculty members, three are members of underrepresented groups (two Latinas, one Native American); five are Asian American, and three are LGBTQ faculty members. Of our three staff members, one is Asian American. In just the past year, the department has been successful in recruiting minority faculty (Reddy and Lee in AY 2014) and in retaining minority faculty (Swarr and Habell-Pallan in AY 2013). Prof. Habell-Pallan was retained with the active support of the Office of the Associate Vice Provost for Faculty Advancement. Nine faculty members and two staff are female.

A huge gap in GWSS is the lack of African American faculty and the lack of African American graduate students. We see these two gaps as connected. Our success with Latina graduate students has taught us that their thriving is closely linked to the availability of strong role models and mentorship by GWSS Latina faculty and their being networked to Latina faculty across the country through mentorship workshops.

Faculty members of our department have been committed to increasing the diversity of UW since our founding. In particular, Associate Professor Angela Ginorio has worked tirelessly to change the institution in several ways: she has been an amazing recruiter and mentor to faculty, to graduate students, and staff from under-represented minority groups from across the university; she has been a force behind the recent "Diversity requirement": 3 credits of course work which all undergraduates are now required to take as a condition for graduating; and she has been a watch-dog against practices which institutionalize racism. This work continues, despite her recent retirement. Prof. Michelle Habell-Pallan is a core member of WIRED (Women Investigating Race, Ethnicity, and Difference), a faculty group of mainly minority female faculty who work together to provide professional and personal mentoring to each other and to graduate students. WIRED receives invaluable support from the Office of the Associate Vice Provost for Faculty Advancement. Due to our commitment to diversity, GWSS faculty members are often asked to serve on

university wide task-forces and committees. At the national level, Prof. Ginorio just completed a Sloan Foundation funded project “Interdisciplinary Social Science Approaches to the Participation of Ethnic Minorities in STEM.”

The department Chair uses the annual meetings with all faculty, especially those from under-represented minority groups, to discuss yearly progress and support their advancement to full professorship. She has, for example, encouraged faculty to apply for grants to fund their scholarship, accommodated requests for waiver of the instructional responsibility policy (that is, permitted “stacking” courses, if and when departmental requirements are not compromised), tried to not overburden them with committee work, and encouraged faculty to be discerning about taking on too many obligations which distract from their teaching and research objectives. The National Women’s Studies Association (NWSA) guidelines on promotion and tenure, issued in 2013, have been invaluable to broaden the scope of faculty evaluations (NWSA Women’s Studies Scholarship: A Statement by the Field Leadership Working Group, 2013).

Of the 16 graduate students currently enrolled in our Ph.D. program, five (33%) are members of underrepresented groups. Three (20%) are international students. A majority of our students are members of the LGBTQ community and/or first generation college students. While we are proud of these statistics, we recognize that there are other ways our faculty and student ranks can become more open to members of underrepresented groups. We work closely with Disability Studies and the Q Center to co-sponsor events, and courses. One of our alumnae, Kristina Knoll, whose dissertation is at the intersection of feminism and disability studies played a foundational role in establishing the Disability Studies minor at UW. A current grad, Kai Kohlsorf, teaches in the disability studies program.

As a department, we work on several fronts to recruit minority and underrepresented students. We contact students identified by the National Name Exchange with personal messages inviting them to explore our graduate program. Faculty members and students attending conferences share information about our department at the regional and national levels, especially by tabling at NWSA. We go to outreach events on campus, such as faculty participation in the UW Office of Minority Affairs and Diversity’s (OMAD) Dawg Daze event. GWSS faculty have developed contacts with institutions whose demographics include a high number of students from underrepresented groups, including Heritage University, the University of Puerto Rico-Humacao and Mayagüez, the Chicano and Ethnic Studies programs of USC and the UC system, and many regional community college programs. During 2010-13, Prof. Luana Ross served as President of Salish Kootenai College, a flagship institution in the National Tribal College University system. She put into place several changes to grow her connections to Native American scholars and students with the University of Washington. As Co-Director of *Native Voices*, the only graduate program in indigenous documentary film in the country, and as a consultant to the Indigenous Wellness Research Institute, she is actively engaged with attracting Native students to campus. She also works actively with UW Forestry Professor Ernesto Alvarado, to recruit and mentor forestry graduates from Salish Kootenai College. Faculty have successfully recruited Latina students by promoting GWSS through the Mujeres Activas en Letras y Cambio Social (MALCS) listserv and annual Summer MALCS Institute. Since 2010, GWSS graduate students have organized and participated in MALCS Summer Institute panels.

Our best recruitment ambassadors are our graduate students and alums, who have reached new levels of national recognition and who connect their research to social change in the academy and beyond. In the past three years, alumnae Martha Gonzalez, Renee Byrd, Zakiya Adair, and Sara Díaz have begun tenure-track positions at Scripps College, Humboldt State, the University of Missouri, and Gonzaga University. In the past two years, GWSS students from minority groups have received the prestigious Ford Foundation Pre-doctoral and Dissertation Fellowships, Point Foundation, as well as Pride Foundation funding. They have worked on queer histories with the Seattle Museum of History & Industry and with the Wing Luke Museum on Korean American Women's Activist histories.

GWSS students of color have been core organizers of the UW Women of Color Collective (WoCC), the Women Who Rock Graduate Collective, and 2012 New Geographies of Feminist Art international conference. WoCC has organized four Dialoguing Difference conferences, and a documentary about the collective by GWSS graduate students has screened at two national conferences. The Women Who Rock Project has organized three community engagement conferences and a digital archive through the UW Libraries. Finally, GWSS alum and Grammy award-winning musician Martha Gonzalez has spread the word about her journey to graduate studies in GWSS through her involvement with the College Assistance Migrant Program, her co-founding of the Seattle Fandango participatory music project, and the liner notes of her 2013 Grammy album, *Imaginarie*, wither band Quetzal, inspired by Chicana scholar Emma Perez's *The Decolonial Imaginary*. She also won the College of Arts and Sciences Dean's medal for Social Sciences in 2013 for the stellar scholarly contributions of her dissertation.

Once applicants are admitted, recruitment becomes a department-wide effort. First, the department Chair and the DGE individually contact admittees. Then a number of faculty members contact prospective students, congratulating them on their admission and offering to answer any questions. Graduate students with research interests similar to those of the prospective student also reach out. Core and adjunct faculty and graduate students of color typically contact the student to share information about their experiences in the department, at the University, and in Seattle. Prospective students are invited to Seattle for Graduate Opportunities and Minority Achievement Program (GO-MAP) Prospective Student Days, to introduce them to the campus community of students, staff, and faculty of color. We schedule a series of departmental events around these Thursdays, so that prospective students have ample opportunity to meet as many faculty and students as possible.

The recruitment efforts of GO-MAP representatives and the availability of Graduate Opportunity (GOP) funding over the years have significantly contributed to the diversity of GWSS graduate students. Students admitted with GOP funding report that the recognition accorded by this merit-based research assistantship and the prospect of being relieved of teaching duties during their first year of graduate school have been a major influence on their decision to come to the University of Washington. As mentioned, students admitted with GOP funding receive at least an additional 9 quarters (three years) of matching funding from the department in TA or RAships, subject to satisfactory performance, reviewed annually by all GWSS faculty members.

Over the last five years, applications from minority and underrepresented students have averaged about 19% of our total applicant pool. Overall the number of applications we receive from students identifying as under-represented minority members has steadily increased, but we recognize the need to continue working on this. From 2013, applicants to our graduate program have the option to submit a personal background statement in addition to their research statement.

As a department we have become increasingly involved in diversity conversations through the National Women's Studies Association (NWSA), and we will build and draw on these connections. We have sent representatives to the last four annual meetings of Women's Studies department chairs. A diverse recruitment committee, made up of students and faculty presenting their research at the conference, also tabled at the 2013 and 2014 NWSA Meeting graduate school fair to promote and answer questions about our program. Through this growing national network of relationships with departments and programs in women's studies, ethnic studies, and related fields, we intend to recruit students through direct, personal contacts, by providing them with in-depth information about the vibrant research and teaching agendas in GWSS devoted to diversity.

GWSS has an excellent track record of retaining graduate students including those of color, with much credit going to our faculty, especially faculty of color, and student involvement in campus-wide organizations such as GO-MAP, WoCC, and *Women Who Rock*. Our entire faculty is exceptionally committed to mentoring, and we have a longstanding system in place that requires graduate students to write an annual plan every fall and a self-evaluation every spring. As part of an ongoing effort to support our students and foster a departmental culture of inclusiveness, we are working to better utilize these annual mentoring moments to identify and address issues that students have at different junctures in graduate school. We continue to expand our scholarly repertoire related to issues of difference, power, and structural inequality, in which race and ethnicity are always part of the analysis, as evident in our course offerings, mentoring activities, and research agendas.

All GWSS students are encouraged to speak out about their academic and professional needs. We hold a quarterly graduate student meeting with the chair, GPA, and GPC to provide guidance and promote connections across cohorts in research, pedagogy, professionalization, and work-life balance. These meetings complement monthly research colloquium, where graduate students and faculty present work-in-progress and share ideas. Graduate students are active participants in department committees, including the graduate, awards and fellowships, and advancement committees, and contribute to ongoing review and modification of our graduate program.

We also connect our students with diverse scholars at the national and international level through the Stice Feminist Scholars of Justice lecture series. In 2014-15 the lineup includes Rosa-Linda Fregoso (Latin American and Latino Studies, University of California Santa Cruz), Nadine Suleiman Naber (Gender and Women's Studies and Asian American Studies, University of Illinois, Chicago) and Shona Jackson (English, Africana Studies, Race and Ethnic Studies, Texas A and M, College Station). In addition to campus-wide lectures, these scholars visit GWSS graduate seminars and meet with our students in informal gatherings.

Section II: Teaching and Learning

Undergraduate Programs and Courses:

The department of Gender, Women and Sexuality Studies serves both undergraduate students who want to major and minor in the field and students who take one or more GWSS courses by way of introduction to the field, or due to their interest in a particular topic.

Student Learning Goals and Outcomes:

The BA major in GWSS supports and extends the College of Arts and Sciences vision of providing students with an excellent liberal arts education: “Our students learn to think rationally, creatively and critically; to communicate clearly, correctly, and persuasively; to gather and interpret data; and to engage the arguments of others with understanding and respect. These skills and intellectual attributes form the foundation for a lifetime of learning and a thriving democracy.”

The GWSS major is distinguished from other majors by offering an education which is committed to social justice, pays attention to the politics of knowledge production, and provides students with a thorough understanding of feminist scholarships and the debates in the field. GWSS students are well-versed in the central facets of feminist knowledge: interdisciplinarity, intersectionality, decolonial imaginaries, and transnational analyses. The departmental learning goals, articulated in Appendix D.6, set out our expectations for all GWSS students. Undergraduate majors in GWSS are well-trained to go on to graduate school, or professional schools, to careers in social services, and to be workers and citizens who will inform whatever they do with their GWSS education.

The requirements for the undergraduate major in GWSS (minimum of 58 credits) are designed to accomplish these goals (Appendix D.7). The key requirements are to take GWSS 200, our main introductory course; one other 200 level GWSS course; GWSS 300, on the intersectionality of race, class, gender and sexuality; one course in Feminist Theory; one course from a transnational feminist perspective; 25 credits of upper-division electives in GWSS courses, and the Senior Capstone seminar. To integrate class room learning with active and student-centered learning that contributes to social justice, each GWSS major is also required to intern with a social service organization of their choice, for at least 3 credits (9 hours of volunteer time per week for one quarter). An opportunity to reflect collectively on the internship experiences and to write a paper on the experience is provided in GWSS 497, offered each quarter. (The GWSS Undergraduate Adviser helps students to find an internship. We maintain a list of more than 200 sites in Seattle in the fields of Arts, Health, Law, Social Service, Public Policy, Immigration, Race, Ethnicity & Sexuality. (<http://gwss.washington.edu/internship-sites>))

The department offers a Departmental Honors track to students who demonstrate academic excellence (a GPA of 3.5 or above) in their Gender, Women, and Sexuality Studies coursework. Departmental Honors requires students to complete 20 credits of upper division GWSS coursework as ad hoc honors courses. For ad hoc honors courses, students to work closely with an instructor to create a plan

of additional study in order to pursue a course with more depth. Students who exercise this option pursue a serious amount of supplementary work in his or her exploration of the subject.

The GWSS minor requires students to take 30 credits of GWSS courses. The key requirements are GWSS 200; one other 200 level GWSS course, GWSS 300, and 15 elective upper-division GWSS courses (<http://gwss.washington.edu/gwss-minor>). Students from a wide-range of disciplines minor in GWSS, including Anthropology, Biology, Communications, Comparative History of Ideas, Dance, Geography, Psychology, Political Science, Public Health, and Sociology.

GWSS students are evaluated in the classroom through a variety of methods including in-class and online assessments, exams, papers, and projects, portfolios and capstone presentations, group and individual presentations, writing exercises, blogs, policy briefs, digital creations, and many more. The Internship class and the Senior Capstone class give GWSS majors the opportunity to integrate their learning across courses and to integrate their learning to real-life situations. The Chair, who teaches the Internship class each quarter, and the GWSS faculty members who teach the Capstone each Spring are well-placed to evaluate overall student learning in the major.

Student satisfaction is assessed by maintaining regular contact with students through office hours, conversations inside and outside of class, and both our own and university-facilitated quantitative and qualitative and collegial assessments and evaluations. We also draw on feminist pedagogical techniques to create classroom environments that are not hierarchal but facilitate constant communication with students about their learning and satisfaction.

This kind of careful attention makes us particularly attentive to students from under-represented groups. In addition, we check informally with our advising staff contacts in the Office of Minority Affairs and Diversity (OMAD) Academic Counseling Services, EOP (Education Opportunity Program), CAMP (College Assistance Migrant Program) and Undergraduate Academic Affairs (UAA) to ensure that students with different levels of preparation for college, from non-English speaking backgrounds, and students who have different ways of learning are being well-served by all our courses.

GWSS faculty constantly share information with each other on what they have learned and the best practices to educate all the students in our classrooms. GWSS faculty consult with the Carlson Leadership & Public Service Center, the Center for Experiential Learning & Diversity, the Center for Learning and Undergraduate Enrichment, Student-Athlete Academic Services, and the Center for Teaching and Learning to improve student learning outcomes. Several GWSS undergraduate and graduate students and alumni work at these centers, and in the Graduate School, and the Dream Project; they are excellent resources whom we constantly learn from.

Many students enter our advanced courses at the 300 and 400 level without having taken any basic GWSS courses prior to doing so. All of our courses are attentive to the needs and learning goals of non-

majors, and assessment is usually based on a combination of scholarly training and personal reflections that are integrated into the course. Our faculty intentionally balance the backgrounds and interests of students in multiple fields by helping them to get a sense of GWSS and how this work might be relevant in their own course of study. This year, several of our faculty are adopting the University of Minnesota GWSS department's interactive Feminist Modules on key concepts (Empire, Gaze, Gender, Intersectionality, and Whiteness) to enhance the theoretical and practical fluency of students who are non-majors (<http://gwss.umn.edu/modules/>).

Instructional Effectiveness:

The Department uses standardized evaluations to assess the quality of undergraduate education. The Five-year Course Evaluation summary is presented in Appendix D8. According to this table, overall, on average, GWSS courses receive higher evaluations than Social Science courses and University of Washington, Seattle courses. Lower division GWSS courses and courses taught by Teaching Assistants are rated slightly lower, while upper division courses and those taught by GWSS tenure-track faculty are rated higher.

As a result of our last self-study review, we modified the GWSS major to eliminate tracks. We added the requirement for majors to take one transnational focused course. And we dropped the requirement of a Senior thesis.

GWSS majors tend to be a small group--around 70-100 students-- who are highly committed to feminist learning and satisfied with their education. They tend to be out-of-the box thinkers and/or non-traditional students. Many GWSS majors are students who stumble from major to major until they find us and realize they have found exactly what they were looking for. We have a record of producing alumni who are very successful in school and after, in a wide range of careers-- as doctors, lawyers, musicians, writers, NGO/non-profit workers, professors, administrators, and so on.

We are now positioned to undertake a review of the undergraduate major to reassess the requirements and to better promote its proven record. We can integrate the strengths of the department in women of color, transnational feminisms, digital humanities and critical queer studies into the major more effectively. Informing students of the matrix of courses they can take in these areas and making sure courses are offered predictably over a two year horizon will facilitate this. We expect it will also bolster student interest in the GWSS major.

We are also in a position to better promote the GWSS minor as a significant additional certification for students in a wide-range of disciplines. With the recent changes in MCAT requirements, for example, we are well-positioned to reach students considering medical degrees. We have begun to work with pre-med advisers in Undergraduate Academic Affairs to inform them about our courses. We can now effectively link together courses, for example, (i) *Psychobiology of Women*, (ii) *Advanced Psychobiology of Women* and the new

course (iii) *Biology, Medicine, Ethics: Feminist Narratives* towards this end. One small step we are experimenting with to increase the number of majors and minors, again borrowing from the University of Minnesota's GWSS department, is to contact students who are doing well in our classes to encourage them to consider a GWSS major or minor.

In the past five years, our department has devoted substantial attention to broadening the scope and size of our introductory 200-level courses. This reflects our belief that every student at UW should take at least one GWSS course to be an educated citizen. But, in part, this has also been a response to UW's shift to Activity Based Budgeting (ABB). (Tuition revenues now follow Student Credit Hours. The College of Arts and Sciences, which does the bulk of undergraduate teaching, has benefited under ABB. The College is the relevant entity in ABB accounting, nevertheless, as a department within the College, we are strongly encouraged to pay attention to SCH.) In addition to the main GWSS 200 introductory course, we now offer nine 200-level courses (Appendix D.9). Several new courses on, for instance, gender and hip-hop and indie rock music, gender and popular culture, indigenous feminisms, masculinities, and gender and sports have widened the appeal of GWSS courses. Students from across the College and Schools have responded well. We have also increased the number of times we offer the introductory course, and popular courses, like GWSS 257: *Psychology of Gender*.

At the 300 level, we continue to offer GWSS 300, the required course for majors and minors on intersectionality, at least once during the academic year and once in summer. GWSS 357, *Psychobiology of Women*, is an ever popular stand-out course which enrolls more than 300 students annually. Two courses on *Women and Law*, two on *US Social History of Women*, and several GWSS courses designated transnational are offered at the 300 level, including a new course, GWSS 328 *Gender and Sexuality in China*. We have increased the size of the popular, GWSS 345 *Women and International Economic Development*. And, have just added GWSS 374 *Introduction to Transgender Studies*, which is attracting large numbers of students.

At the 400 level, GWSS courses tend to be more specialized and have more rigorous theoretical and content learning goals. The GWSS 455: *Feminist Theory* course prepares students for graduate-level research and writing. Two 400-level courses on violence and three 400-level courses on Native American representations, lives, criminality and "deviance" provide students with learning communities to undertake the intense and intensive work required of them on these topics. Also at the 400 level we offer two courses, on *Queer Desires* and on *Trans/Gender Queries*, which offer advanced knowledge on queer and trans* theory and practices.

Each GWSS course is designated to meet the "Areas of Knowledge" (AOK) requirements of the College for all its undergraduate students. Most GWSS courses meet the "Individual and Society" (I & S) AOK. We have recently added courses in the "Visual, Literary and Performing Arts" (VLPA) area but have only two courses, *Psychobiology of Women* and *Advanced Psychobiology of Women* in the "Natural World" (NW) area. As mentioned, we have petitioned the College for all GWSS courses to be also designated as meeting

the “Diversity” (DIV) requirement. The 3-credit DIV requirement course simultaneously satisfies other AOK requirements.

Core faculty members teach the bulk of courses for undergraduates. GWSS course offerings and course enrollment figures per quarter are presented in Appendix D.10. Faculty-wise course offerings and enrollment figures are presented in Appendix D.11. In order to provide students with a road-map of course offerings over a two year period, to balance faculty workloads equitably, and to make sure that GWSS majors and graduate student requirements and electives are offered regularly, GWSS faculty adopted a policy for Curriculum Planning and Guidelines in October 2014 (Appendix D.12).

There are many opportunities provided for training graduate students who teach within GWSS. All incoming doctoral students are expected to attend a TA/RA training program organized by our department and the TA/RA training organized by the Center for Teaching and Learning (CTL) each September. This provides an orientation to the department, information and resources on teaching and learning at the University and opportunities to explore and develop a variety of teaching strategies. CTL organizes a separate International Teaching Assistant Program for on-going consultations by non-native English speakers.

All graduate students on Teaching Assistantships typically begin by TAing for GWSS 200, the undergraduate introductory course. The course trains them well with a Lead TA and the faculty in charge holding weekly meetings and conducting in-class section reviews. From this year, a graduate seminar, GWSS 504 *Philosophies and Techniques of Teaching* on feminist pedagogies is being offered concurrently to specifically train graduate students in feminist pedagogies. (Due to the small numbers of graduate students we admit each year we can offer this course only once every two years but we are making sure that graduate students on fellowships in year one, take it in advance.) Only graduate students who have TA experience *and* a Master’s in GWSS or have attained Ph.C. status (post General Exams) are permitted to teach undergraduate classes independently. Graduate students who are TAs for courses other than GWSS 200 are mentored by the faculty member who is teaching the course; they are invited to give guest lectures, and their faculty mentors or adviser visit their sections and provide them with feedback on teaching. We encourage and recognize the pedagogical contributions of our graduate students to undergraduate learning through the annual Doman Award for Excellence in Teaching.

In our endeavor to put feminist pedagogies into practice, we try to create a learning community in the department, one where faculty can learn from graduate students TAs as well. GWSS doctoral students have, for example, presented on interactive theater and fandango as feminist pedagogies in department colloquia and at the NWSA Annual Conferences. Several of them have won Huckabay Teaching Fellowships awarded by the Graduate School to support innovative teaching and learning.

In response to teaching evaluations, GWSS faculty members and graduate student TAs have attended seminars on teaching and consulted with the Center for Teaching and Learning. We have undergone training by the Q Center to be more aware and accommodating of trans* student’s needs and

have worked with the Office of Disability Services to be more aware and accommodating of the needs of students with disabilities.

GWSS faculty include winners of the university's highest recognition for excellence in teaching, the UW Distinguished Teaching Award (Kenney and Ramamurthy) and several have been nominated, repeatedly, for these awards by students of their own volition. Every year at graduation, GWSS undergraduates honor the best teacher in the department by asking them to deliver the commencement talk (Ross in 2014).

Teaching and Mentoring Outside the Classroom:

GWSS is strongly committed to learning outside the classroom. This is institutionalized in the Internship requirement which is an invaluable facet of the undergraduate major: students work with GWSS faculty mentors and mentors at their internship site and reflect on their "real-world" experiences while still at the university. Many go on to volunteer far more than they need to; for some, internships influence their choice of a career. Specific courses, like GWSS 357: *Psychobiology of Women*, also provide students with a highly popular service learning option.

GWSS faculty regularly do Independent Studies with undergraduate students, especially through the Mary Gates Undergraduate Research program and the McNair program. Additionally, several faculty members work with groups of students informally. Prof. Luana Ross holds a monthly book club discussion forum for undergraduates that grew out of her *Reading Native Women's Lives* course last spring. She has organized meetings with two of the authors students have read. Prof. Angela Ginorio has convened two research groups: one on *Feminist Understandings of Victims and Aggressors*, 2007-09 and another on *Social Science Studies of Science*, 2006-. She also offers seminars to Latina/o students in the La Rasa organization on how to apply to graduate school. Prof. Michelle Habell-Pallan has offered undergraduates the opportunity to work with local under-represented minority communities, artists, and musicians through volunteering and participating in the annual *Women Who Rock (Un)Conference* every year for the past four years. Prof. Amanda Swarr serves as the faculty advisor for the *Campus Coalition for Sexual Literacy*. She has served as informal mentor for dozens of students who seek her out for advice. Community building between students and local communities entails substantial work for GWSS faculty members, which does not always get recognized in traditional valuations of performance.

To prepare undergraduate students for the next phases of their lives, GWSS convenes a panel of alumni to present in the Senior Capstone class each year. The Senior Capstone is also the forum for students to prepare portfolios of their work and resumes. Since last year we provide graduating seniors with a skill-training workshop on constructing a personal web site. We also provide a skill-training workshop on digital media, specifically the video recording and transcription of oral histories. This Winter GWSS is working with the Career Center on how to resource our students' transition to careers more effectively.

In response to the University of Washington's recent efforts to enunciate the relationship between course-work and career-related skills more obviously for students, GWSS faculty have begun to work on specifying how the GWSS Learning Goals are met in specific courses and adapting the Husky Promise

template for each of their courses. By way of example, Prof. Shirley Yee's specification of how GWSS 251: *Gender and Popular Culture* meets GWSS Learning Goals is presented in Appendix D.13 and how students in this course are learning career-oriented skills and can articulate them is presented in Appendix D. 14.

Graduate Programs and Courses:

Student Learning Goals and Outcomes:

The department of Gender, Women, and Sexuality Studies provides advanced training in Feminist Studies through our doctoral program. Specifically, the goal of the PhD is for students to develop a high level of competence in multiple genealogies of feminism and feminist activism, feminist theories and debates, feminist epistemologies, methodologies, and methods of inquiry, and feminist pedagogies. Our Ph.D. program is designed to prepare students for scholarly careers in feminist research and teaching interdisciplinary gender, women, and sexuality studies and/or related disciplines at the university/college level. Graduates of our Ph.D. program also find employment with non-governmental/governmental agencies and non-profit organizations working on social issues.

The doctoral program is highly selective; on average, we receive around 55 applications, we make 3-6 offers, and have enrolled 1-4 students (Appendix D.15). Our students have been very successful in securing fellowships such as the Graduate Opportunity Program (GOP) Award and Tuition Waiver and the Bank of America Endowed Minority Fellowship administered by UW's Graduate School. They have won UW Chester Fritz Research and Travel Grants, Bridges Labor Center Research Grants, Foreign Language and Area Studies Awards, Simpson Center for the Humanities Society of Scholars Dissertator Awards, and College of Arts and Sciences' Dissertation Completion Awards. They have also competed successfully to win prestigious external fellowships for research including the multi-year Ford Foundation Pre-doctoral Fellowship, the AAUW Fellowship, the Point Foundation Fellowship and the National Women's Studies Association Graduate Scholarship. GWSS doctoral students have won recognition for their excellent scholarship and citizenship as well: the College of Arts and Sciences Graduate Medal in the Social Sciences (Martha Gonzalez), and the Graduate School Medal Honoring Scholar-Citizens three times (Jeanette Bushnell, Mae Henderson, Karen Rosenberg).

Doctorates in Feminist Studies from UW have a successful placement track record. The majority, about seventy percent, are in academia. About 30% of our graduates hold tenure-track jobs at universities and colleges such as Pennsylvania State University, University of Missouri, University of Maryland (Baltimore County), Gonzaga University, Humboldt State, and Scripps College. About twenty percent of our graduates are in administrative positions in academia and another twenty percent in non-tenure track positions. The remaining thirty percent are in government and non-government or non-profit positions (Appendix D 16 and 17).

The requirements for the PhD in Feminist Studies are at least 60 credits of course work, which include 15 credits of core seminars: *GWSS 501: History of Feminism*; *GWSS 502: Cross Disciplinary Feminist Theory*; and *GWSS 503: Feminist Research and Methods of Inquiry*, taken sequentially in the first year of study; and 45 credits of coursework in the student's areas of concentration. In addition to GWSS 503, the student

typically takes at least two other courses in methodologies. Ph.D. students take a written and oral General Examination after completing their course work, usually in the third year of study. Successful completion of this exam results in admission to candidacy for the Ph.D. and marks the start of more intensive dissertation research. Students must complete 30 credits of dissertation research culminating in a dissertation approved by their committee. There is also a language requirement for the PhD; students must demonstrate proficiency in two languages (native language and a foreign language) that is relevant to their area of specialization and/or demonstrates a philosophical commitment to language study as a component of Feminist Studies.

Doctoral students in GWSS pursue a wide variety of topics for their dissertations. They take elective courses with GWSS faculty in their areas of expertise and they are encouraged to take courses in the disciplines and areas which are most relevant to their dissertation topic from across the university. Each student pursues a unique curriculum developed with the guidance of our core and adjunct faculty. However, there are research clusters and conversations across faculty and doctoral student scholarly interests.

Student learning is evaluated in courses through exams, quality of contributions, and research papers. The written General Exams and the oral defense that follows are occasions to evaluate the depth and breadth of each student's learning. We also require presentations of student's original research twice at the weekly department Research Colloquium, once before and once after General Exams. The oral defense of the dissertation proposal is required at or within 6 weeks of the General Exams. A public presentation of the doctoral dissertation is required for the Final Exam.

We have worked to create a research culture in the department through the research colloquia, at which doctoral students, faculty, and visiting scholars present; by encouraging students to present their research at conferences, especially the flagship National Women's Studies Association annual conference, at which a record sixteen faculty and students of the department participated in this past year, and to publish their research in the top feminist studies journals.

Progress through the doctoral program is actively considered at the beginning of each academic year, when each student submits an annual plan and discusses it with their adviser. The student articulates their plans for coursework, teaching, and research during the upcoming AY. In the Spring term of every year, and at the end of the year, when each student submits a self-assessment and again discusses it with their adviser. Based on this, the progress of each graduate student is reviewed by the faculty in the department during two meetings held each Spring. Based on this collective discussion, which is extremely useful, faculty advisors communicate with each student discussing their progress and recommendations from the faculty as a whole.

Student satisfaction is assessed through regular meetings with their faculty advisor, the Director of Graduate Education and the Chair. In addition, the DGE and Chair hold office hours and quarterly meetings with graduate students to air any concerns or offer suggestions.

Mentorship of all students, especially those from under-represented groups is a strong commitment of the department as already outlined in the section on diversity.

Due to diligent assessment of student learning on a regular basis, GWSS faculty are sensitive to students for whom doctoral education in GWSS may not be a good fit and/or students who are struggling to keep up with the requirements. We try to offer such students various options to succeed but, if this does not seem possible, we talk to them about earning the MA in Feminist Studies en route to the PhD or the MA as a terminal degree.

The requirements for the MA are a minimum of 45 credits of coursework, including the core sequence, GWSS 501, 502, 503, and 30 elective credits *plus* either a research-based thesis paper worth 15 credits or a practicum, worth 15 credits, that is based on an extended placement at a community organization relevant to the student's research interests and/or career goals with a written component with a practice-related output appropriate to the work done, such as a manual or handbook.

Improvements to the doctoral program are continuously being made based on feedback from our doctoral and master's students. The sequence of core courses and the language requirement, the scope and form of the general exams, the requirements for research colloquia participation and attendance, the scope and form of the dissertation defense have all been re-visited and revised or clarified over the past five years. We maintain a bank of General Exam questions to which students can refer to give them a better sense of our expectations. Given the department's new strengths, and the directions of the field, we intend to undertake a thorough review of the doctoral core curriculum next year.

The Graduate Certificate in Feminist Studies requires students to take the three quarter sequence of core graduate courses in Feminist Studies (GWSS 501, 502 and 503) and an additional two GWSS courses (10 credits) as electives plus complete a 1-credit capstone course with an adviser from the GWSS core faculty. For the capstone, students are required to write a 5000-word essay in which they develop a framework that ties together two papers they wrote for any two of their required courses, re-write or re-submit two essays from those courses, and reflect on what they have learned from the Grad Certificate and how it has changed/impacted their thinking/career.

The Graduate Certificate in Sexuality and Queer Studies requires students to take one core course, GWSS 564 *Queer Desires* and four other courses (20 credits) from a list of twenty Approved Courses across the university. A public capstone presentation, in consultation with the student's advisor is required to complete the certificate.

As they now stand, the Certificates in Feminist Studies and in Sexuality and Queer Studies have a broad intellectual vision. They do the work of introducing students in the disciplines and in various professional schools, such as Medicine, Law, Education, Nursing, Social Work, Public Health to feminist and queer studies and to develop an ability for interdisciplinary and intersectional analyses.

The feedback we have received from graduate students in the Certificate in Feminist Studies is that it is serving their interests well. GWSS faculty are often asked to serve on the doctoral committees of students who earn the Certificate. Graduate Students who pursue the Certificate claim it as a credential when they apply for jobs. We will undertake more targeted outreach to the professional schools to promote the Certificate extensively.

We are currently engaged in a re-envisioning of the SQS certificate to make it more focused and intellectually unique in response to changes in the disciplines, many of which now offer graduate students courses that include the study of sexuality, and in response to current times. Building on the strengths of our faculty in GWSS we propose a Certificate that will be unique nationally. It will train students on the production of “sex” across different spaces, regions, epochs, epistemologies and disciplines. Our goal is to chart new ground in Lesbian, Gay and Queer Studies, Area Studies (including American Studies) and Ethnic and Gender Studies. We are particularly interested in developing two directions for the Certificate. First, we will explore and assess the cross-regional and cross-cultural studies of non-normative sexuality that have emerged most sharply in new research attentive to transnational phenomena (capital and multinational corporations, non-governmental organizations, refugee groups and migrations, and religious practices and beliefs, among others). Second, we will establish an innovative, interdisciplinary forum concerned with the racialized and global dimensions of contemporary sexual discourses, practices, and histories.

GWSS graduate courses--both core and elective-- attract a large number of students from other departments. It is clear that these courses are serving a widespread need in graduate training across the university. While this makes for excellent interdisciplinary conversations, students from other departments typically take GWSS courses later in their graduate training, while GWSS doctoral students take the core courses as new students. A longstanding request from our graduate students is for courses which are closed to all but GWSS students; however, given the small size of our doctoral program, this has not been feasible in terms of staffing.

GWSS core faculty teach all the core courses required for the doctoral, masters, and certificate students. The three faculty members who have taught 503, the feminist epistemologies core course, have collaborated to produce a syllabus with common content that is consistent, regardless of who teaches it, and content that draws on each faculty member’s expertise. We hope to follow this pattern with the other core courses as well. With the new Curriculum Planning and Guidelines we are in a position to rotate who teaches the core courses.

GWSS faculty also teach elective graduate courses in their areas of expertise. In the recent past, we have been combined three advanced undergraduate and graduate elective courses, with different requirements for the graduate students and some sessions devoted to seminar type discussions for only graduate students. This is not ideal, however, given staffing constraints, it does provide faculty with the opportunity to teach to their strengths, and gives undergraduate and graduate students more elective options.

Instructional Effectiveness:

The department uses standardized teaching evaluations forms to assess the quality of graduate instruction. According to the Department Five-year Course Evaluation summary, GWSS graduate courses receive higher evaluations than Social Science courses and University of Washington, Seattle courses (Appendix D 8). In addition to standardized quantitative evaluations, several faculty use their own mid-quarter evaluations, which they discuss with students and address mid-course. Collegial evaluations of

faculty members by each other are also undertaken to provide useful feedback on instruction. Each faculty member constantly redesigns their courses in response to oral and written feedback from graduate students.

As discussed in the previous section, graduate students who TA for the department are provided with many opportunities for training in teaching, teaching improvement, and innovative teaching. In addition to the course on feminist pedagogies, the GWSS 593 *Feminist Doctoral Research Workshop* course provides students with an opportunity to create a statement of their feminist pedagogy philosophy and a teaching portfolio, as well as an articulation of the connection between their teaching and research. The department tries to provide advanced graduate students with opportunities for teaching GWSS core undergraduate requirements independently at least once; and to teach a course on their area of expertise, whenever possible. GWSS faculty advisors visit these classes and provide them with feedback on instructional effectiveness.

Teaching and Mentoring Outside the Classroom:

Mentoring outside the classroom is a very important strength of the department. This is particularly true for students from under-represented groups. As we recently heard at her retirement celebration, Prof. Angela Ginorio has often assured the mothers of Latina students not from the Seattle area that she will look after them when they are here, and done so. Every year for the past four years, Prof. Michelle Habell-Pallan has invited eight to ten of the top scholars in the fields of digital humanities, music performance, Latina Feminist Studies to the UW-Seattle campus. At a day long series of presentations, they provide feedback to twelve to fifteen of our graduate students. A similar event, “Rethinking Economy in Contemporary India: An Interdisciplinary Feminist Dialogue”, organized by Prof. Priti Ramamurthy brought three senior feminist scholars of India to campus in November 2014 to workshop their own research and respond to work-in-progress presented by eight graduate students and faculty. Many of graduate students being mentored in these forums are not from GWSS but from across the disciplines in the College (Anthropology, Communications, History, Geography, for instance), and across the university (Information School, Education, Social Work).

Four GWSS faculty members (Habell-Pallan, Reddy, Swarr and Welland) are Affiliated Faculty for the Certificate for Public Scholarship, administered by the Simpson Center for the Humanities. The Certificate brings together a network of faculty and students interested in “public scholarship that engages in cultural practice and inquiry; campus-community partnerships across all sectors of higher education; digital and multimedia publication, exhibitions, performance, and other innovative modes of disseminating scholarship; community-engaged research, teaching, and service; and professional development for careers inside or outside of higher education.” Each faculty member works with students on a self-directed 15-credit course of study that includes a practicum project. Currently, three GWSS doctoral students (and one GWSS undergraduate alum, a doctoral student in Geography) have been chosen as Simpson Center Public Scholarship Fellows.

Faculty mentorship outside the classroom involves introducing graduate students to opportunities in partnership with non-academic institutions such as the Smithsonian, nationally, and regional institutions

such as the Experience Music Project, and the Seattle Art Museum, El Centro de la Raza, and Washington Hall (located in the historically minority-rich Seattle Central District). Internationally, faculty have introduced graduate students to academics, activists, and think-tanks in Native communities, South Africa, China, and India whom they partner with. The *Native Voices* program, co-directed by Prof. Luana Ross, organizes the travel of graduate students to various film festivals across the country and organizes panels at film conferences where our students present.

In preparation for life after the doctorate and/or masters, the department encourages students to position themselves as best as possible for careers in and outside academia. As mentioned, we have worked hard to create a department culture of research; we encourage publications in the top peer-reviewed journals prior to going on the job market; we work with students on their teaching statements and portfolios; we encourage them to present and network at national conferences; we conduct mock interviews and encourage them to practice their job talks before delivering them. For the past two years, we have invited alumni back individually and in a panel to talk about the process of applying for funding successfully; the process of applying for jobs successfully in and outside academia; and how to negotiate a job in the first few years. We also encourage graduate students to take advantage of training/mentoring at the NWSA and in programs like the Project for Interdisciplinary Pedagogy at the University of Washington, Bothell, where three of our students have received one year teaching fellowships. We believe in mentoring our graduates even after have been placed, at least till they receive tenure; towards this end, we continue to be in close contact with many of our PhD alumni.

Service

The Self-Study APR Guidelines do not have a section or questions related to the department's service contributions. As the NWSA Guidelines on Promotion and Tenure, 2013 points out, GWSS faculty work hard at institution building but these contributions are often "undervalued when it comes time for promotion and tenure review"(p 9). GWSS faculty members Kenney, Ginorio, and Yee, in particular, have performed an exemplary amount of service, first to establish GWSS department, then to start and establish the doctoral program. Their service contributions to the department, the university, and students in other departments are legion.

Prof. Nancy Kenney is the Director of Undergraduate Education in GWSS, a position she has been in since 2012. She is simultaneously, Associate Chair and Director of Graduate Training, Department of Psychology, a position she has held since 2003. She was the Director of Graduate Education in GWSS from 2000 to 2012. And, served as Acting Chair of the (then) Women's Studies department in 1999. Since 1976, Prof. Kenney has served on 24 GWSS Committees, 29 Department of Psychology Committees, 8 College wide committees and 33 university-wide committees, including the Graduate Council and Go-MAP.

As mentioned, Prof. Angela Ginorio has worked tirelessly to mentor students from under-represented groups across the university, not just those in the GWSS department and to pass the Diversity requirement. She worked as the Director of the North West Center for Research on Women, for over ten years, and her work with community members during that time have has a lasting impact on how the

university and GWSS are viewed favorably in the Greater Seattle area. Her national service as a consultant on issues related to Minorities and Girls in the STEM fields is highly regarded.

Prof. Shirley Yee has served as Chair of the department from 1996-2001 (except 1999, when she was on sabbatical leave). She has served on and chaired multiple committees outside the department including Presidential Task Forces on the Status of Women, Accountability, Gay, Lesbian, Bisexual and Transgender Issues, Diversity in the Curriculum, and the President's Advisory Committee on Intercollegiate Athletics. She has, in addition, been on departmental chair search committees and faculty searches in History and American Ethnic Studies. In just the past two years, she has chaired or served on five administrative staff and faculty search committees for GWSS in addition to being an active member on other GWSS departmental committees.

Prof. Priti Ramamurthy was on the team that wrote the department's Strategic Plan in 2000. She has also served on several department, college, and university-wide committees. From January 2007 to June 2012, when she became the Chair of GWSS, she chaired the South Asian Studies Program and Directed the South Asian Studies National Resource Center at the University of Washington. (This inter-disciplinary unit, funded by a US Department of Education Title VI grant, is housed in the Jackson School of International Studies.)

Prof. Ross, Reddy, Swarr, and Welland, who joined the department more recently, have all made impressive service contributions to the department and university.

Section III: Scholarly Impact

Faculty in the department of Gender, Women, and Sexuality Studies work in the disciplines and across disciplinary boundaries to set the tone for new directions in Feminist Studies. Our scholarship, broadly characterized under a common rubric of critical feminist praxis, speaks to the commitments we share to social justice, anti-racist and intersectional work, interdisciplinarity, decolonial imaginaries, and transnational analyses. We strive to produce rigorous scholarship that puts the insights of marginalized communities at its center and creates on-going dialogues with them. We each approach scholarship in different ways, using a range of theories and methodologies, but with similar political and ethical goals. Our research speaks to the potential of GWSS for generalizable theory, engaged public scholarship, and transformative interventions.

Over the past ten years, our department has substantively transformed from a reputation and focus on the social sciences and global studies of Americas and Asia. This has been in response to the changes in the field, and in the world we inhabit. The addition of new faculty members and the departure of others have led to these transformations as well. As a consequence, we have become more truly interdisciplinary. Faculty now have methodological expertise in cultural and visual studies, ethnography, ethnomusicology, archival research, artifactual research (the study of artifacts and commodities), social science surveys, and more. We contribute interdisciplinary frameworks to the social sciences, humanities, and (to a limited

extent) the natural sciences as well across them. We are disseminating our scholarship in a much wider range of fora than previously, through academic books and peer reviewed journal articles but, as well, through documentary film and museum exhibits, digital archives and street theater, music, and dance performances. We continue to be best known for scholarship on women of color and transnational feminism, with a growing impact in critical queer studies and the digital humanities. These strengths are helping to define the culture and reputation of the department and to differentiate us from our peer institutions.

Faculty in GWSS are highly productive when assessed on traditional criteria-- books and peer reviewed journal publications. They do extremely well on the criteria the National Women's Studies Association recommends as necessary to assess contributions to the field.²

The scholarly, collaborative, and community work of GWSS thus has had a transformational impact both within the academic field and beyond. Appendix C.1 lists the faculty and provides links to their on-line profiles; Appendix E consists of GWSS faculty cvs. Here, we highlight only select and recent illustrative examples from the many stellar contributions of our faculty and students.

Recent Book Awards and Prizes:

Amanda Swarr's *Sex in Transition: Remaking Gender and Race in South Africa* (SUNY, 2012) won The Sylvia Rivera Award in Transgender Studies, CLAGS, CUNY; Honorable Mention, Ruth Benedict Prize, Association for Queer Anthropology, American Anthropological Association and Honorable Mention: 2014 Distinguished Book Award, American Sociological Association's Section on Sexualities.

Chandan Reddy's *Freedom With Violence: Race, Sexuality and the U.S. State* (Duke, 2011) won the MLA Alan Brey Award 2013 for best book in Gay, Lesbian and Queer Literary Studies; the Association of Asian American Studies for Best Book in Cultural Studies 2013; and was a Finalist, Lambda Literary Foundation, Best Book in GLBT Studies.

Sasha Su-Ling Welland's *A Thousand Miles of Dreams: The Journeys of Two Chinese Sisters*, (Rowman & Littlefield, 2006. Paperback release, 2007) was the American Library Association Booklist Editors' Choice,

² In GWSS "teaching and community engagement may be intertwined and also generate new ways of approaching scholarship. Moreover, the discipline recognizes that activism with women and other groups inside and outside of academic institutions produces knowledge and contributes to the development of women's and gender studies scholarship" (p 9). To recognize the specific contributions of GWSS faculty Tenure and Promotion evaluations should: "(i) Account for plural forms of research, teaching, and service that occur in multiple locations. (ii) Recognize that collaborative work is often more challenging than solitary scholarly production. (iii) Recognize the multiple forms of scholarship, from traditional written products to artistic and creative expressions such as film, performance, digital media, collaborative editorial work, archival research. Increasingly, scholarship is produced in online journals, blogs, op-eds, policy reports, social media, community action projects. This expansion of domains of scholarship is not specific to women's and gender studies, but is central to the field. (iv) Recognize that many women's and gender studies faculty are also involved in institution-building: building alliances with other departments, enlisting affiliated faculty, proposing new courses and curricula, managing cross-listed courses, generating fuller comprehension of the field among key institutional stakeholders (p11)"

2006; Borders Original Voices Non-Fiction Selection, Nov-Dec 2006. The Chinese translation, *Jiaguo mengying: Ling Shuhua yu Ling Shubao* (Baihua Wenyi Chubanshe, 2008) was listed as #33 in the top 100 books published in 2008 by China Reading Weekly.

Michelle Habell-Pallan's *Loca Motion: The Travels of Chicana and Latina Popular Culture* (New York University Press, 2005) awarded Honorable Mention for the Modern Language Association Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies.

Journal Editors and upcoming Special Issue editorship:

Priti Ramamurthy serves on the Editorial Collective Board of *Feminist Studies*, 2014-.

Luana Ross serves on the editorial board for *Expanding Frontiers* and *American Indian Culture and Research Journal*. She is the Guest Editor of a Special Issue of *American Indian Culture and Research Journal* on "Native Criminalization and Prisonization," 2015.

Sasha Su-Ling Welland serves on the editorial board of the *Journal of Visual Culture*, 2013-

Michelle Habell-Pallan serves on the Advisory Board of *Chicana/Latina Studies: The Journal of Mujeres Activas en Letras y Cambio Social*, 2014-. With Shelly Eversley, she will Guest Edit a Special Issue of *WSQ* Fall 2015: The 1970's

Field impact:

Shirley Yee's *An Immigrant Neighborhood: Interethnic and Interracial Encounters in New York before 1930* (Temple: 2011) has been very favorably reviewed in *Journal of American History*, *American Historical Review*, *Journal of American Ethnic History*, and *CHOICE*. The reviewer in *Contemporary Sociology* notes: "*An Immigrant Neighborhood* is an excellent addition to historical studies in community and urban racial and ethnic relations. It provides us with rich stories of individual daily lives in pre-1930 New York's Lower Manhattan and with various analyses of class, ethnicity, race, and gender. It would be particularly useful for an advanced undergraduate course in American studies, ethnic studies, history, or sociology, and it would also be appropriate for a graduate course." Marilyn Halter, Boston University, writes: "Yee's study of the ethnoracial dynamics of lower Manhattan in this [pre-1930] period is well conceived, and well written. She convincingly dispels the myth of isolated ethnic enclaves populating the neighborhoods of what are commonly referred to as Chinatown and the Lower East Side by presenting a wealth of evidence to demonstrate the interweaving of the lives of people from differing cultural backgrounds. *An Immigrant Neighborhood* provides a lovely balance of interpretive material and the reconstruction of individual life stories."

Prof. Priti Ramamurthy is a co-author and co-editor of *The Modern Girl Around the World: Modernity, Consumption, Globalization* (Duke, 2008) with the Modern Girl Around the World Research Group: Alys Eve Weinbaum, Lynn M. Thomas, Priti Ramamurthy, Uta G. Poiger, Madeleine Yue Dong, Tani E. Barlow. The book is widely cited and taught. Ramamurthy's articulation of feminist commodity chain analysis, as a way to

track the creation of value and gendered identities, has been published in the journals *World Development*, *Cultural Anthropology*, *Feminist Studies*, *SIGNS*, and *Environment and Planning A* and in recent anthologies and handbooks. These articles are being taught in the U.S., Bangladesh, India, and the Netherlands. Ramamurthy has been invited, in the past couple of years, to present on her current research on gender, GMOs, and agrarian transformations as a keynote speaker at the South Asian Studies Annual Conference, Wageningen University (the Netherlands), the University of California, Davis, Sichuan University (China), Stanford University, and University of Tromsø (Norway) as well as at the National University of Singapore, New York University, the University of Michigan, the University of Pennsylvania, and the University of Toronto, among others. Ramamurthy has served on national fellowship selection committees, in Gender Studies for ACLS/Mellon, and in South Asian Studies for the American Institute of Indian Studies.

Prof. Yee and Prof. Ramamurthy's commitment to scholarship that is accessible to students is a hallmark of GWSS as a field. The close relationship between research and teaching is a characteristic that imbues the scholarship of our faculty. Both Yee and Ramamurthy have also published scholarly articles on the shape of the field itself. This constant reflection on the field is also one of its constitutive characteristics.

Public Scholarship:

Michelle Habell-Pallan's work as a Guest Curator (with Shannon Dudley and Marisol Berrios-Miranda, UW Ethnomusicology) of *American Sabor: Latinos in U.S. Popular Music/American Sabor: Latinos en la Música Popular* is a collaboration between Experience Music Project Museum and University of Washington School of Music, GWSS, and American Ethnic Studies. It was sponsored by the Seattle Partnership for the Study of American Popular Music (AMPS), The Experience Music Project Museum and the Paul G. Allen Family Foundation between 2007 and 2011. In 2012, in partnership with Smithsonian Institution's Traveling Exhibition Service (SITES) the exhibition was updated. From 2007 to 2014, it has been exhibited at 18 sites across the country (<http://americansabor.org/>). Prof. Habell-Pallan and Prof. Sonnet Retman (American Ethnic Studies) have co-organized *Women Who Rock: Making Scenes, Building Communities unConference & Film Festival*, four times and will do so again in 2015. The Unconference creates experimental exchanges with feminist communities of color at UW and off-site in local Seattle communities (<http://womenwhorockcommunity.org/>). Habell-Pallan and Retman have also developed an archive of over 90 oral histories of *Women Who Rock: Making Scenes, Building Communities Oral History Archive* in partnership with University of Washington Libraries Digital Initiatives Program (<http://content.lib.washington.edu/wvrweb/>).

In the field of visual culture, Sasha Su-ling Welland's highly anticipated forthcoming book, *Monumental Ephemeral: Gender and Globalization in Chinese Contemporary Art* (Duke University Press) will be offered simultaneously in print and via a digital platform. The book follows the intellectual buzz created by the international conference, "New Geographies of Feminist Art: China, Asia, and the World," Prof. Welland co-organized with Prof. Sonal Khullar (Art History), funded by the ACLS, Simpson Center and various departments at UW (<http://depts.washington.edu/newgeos/>). In addition, Prof. Welland has produced two documentary films and curated two shows, *Tuichi*, a solo show of paintings by Zha Ba, Today Art Museum, Beijing, 2011 (<http://tinyurl.com/3vu6uwp>) and *Cruel/Loving Bodies*, a touring exhibition featuring painting,

sculpture, installation, performance, photography, and video by Chinese, Hong Kong, and Chinese British feminist artists, Hong Kong Arts Centre, 2006 and Duolun Museum of Modern Art, Shanghai; and 798 Space, Beijing [<http://home.earthlink.net/~swelland/homepage/id1.html>], 2004.

Prof. Luana Ross' long-standing contributions to indigenous documentary film through the production of documentaries and the training of graduate students through *Native Voices*, the only graduate program of its kind in the nation, is exceptional. It includes co-direction and co-production, in collaboration with Prof. Dan Hart (American Indian Studies) of fourteen films.

Prof. Amanda Swarr's book, *Critical Transnational Feminist Praxis* (SUNY 2010), co-edited with Prof. Richa Nagar (University of Minnesota) made a splash even before it was published! Their co-authored "Introduction" was distributed to all attendees at the NWSA conference in 2009. It is highly cited and widely adopted for classroom use. In 2013, Prof. Swarr was awarded the Samuel W. Kelly Distinguished Faculty Award. Selected by the Office of Minority Affairs and Diversity at the University of Washington, she delivered this annual lecture "dedicated to acknowledging the work of our distinguished faculty by spotlighting nationally recognized research focusing on diversity and social justice." Also in 2013, Prof. Swarr organized the visit of Zanele Muholi, photographer, film maker, activist, as the Stice Feminist Scholar of Social Justice (an annual lecture and week-long visit hosted by GWSS). Muholi visited undergraduate and graduate courses, engaged in a public conversation with Prof. Swarr, and was recorded for the *Women Who Rock* archive. In summer 2014, Prof. Swarr was invited to launch her book, *Sex in Transition* and co-present with Sibusiso Khewesa at an event sponsored by Gender DynamiX, the first transgender organization in Africa, District Six Museum, Cape Town, South Africa. Many of the community members she had interviewed for her book were present at the event. Prof. Swarr has served on numerous NWSA committees, including as a Program Review Chair in 2014, a Panel and Paper Reviewer, 2011-14, and on the NWSA First Book Prize Committee in 2011. In January 2015, Prof. Swarr will join the NWSA Strategic Planning Committee which will develop a three-year strategic plan for the organization.

Prof. Chandan Reddy is a highly sought-after speaker on "Race, Immigration and Sexuality" and has given multiple distinguished and invited lectures around the country, including at the University of California, Berkeley, Yale, Harvard, UCLA, Brown, and internationally, in recent years. At UW, he has organized several interdisciplinary research clusters, forums and lecture series on these topics, on Queer of Color and Women of Color feminisms, transnationalizing American and Asian American Studies, and Thinking Sex in Transnational times. He is an Advisory Board Member of Re:Gender, formerly *The National Council for Research on Women*, 2014- and has published two public reports on Queer of Color Immigrant organizing and politics.

Both Prof. Swarr and Prof. Reddy have been interviewed on Seattle local public radio stations, and have offered comments on gender, sexuality, immigration and race.

Student Awards

GWSS undergraduate and graduate students regularly win major awards. In AY 2014 these included:

- Laura Godoy, undergraduate GWSS and Sociology, The George and Barbara Akers Scholarship
- Alma Khasawneh, Elizabeth Kerr Macfarlane Endowed Scholarship in the Humanities
- Jiwoon Lee, Boeing Chester Fritz Award
- Angelica Macklin, HASTAC Scholar Award
- Akanksha Misra, Sakip Sabanci International Research Award
- Noralis Rodriguez, HASTAC Scholar & National Women Studies Association Graduate Scholarship
- Nicole Robert, Project for Interdisciplinary Pedagogy Fellowship and the Point Fellowship
- Shuxuan Zhou, Summer 2014 Gender Dissertation Workshop, hosted by the University of Michigan and Fudan University in Shanghai, and Summer 2015 and Society of Fellows Dissertator Award, Simpson Center for the Humanities.

Impact of Alumni

GWSS doctoral alumni are having a transformative impact on the field. First, they are changing the field by asking new questions, doing innovative research, and offering new political imaginaries. The list of PhD thesis titles in Appendix C.2 captures, in a small way, how they are at the cutting-edge of the field. Second, they are becoming professors in academic institutions across the country. Third, they are changing academia and the non-profit world by bringing feminist knowledge to bear on their jobs. Lastly, GWSS alums are notably present and involved in shaping the future of the field through participation in the National Women's Studies Association annual meetings. Alum Amy Bhatt, for example, has attended the Women of Color Leadership Project Pre-conference twice and is extensively featured on the NWSA welcome video on professionalization and mentoring new students in Feminist Studies about the field (<http://www.nwsa.org/>).

Impact of new technologies

Among the changes the field is experiencing are those that new technologies bring to teaching and research. We have proceeded cautiously in creating and offering on-line GWSS courses through the new Interdisciplinary Social Sciences degree, a degree completion program started in the Autumn of 2014. Despite our admiration for the thoughtful way in which the program is conceived, we are concerned about questions of access, the high investments of faculty labor in instructional technologies, the need for support infrastructure, and continuing questions about compatibility with our goals as feminist teachers. Nevertheless, two of our faculty members have applied for and received Technology Fellowships and are in the process of developing modules or hybrid courses.

Collaboration with other units

We exemplify the College's goal that "Our faculty will embrace a culture of collaboration, working across departments, fields, colleges and professional schools to understand and respond to critical societal needs." GWSS faculty collaborations and interdisciplinary efforts with other faculty and units on campus are listed in Appendix C.1. Far beyond that list, many collaborations have been mentioned throughout this report.

Ensuring Junior Faculty Success

The only junior faculty member we have currently is Lecturer Regina Lee who joined in Autumn 2014. The teaching responsibilities for lecturers in the College are six courses per year (compared to four for tenure-line faculty). We will support Dr. Lee in becoming an excellent teacher, by encouraging discussions with the chair and other faculty members, balancing her teaching load between large and small classes judiciously, and encouraging her to teach to her strengths. This year she will teach two new undergraduate courses, *Fandoms in Online Contexts* and *Biology, Medicine, Ethics: Feminist Narratives* in her areas of expertise. We have voted her on to the Graduate faculty, which enables her to serve on graduate committees, and she is teaching the graduate seminar on *Feminist Pedagogy*. We will work with Dr. Lee to advance her, in a timely fashion, to the next rank of Senior Lecturer.

Ensuring retention and success of faculty from under-represented minorities

As mentioned, we were successful in retaining two faculty members last year, Amanda Swarr and Michelle Habell-Pallan by working with the Divisional Dean of Social Sciences and, in the case of the latter, the Office of the Vice Provost for Faculty Advancement and the Director, Simpson Center for the Humanities. The specific strategies to support the career success of faculty members from under-represented groups include respecting their multiple contributions to scholarship and community collaborations and the labor of this balance; publicizing and recommending the College adopt the NWSA guidelines on criteria for Promotion and Tenure; and providing the opportunity for continuous dialogue and mentorship.

Section IV: Future Directions

Where is the unit headed? What opportunities does it wish to pursue? What goals does it wish to reach? How does the unit intend to seize those opportunities and reach those goals?

GWSS is a unit within the University of Washington, which will continue to be *the* flagship, public research university in Washington state and one of the most highly regarded nationally. The College of Arts and Sciences will continue to be "the academic core" of the Seattle campus. Located within the College, UW Social Sciences were ranked as the sixth best in the world in 2014 by the National Taiwan University Ranking, a ranking system based on academic performance. GWSS is a relatively small department in this large and impressive division but one which is acknowledged as central to its mission, especially for our

contributions to research and teaching on diversity and our deep interdisciplinarity (Social Sciences Fact Sheet, draft January 2015.)

Outside the UW, GWSS is widely recognized as one of the strongest departments in the country. We have articulate and smart undergraduate majors who draw on the resources of the unit, the university, and our region to engage in real-world internship experiences which prepare them for careers after graduation. They engage in public scholarship and make contributions to their communities and the field. Our doctoral program is known nationally and internationally, reflected in the broad diversity of students who apply to the program each year, the selectiveness of the program, and our striking presence at and in the National Women's Studies Association. We have a solid track-record of placing our graduates in tenure-line positions or in administrative and non-profit careers. Our faculty are increasingly visible and productive as research scholars who publish in the flagship journals and academic presses. As public scholars engaging in creative and transformative projects with local communities, they are held up as role models in the field. We have an especially strong cohort of Associate Professors, who are well on their way to full professorship. Over the past two years, in particular, we have come together to think about our short and long term goals. Our current collegial culture is strong and supportive. We have worked to define ourselves in terms of research and public scholarship and to grow our reputation collectively. We are eager for this to continue and, to this end, set ourselves the following goals and detail our plans to reach them.

Over the next few years, we will focus on (i) enhancing our visibility among UW students and growing the number of students in our courses, (ii) reviewing the content and requirements of our undergraduate programs (majors and minors), (iii) reviewing our doctoral and graduate certificate programs and (iv) planning, growing and nurturing the faculty, student, and staff resources needed to maintain our leadership position in the field and the university.

(i) GWSS Visibility and Growth: We will continue to work on our goal of enhancing the visibility of GWSS among undergraduate students and increasing the number of all UW undergraduates who take GWSS courses. We have initiated steps to become more visible on campus to students who were not actively considering our courses, especially students of color, trans*, and queer students; we will continue all efforts to reach out to them. The UW's new Diversity requirement is an opportunity to attract any student who may have never thought of taking a GWSS course previously and we intend to benefit from it. We believe adding faculty who can teach courses that appeal to the increasing number of students in the STEM fields, which satisfy "Natural World" Areas of Knowledge requirements will be very fruitful. We also believe that adding faculty who can teach new courses in the Digital Humanities which offer competencies in digital community engagement, cultural analyses of digitalized texts, social media, big data and/or visualization will be welcomed by students.

(ii) Undergraduate Program Review: We will undertake a review of our major and minor offerings with the goal of increasing their attractiveness to students and eventually our number of majors and minors. We will provide students with a clear sense of the frameworks they are learning, the sites of intervention,

and the conditions of possibility we are creating. Alternate pathways will be made available through sequenced core and elective courses over a rolling two-year period. Rather than reinstating tracks, we will take a matrix approach.

We intend to be part of the College's initiatives to partner with those professional schools which our graduates are known to enter: Law, Medicine, Public Health, Public Policy, and Social Work. We also intend to provide our students with cutting-edge skills and critical lenses on digital technologies and new media. Towards this end, the College's new Center for Digital Learning the College will enable us to better resource our students. We can, in turn, provide UW undergraduates who use the Center with basic critical literacy skills, for example, by making them aware about how technologies are not gender or value-neutral.

(iii) Graduate Program Review: We intend to review the core requirements of the doctoral program to reflect the changes in the field and in our faculty. We also intend to review the Graduate Certificate in Queer Studies, to provide graduate students across UW with a unique program, one that focuses on critical queer studies. This is an opportunity we think a number of graduate students will desire, especially given the recent explosion of academic jobs in Queer Studies.

To meet our goal of keeping the GWSS doctoral program robust, we will work with the College to stabilize graduate student funding. The lack of sufficient Permanent Instructional Funds for at least 3 students a year is hampering the creation of a critical mass of students in each incoming cohort. While we have largely eliminated the uncertainty of funding for graduate students, the department is still dependent on temporary funding from various sources to fulfill its promise of a funding package. Summer funding and resources for conference and research travel are also very much needed. We also hope our advancement strategies will bear fruit to fulfill some of these needs.

(iv) Faculty and Staff Resources: We will continue to grow the research culture and reputation of the department, by building on our faculty research strengths in women of color and transnational feminisms, critical queer studies and digital humanities. However, over the next five to ten year period, our Associate Professors are likely to be promoted and we will be probably experience as many as four retirements. We currently have no Assistant Professors. To maintain our current successes and continue to define the field of GWSS, we need to hire new faculty, especially at the Assistant Professor level.

Given our plan to actively guide student choices, the College's initiative to expand, deepen and integrate advising is welcome (A 21st Century Education Statement). To do more work in recruiting students, providing better outreach through the newsletter, and stronger career counselling advice, we require a full-time Undergraduate Adviser. We, therefore request, our current professional staff position be increased from 50% to 100%. This will also enable us to better advertise the career choices our alumni have made and achieved success at.

Part B: Gender, Women, and Sexuality Studies Unit Questions

1. How can the Department of Gender, Women and Sexuality Studies increase the enrollments of undergraduate non-majors across the university while (a) maintaining the department's commitment to feminist pedagogy (b) maintaining a high quality BA major and (c) potential retirements of faculty over the next 5-10 years?

We have been successful in increasing undergraduate enrollment of non-majors by increasing the number of large 200-level undergraduate classes, and the size and frequency of popular 200- and 300-level classes. Feminist pedagogy has been at the heart of these initiatives and we have not sacrificed high quality teaching. For further expansion we will consider adopting technology in the classroom when it is consistent with feminist pedagogies and principles. In the GWSS field, a consortium of institutions, linked through FemTechNet, "an activated network of scholars, artists, and students who work on, with, and at the borders of technology, science and feminism in a variety of fields including STS, Media and Visual Studies, Art, Women's, Queer, and Ethnic Studies", has experimented with DOCCs: Distributed Open Collaborative Courses. We will deliberate on joining these efforts, if resources are made available to provide faculty members and graduate students with adequate time off current teaching obligations to develop these courses and the infrastructure to support them. Technology is at the heart of many of our research initiatives, especially in the digital humanities, and experience in on-line education may open up greater job opportunities for our grads. So, while open to experimenting, we will continue to be cautious about the possibilities and effects of in-class and hybrid technologies and on-line teaching on our faculty and on non-traditional learners and under-represented groups.

One of our strategies to increase enrollments of non-majors has been to offer advanced undergraduate classes with no pre-requisites. Another strategy has been to offer joint listed advanced undergraduate and graduate courses, with additional course readings, requirements and sessions for graduate students taking such a course. After two years, we will conduct a systematic analysis of their effects on the quality of education for our undergraduate majors and graduates and, on our faculty work-loads.

Potential retirements over the next 5-10 years will lead to a loss of course offerings in areas that we consider crucial to the high quality of our instructional mission. The ability to meet our goal will crucially depend on the hiring of new feminist scholar-teachers: both faculty and graduate student TAs. However, we will not seek replacements of those who may retire as much as coverage of a combination of topics and methodologies we consider critical.

2. How can the Department of Gender, Women and Sexuality Studies continue to provide an excellent doctoral program and graduate certificates in Feminist Studies and Sexuality and Queer Studies with a small faculty and limited financial assistance to recruit, retain, and mentor our students to successful completion of PhD degrees and successful careers?

Given our small faculty, we have admitted students only to the doctoral program, not to a stand-alone master's program. We have tried to be equitable in the number of graduate students each faculty member works with as primary adviser but have often, collectively, decided to privilege recruiting the top students to the program.

We have sought students whose research interests intersect best with faculty interests, while encouraging graduate students to stretch and critique our own work, not reproduce it. As each of our students is producing a unique and inter-disciplinary dissertation, we encourage them to actively seek out GWSS Adjunct Faculty and faculty in other departments for expertise we do not have in the department.

One way we have successfully connected our students with a larger network of scholars is through mentoring workshops and inviting scholars who visit UW to comment on student research on a one-on-one basis. We have raised the money for these workshops from UW sources available for interdisciplinary initiatives, such as the Simpson Center, and the China Studies and South Asian Studies Programs, which are both Title VI funded National Resource Centers. We will continue to apply to these sources. However, we will also target advancement initiatives towards continuing with these mentoring workshops.

We are increasingly addressing the professionalization of our doctoral students through giving them opportunities to practice presenting their research, advice on how to write proposals for outside funding and publications for peer-reviewed journals in addition to the feminist pedagogy seminar and job market preparation. After graduation we continue to mentor alum towards successful careers.

We are now in a position to review the Certificate in Feminist Studies and reshape the Certificate in Sexuality and Queer Studies. We are hopeful that a newly configured Certificate in Critical Queer Studies will be distinctive and exciting. Our department was chosen to house the Certificate in Sexuality and Queer Studies, when it was started in 2012, but provided with no additional resources. The SQS Certificate is administered through a tri-campus (UW Seattle, Bothell and Tacoma), interdisciplinary network of faculty and an advisory board. We would like to take full responsibility for the Certificate. We propose that a tenured faculty member of the GWSS department be appointed as Director of Graduate Certificate Programs, and serve a 3 year term. One month of summer salary is requested for this new position.

We are increasing our Advancement efforts to raise external resources for (i) faculty research and travel support (ii) graduate student travel and research support, especially in the summer and (iii) support for collaboration and intellectual community building activities. We are attempting to do this by increasing alumni giving, and foundation, corporate and donor giving through special events, targeted projects and topics.

3. How can the Department of Gender Women and Sexuality Studies continue to recruit, mentor and increase the diversity of students from underrepresented minority communities, queer, and trans students both at the undergraduate and graduate level?

Recruiting, admitting, and mentoring a diverse body of students has been one of our greatest accomplishments as a department. GWSS faculty will need to continue to be present at events, organized by OMAD, student organizations, Ethnic Cultural Center, Q Center, GO-MAP, at which students from underrepresented minority groups, queer and trans* students are supported. We realize that students appreciate face time with faculty in visible social locations that are less intimidating than office hours. Our Undergraduate Adviser will also need to build on her strong outreach efforts.

We have paid careful attention to issues of diversity with regard to curriculum and when considering the foci and strengths of the department as a whole. However, one of our weaknesses has been our inability to attract African American doctoral applicants, primarily due to the lack of African American faculty members in GWSS.

4. How can the Department of Gender, Women and Sexuality Studies continue to be actively involved in diverse local communities in the Greater Seattle area and do more, given the small faculty and limited financial assistance to do this work?

Involvement with diverse local communities takes long term commitment and time to build and nurture relationships, to dialogue, to translate, to be accountable. Some of our faculty members have devoted considerable time and labor on nourishing these relationships over the past several years. They have done so with outside support and minimal departmental staff assistance (because our wonderfully competent and excellent staff is already very busy). We would like to recommend that the College Council to adopt the NWSA Guidelines on Tenure and Promotion, 2013 which takes community engagement seriously at the time of tenure and promotion. We will also try to raise external funds for community projects, including for staff support.

5. As we develop to realize the demands of the future, what kinds of faculty positions would strengthen the Department of Gender, Women and Sexuality Studies most effectively?

Thinking ahead to where the field of GWSS is heading, and given our location at the University of Washington, we will need to fill the gap in African American and Black feminisms and augment our strength in the Digital Humanities.

To do so, we request a cluster hire of two Assistant Professors of Feminist Health, Feminist Science and Technology Studies and/or Sexuality, Queer and Trans* Studies from an African-American/ Black Feminist Thought, Transnational or Diasporic African perspective.

The rationale is manifold: The most interesting work in Gender, Women and Sexuality Studies over the next ten years is likely to be at the intersections of gender and race with regard to (i) Health (including

Genetics, Bioscience, Reproduction, History of Medicine, Disability) (ii) Science and Technology Studies (including Environmental, Animal Studies, New Materialisms) and (iii) Queer, Trans* and Sexuality Studies.

The University of Washington is best known for research and instruction in the Health Sciences, Nursing, and Computer Science. The newest school is the College of Environment and there is a new cross-disciplinary initiative in the Environmental Humanities. Our proposed hires would complement these strengths admirably.

The trend for undergraduates to major in the STEM fields at UW is likely to continue. We would like to attract them into GWSS courses, the major, and the minor. Providing more courses which fulfil the Diversity and Natural World area of knowledge requirement will be a winning combination.

We would like to provide GWSS students with preparation for professional degrees and jobs in the Health Sciences, Science and Technology fields, and Public Policy. The courses these hires will develop will enable that.

Hiring two Assistant Professors of Gender, Women and Sexuality Studies with specializations in (i) Feminist Science and Technology Studies (ii) Health Studies or (iii) Queer, Trans* and Sexuality Studies from an African American/ Black Feminist Thought, Transnational, or Diasporic African perspective will enable GWSS to build a stronger and exciting national and international research profile. The hires would complement existing strengths in the department on feminist understandings of the body and society-science interactions, women of color, transnational feminism, and critical queer and sexuality studies. They will attract new African American students to the university and from across the university to GWSS. This initiative will allow the department to recruit and train GWSS doctoral students in African American/Black Feminist Thought and STS/Health/QSTS, a necessary imperative to create a pipeline of professors, researchers, policy makers, and activists for US academia in the 2020s on.

The positions will allow GWSS to deepen our connections with UW's Medical School, Public Health, Nursing, the College of the Environment, and College departments such as American Ethnic Studies, Anthropology, Biology, CHID, Geography, Law, Societies and Justice, Psychology, and Philosophy, more effectively.

Second, to augment our strengths in the Digital Humanities, we request a tenure-line position for an Assistant Professor of Gender, Women, and Sexuality Studies in Feminist Digital Humanities.

The rationale is manifold: GWSS as a field is exploring (i) how technology can be made more feminist, (ii) how humanities tools can be used to investigate new media and digital cultures through cultural studies analyses of digitalized texts, social media, dynamic data bases, and visualization, and (iii) how to circulate knowledge among diverse publics. Many feminist collaborative teaching and networked learning experiments in the field are happening on-line, in real time, very rapidly. The hire of a scholar who is

conducting cutting-edge research in the digital humanities, with technological competency, and familiarity with networked feminist learning communities would enhance our participation in this area greatly.

Our department's current explorations of student and community engagement with new technologies, visual, and media cultures already command national and international attention. The new hire would complement these strengths and expand our reach in the digital humanities.

UW's recent big data and computational social sciences initiatives, will keep the university's commitment to these fields central for the conceivable future. The Simpson Center for the Humanities has received an NEH Challenge Grant and a Mellon grant in support of the Digital Humanities and will continue to be at the forefront of these efforts nationally. The new hire will add immeasurably to these ongoing initiatives.

The new Center for Digital Literacy proposed by the College will benefit undergraduate students by imparting them skills. Combined with GWSS training in the digital humanities, our undergrads will be well prepared for jobs in digital engagement, social media, public advocacy, as they cross-cut gender policy, labor, health, reproductive justice and so on.

The new Assistant Professorship will enable GWSS to deepen our connections with UW's Information School, the UW Libraries, the Departments of Computer Science and Human Centered Design and Engineering, and many departments in the College including, Communication, Comparative Literature, English, History, and CHID.

Conclusion

As we head into 2015, the 45th year of our founding at the University of Washington, this Self-Study report has given the faculty, students, and staff in the Department of Gender, Women, and Sexuality Studies an opportunity to reflect on where we are, to question how well we are doing in the areas of research, teaching and service, and to brainstorm about how we can improve. It has enabled a collective discussion of where we as a department want to go and how we can get there. In this conclusion, we will briefly summarize our main findings, set out our goals for the next few years, and request the University's assistance in achieving them.

The department is a powerful, vibrant community whose faculty and students are thriving. GWSS at UW has constituted the field, first of Women Studies, and now of Gender, Women and Sexuality Studies and we will continue to do so. The department is highly reputed nationally and internationally and distinguished from its peers in by its scholarly focus on women of color and transnational feminisms, digital humanities, and critical queer and sexuality studies. This has been possible because of the hard and committed labor of our faculty and students. It would not have been possible without the leadership of visionary chairs and supportive divisional deans, deans, and provosts at the University of Washington. With their continued support, we look forward to heading in important new directions, even as we face a series of possible retirements over the next ten years.

Our contributions to the instructional mission of the university are of high quality and value. More undergraduate students at UW are taking GWSS courses than they have previously. The major in GWSS attracts a strong following among a core of exceptionally talented and original students. Students in the GWSS minor come from a wide range of departments and schools. The PhD program is robust as indexed by the number and quality of applicants, the winning of competitive grants and awards by doctoral students, their unique and original research, committed teaching, transformative public scholarship, and their placement in tenure-track and administrative jobs in academia and in the non-profit sector. The Graduate Certificates in Feminist Studies and in Sexuality and Queer Studies are being claimed as meaningful credentials by graduate students in multiple schools and disciplines.

To maintain our generative environment and improve, over the next few years, we will work on (i) enhancing our visibility among UW students and growing the number of students in our courses, (ii) reviewing the content and requirements of our undergraduate programs (majors and minors), (iii) reviewing our doctoral and graduate certificate programs and (iv) planning, growing and nurturing the faculty, student, and staff resources needed to maintain our leadership position in the field and the university.

To accomplish our goals we need the following resources:

(i) An increase in Permanent Instructional Funding to 36 TA quarters (about \$211,300) annually for the stabilization of graduate student funding. This is necessary to sustain the doctoral program at an admit rate of 3 per year (36 over 4 years).

(ii) A marginal increase in the Undergraduate Adviser position from 50% to 100%.

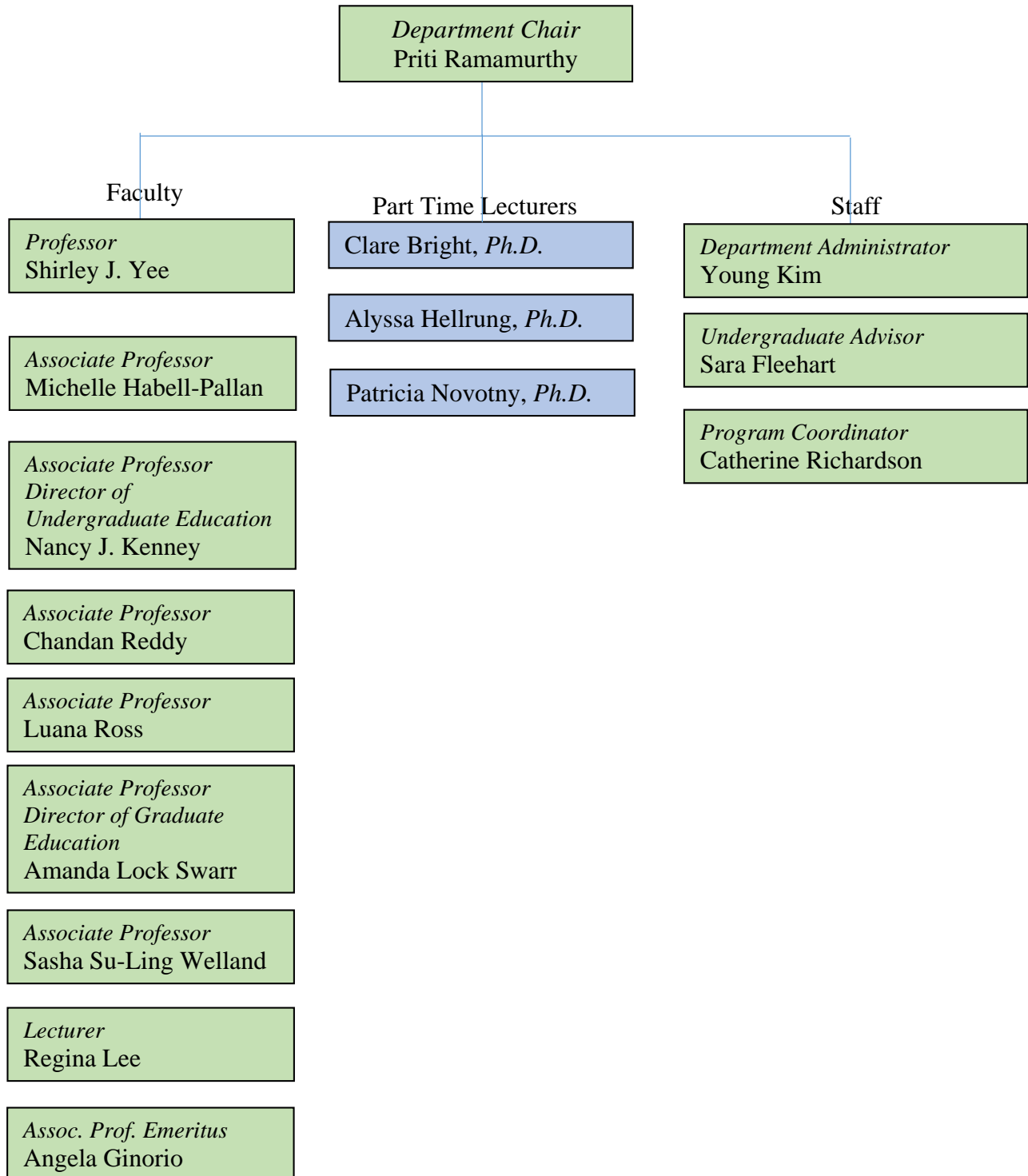
(iii) One month of summer salary for a tenured faculty member of the department to administer the Graduate Certificate Programs in Feminist Studies and in Sexuality and Queer Studies.

(iv) Three Assistant Professor tenure lines: A cluster hire of two Assistant Professors of Gender, Women and Sexuality Studies with specializations in (i) Feminist Science and Technology Studies (ii) Health Studies or (iii) Queer, Trans* and Sexuality Studies from an African American/ Black Feminist Thought, Transnational, or Diasporic African perspective and the hire of an Assistant Professor of Gender, Women, and Sexuality Studies in Feminist Digital Humanities who is conducting cutting-edge research in the digital humanities, with technological competency, and familiarity with networked feminist learning communities.

We are deeply optimistic about our future and look forward to the contributions of our field, our faculty, and our students in living up to its radical promise of social justice.

PART C
APPENDICES

Appendix A.1: Organization Chart



Appendix A.2 GWSS Adjunct Faculty

Name	Department/School	Email
Carolyn J. Allen	English	callen@uw.edu
David G. Allen	Nursing and Health Studies, UW Bothell Past Chair of Women's Studies/GWSS	dallen@uwb.edu , dgallen@uw.edu
Ann S. Anagnost	Anthropology	anagnost@uw.edu
Jordana Bailkin	History	bailkin@uw.edu
Gerald J. Baldasty	Senior Vice Provost for Academic and Student Affairs, Office of the Provost Communication	baldasty@uw.edu
Jennifer M. Bean	Cinema and Media Studies Comparative Literature	jmbean@uw.edu
Ruby Blondell	Classics	blondell@uw.edu
Doris Boutain, RN, Ph.D.	Psychosocial & Community Health, School of Nursing	dboutain@uw.edu
Michael Brown	Geography	michaelb@uw.edu
Jessica L. Burstein	English	jb2@uw.edu
Louise C. Cabeen	Fibers, School of Art	lcabeen@uw.edu
Ana Mari Cauce	Provost and Executive Vice President, Office of the Provost Psychology AES	cauce@uw.edu
Rachel Chapman	Anthropology Global Health	rrc4@uw.edu
Eva Cherniavsky	English	ec22@uw.edu
Laura H. Chrisman	English	lhc3@uw.edu
Rachel A. Cichowski	Political Science	rcichows@uw.edu

	Law, Societies & Justice Program	
Catherine M. Connors	Classics	cconnors@uw.edu
Cheryl L. Cooke, RN, Ph.D.	Nursing, UW Bothell	ccooke@uwb.edu
Katherine Cummings	English	ckate@uw.edu
Colin Danby	Interdisciplinary Arts & Sciences, UW Bothell	danby@uw.edu
Christine Di Stefano	Political Science	distefan@uw.edu
Madeleine Yue Dong	Jackson School of International Studies History	yuedong@uw.edu
Kim England	Geography	england@uw.edu
B. Josephine Ensign, FNP, DrPH	Psychosocial & Community Health, School of Nursing	bjensign@uw.edu
Kathie Friedman	International Studies	friedman@uw.edu
Richard Furman	Social Work, UW Tacoma	rfurman@uw.edu
María Elena García	Comparative History of Ideas Program	meg71@uw.edu
Ann-Charlotte (Lotta) Gavel Adams	Scandinavian Studies	lotta@uw.edu
Susan A. Glenn	History	glenns@uw.edu
Layne Goldsmith	School of Art	lgolds@uw.edu
Claudia L. Gorbman	Interdisciplinary Arts & Sciences, UW Tacoma	gorbman@uw.edu
Gillian Harkins	English	gharkins@uw.edu
Jeanne D. Heuving	Interdisciplinary Arts & Sciences, UW Bothell	jheuving@uw.edu
Judith A. Howard	Divisional Dean of Social Sciences, College of Arts & Sciences Sociology	jhoward@uw.edu

	Past Chair of Women's Studies/GWSS	
Louisa M. Iarocci	Architecture	liarocci@uw.edu
Christine Ingebritsen	Scandinavian Studies Director, Center for West European Studies Chair, Hellenic Studies	ingie@uw.edu
Lucy A. Jarosz	Geography	jarosz@uw.edu
Ralina L. Joseph	Communication	rljoseph@uw.edu
Sydney J. Kaplan	English Past Chair of Women's Studies/GWSS	sydneyk@uw.edu
Susan P. Kemp	School of Social Work	spk@uw.edu
Marcia G. Killien, RN, Ph.D., FAAN	Family and Child Nursing, School of Nursing	killien@uw.edu , secfac@uw.edu
Marieka M. Klawitter	Public Affairs, Evans School	marieka@uw.edu
Larry Knopp	Interdisciplinary Arts & Sciences, UW Tacoma	knoppl@uw.edu
Sabine Lang	Jackson School of International Studies	salang@uw.edu
Victoria Lawson	Geography	lawson@uw.edu
Kari Lerum	Interdisciplinary Arts & Sciences, UW Bothell	klerum@uw.edu
Celia Lowe	Anthropology	lowe@uw.edu
Ted Mack (Edward T. Mack)	Asian Languages & Literature Comparative Literature	tmack@uw.edu
Barbara Burns McGrath	Psychosocial & Community Health, School of Nursing Anthropology Epidemiology	bbmcgrat@uw.edu
Katharyne Mitchell	Geography	kmitch@uw.edu

Peter Nicolas	School of Law	pnicolas@uw.edu
LeiLani Nishime	Communication	nishime@uw.edu
Gail M. Nomura	American Ethnic Studies History	gmnomura@uw.edu
Arzoo Osanloo	Law, Societies & Justice	aosanloo@uw.edu
Devon G. Peña	Anthropology	dpena@uw.edu
Sonnet H. Retman	American Ethnic Studies English	sretman@uw.edu
Jean Roberts	Philosophy	jroberts@uw.edu
Elaina Rose	Economics	erose@uw.edu
Elizabeth Salas	American Ethnic Studies History	salase@uw.edu
Pepper J. Schwartz	Sociology	couples@uw.edu
Laurie J. Sears	History	lsears@uw.edu
Julie D. Shayne	Interdisciplinary Arts & Sciences, UW Bothell	jshayne@uw.edu
Sandra V. Silberstein	English	tq@uw.edu
Jane M. Simoni	Psychology	jsimomi@uw.edu
Caroline C. Simpson	English	csimpson@uw.edu
Sue Sohng	School of Social Work	suesohng@uw.edu
Naomi B Sokoloff	Hebrew and Comparative Literature	naosok@uw.edu
Clark W. Sorensen	Jackson School of International Studies Anthropology	sangok@uw.edu
Robin Chapman Stacey	History	rcstacey@uw.edu
Marianne T. Stecher	Scandinavian Studies	marianne@uw.edu

(Stecher-Hansen)		
Cynthia Steele	Comparative Literature	cynthias@uw.edu
Gail Stygall	English	stygall@uw.edu
Janelle S. Taylor	Anthropology	jstaylor@uw.edu
Kellye Y. Testy	School of Law	lawdean@uw.edu
Lynn M. Thomas	History	lynnmt@uw.edu
Alys Eve Weinbaum	English	alysw@uw.edu
Carolyn West	Interdisciplinary Arts & Sciences, Tacoma	carwest@uw.edu
Andrea Woody	Philosophy	awoody@uw.edu
Alison Wylie	Philosophy Anthropology	aw26@uw.edu

GWSS Affiliate Faculty

Name	Department/School	Email
Rebecca Aanerud	Interdisciplinary Arts & Sciences, UW Bothell	RAanerud@uw.edu , raan1@u.washington.edu
Edna Acosta-Belen	SUNY University of Albany	
Samantha Barbas	SUNY Buffalo Law School	sbarbas@buffalo.edu
Sutapa Basu	Director, UW Women's Center	sbasu@uw.edu
Christine E. Bose	SUNY University of Albany	
Debra K. Boyer	Boyer Research & Organization for Prostitution Survivors	debra.boyer@seattleops.org , boyerdebra@hotmail.com
Suzanne G. Brainard	Executive Director, UW Center for Workforce Development Human-Centered Design & Engineering	brainard@uw.edu

Claire Peinado Fraczek	Manager of Learning Initiatives, C21: The Center for 21st Century Liberal Learning (UW)	msclaire@uw.edu
Jessica Johnson	Anthropology	trystero@uw.edu
Deborah “Debi” Thomas-Jones	Research Coordinator, UW Biobehavioral Nursing Research Training	debitj@uw.edu
Jan L. Kinney	Senior Instructional Designer, Distance Learning Design, UW Educational Outreach	
Dennis Lang, BSN, MPH	Disability Studies Rehabilitation Medicine	dlang@uw.edu
Priscilla Pope-Levison	Theology, Seattle Pacific University	popep@spu.edu
Serena Maurer	University of Washington	serenam@uw.edu
Amy R. Peloff	Assistant Director, UW Comparative History of Ideas	apeloff@uw.edu
Jen Self, PhD LICSW	Director, Q Center UW School of Social Work	jms13@uw.edu
Kimberly Wedeven Segall	English, Seattle Pacific University	segalk@spu.edu
Julie Shayne	Interdisciplinary Arts & Sciences, UW Bothell	jshayne@uwb.edu

Appendix A.3: GWSS COMMITTEES, 2014-15

Departmental Committee:

All GWSS Faculty & PTLs

Staff: Young Kim, youngk@uw.edu

Catherine Richardson, car945@uw.edu

Sara Fleehart, Undergrad Advisor, fleehart@uw.edu

Grad: Monica De La Torre, monidlt@uw.edu

Undergrad: Teague Thomas, teaguet@uw.edu

Undergraduate:

1. Nancy Kenney, Director of Undergraduate Education, Chair, nkenney@u.washington.edu
2. Sara Fleehart, Undergraduate Advisor, fleehart@uw.edu
3. Priti Ramamurthy, priti@u.washington.edu
4. Sasha Su-ling Welland, swelland@uw.edu
5. Regina Yung Lee, rylee001@uw.edu
6. Grad: Iris Viveros, iviveros@uw.edu
7. Undergrad: Maggie Smith, mjs93@u.washington.edu

Graduate:

1. Amanda Swarr, Director of Graduate Education, Chair, aswarr@u.washington.edu
2. Michelle Habel-Pallán, mhabellp@uw.edu
3. Chandan Reddy, ccredy@uw.edu
4. Shirley Yee, sjyee@u.washington.edu
5. Priti Ramamurthy, priti@u.washington.edu
6. Catherine Richardson, Grad Program Coordinator, car945@uw.edu
7. Grad: Shuxuan Zhou, szhou7@uw.edu

Advancement and Awards and Fellowships:

1. Angela Ginorio, Chair ginorio@uw.edu
2. Priti Ramamurthy, priti@u.washington.edu
3. Luana Ross, luana@uw.edu
4. Patricia West, Alum, pamw2@uw.edu
5. Young Kim, Administrator, youngk@uw.edu
6. Sara Fleehart, Undergraduate Advisor, fleehart@uw.edu
7. Catherine Richardson, logistics only, car945@uw.edu
8. Grad: Sean Jarvis, sjarvis2@uw.edu
9. Undergrad: Catherine West, catw64@uw.edu

Queer Studies Certificate and Board:

1. Shirley Yee, sjyee@u.washington.edu
2. Amanda Swarr, aswarr@u.washington.edu
3. Chandan Reddy, ccredy@uw.edu
4. Priti Ramamurthy, priti@u.washington.edu

Appendix A.4: GWSS Annual Awards

Undergraduate Awards:

1. Herring Phelps Activism Award
2. Herring Phelps Outstanding Senior
3. Herring Phelps Undergraduate Support

Undergraduate or Graduate Awards:

1. Margaret McGuirk Anti-Violence Award
2. Pamela E. Yee Gender and Disabilities Studies Award

Graduate Awards:

1. Marie Doman Award for Excellence in Teaching
2. Judith Howard Travel Award
3. Esteka Graduate Research Award
4. Allen Endowment Graduate Award

Alumni:

GWSS Alumni Award

Student/Faculty/ Staff:

GWSS Service Award

Appendix B.1: GWSS Biennium Budget Summary

Account Description	(In progress)		
	Biennium 2009-11	Biennium 2011-13	Biennium 2013-15
Salaries	\$1,687,050.07	\$1,563,407.56	\$1,102,812.48
Contract Services	\$100.00	\$500.00	\$300.00
Other	\$23,938.59	\$20,248.32	\$16,588.90
Travel	\$2,002.68	\$4,519.71	\$7,606.58
Supplies	\$682.29	\$690.51	\$1,581.80
Equipment	\$2,243.66		
Retirement	\$193,814.09	\$408,845.84	\$271,398.61
Cost Transfers	-\$3,229.53		
Grants			\$6,830.00
Total Expenditure	\$1,906,601.85	\$1,998,211.94	\$1,407,118.37
Total Budgeted Amount	\$1,951,298.45	\$1,994,927.00	\$2,202,597.00
Total Balance	\$38,237.54	-\$3,284.94	\$795,478.63

Source: MyFD - Budget Summary Report

Appendix B.2: GWSS Instructional Budget

	2013/14	2014/15	2015/16
PERM Instructional Funding	\$71,244.00	\$95,040.00	\$112,887.00
Temp Inst Funding (TA & PTL)	\$20,028.00	\$41,556.00	\$20,153.00
Lecturer Replacement Salary (2013/14 only)	\$55,620.00		
Funding from Diversity Minor	\$11,622.00	\$11,622.00	\$11,622.00
Funding from Interdisciplinary Writing Program	\$11,622.00	\$5,811.00	\$5,811.00
Funding from Evening Degree Program		\$5,678.00	\$5,678.00
RRF Replacement Salary (2013/14 only)	\$11,220.00		
Carried over amount - after deducting benefits	\$24,465.00		
Operations Funds to be used for 2014/15		\$11,815.13	
Top Scholar & GO-MAP	\$35,388.00	\$17,694.00	\$0.00
Total Funding	\$241,209.00	\$189,216.13	\$156,151.00
Expenses			
TAs	\$148,791.00 (30 TA Qtrs)	\$160,734.00 (27 TA Qtrs)	\$199,533.00 (34 TA Qtrs)
PTL	\$83,553.00 (12 PTL Qtrs)	\$29,229.00 (4 PTL Qtrs)	\$29,229.00 (4 PTL Qtrs)
Total Expense	\$232,344.00	\$189,963.00	\$228,762.00
Previous Year's Balance		\$8,865.00	
Balance	\$8,865.00	\$8,118.13	(\$72,611.00)

Appendix C.1: Information About Faculty

Last Name	First Name	Rank	Joint, Adjunct & Affiliations	Online Profile
Ramamurthy	Priti	Chair, Professor	Adjunct – American Ethnic Studies Affiliate – South Asia Program	http://gwss.washington.edu/people/priti-ramamurthy
Yee	Shirley	Professor	Adjunct – History Adjunct – American Ethnic Studies	http://gwss.washington.edu/people/shirley-j-yee
Habell-Pallan	Michelle	Associate Professor	Adjunct – Music Adjunct – Communications Affiliate – Latin American Studies Program	http://gwss.washington.edu/people/michelle-habell-pallan
Kenney	Nancy	Associate Professor (50%)	Associate Professor – Psychology (50%)	http://gwss.washington.edu/people/nancy-j-kenney
Lee	Regina	Lecturer		http://gwss.washington.edu/people/regina-lee
Reddy	Chandan	Associate Professor (50%)	Associate Professor – English (50%)	http://gwss.washington.edu/people/chandan-reddy
Ross	Luana	Associate Professor	Co-Director – Native Voices Adjunct - American Indian Studies	http://gwss.washington.edu/people/luana-ross
Swarr	Amanda	Associate Professor	Affiliate – African Studies Program	http://gwss.washington.edu/people/amanda-lock-swarr
Welland	Sasha Su-Ling	Associate Professor (50%)	Associate Professor – Anthropology (50%) Affiliate – China Studies Program	http://gwss.washington.edu/people/sasha-su-ling-welland
Ginorio	Angela	Associate Professor, Emeritus	Adjunct – Psychology Adjunct – American Ethnic Studies	http://gwss.washington.edu/people/angela-ginorio

Appendix C.2: GWSS Phd Thesis Title and Alumni Job Placements

Deg Yr	Full Name	Thesis Title	Current Position
2006	Maurer, Serena Dawn	<i>Feminist border praxis: Exploring racialized citizenship, national belonging and gender reproduction in Yakima Valley</i>	Part-time Lecturer, Dept. of Gender, Women & Sexuality Studies, University of Washington, Seattle WA
2006	Henderson, Mae C	<i>Fractured mothering: African American mothers at the crossroads of expectations and reality</i>	CFWS Social Work Supervisor, Department of Social and Health Services, Division of Children's Administration, Department of Children Family Services, Seattle WA
2007	McGowan, Michelle L	<i>Stem cells, genetic selection, and strong embryos: A feminist analysis of preimplantation genetic diagnosis</i>	Assistant Professor of Bioethics, Case Western Reserve University, Cleveland OH As of January 2015 Associate Professor of Women's Studies and Bioethics at The Pennsylvania State University, University Park, PA
2008	Arora, Alka	<i>The re-enchantment of feminism: Countering fundamentalisms, encountering the sacred</i>	Assistant Professor and Program Chair of Women's Spirituality at the California Institute of Integral Studies, San Francisco, CA
2008	Rosenberg, Karen E	<i>From moderate chastisement to mandatory arrest: Responses to violence against women in Canada and the United States</i>	Independent Scholar
2008	Blaser, Brianna T	<i>More than just lab partners: Women scientists and engineers married and partnered to other scientists and engineers</i>	DO-IT Counselor/Coordinator at the University of Washington, Seattle WA
2008	Leissle, Kristy A	<i>Cocoa and cash, culture and chocolate: a feminist analysis of 'free' and 'fair' trade in Ghana and Britain</i>	Lecturer, School of Interdisciplinary Arts and Sciences, University of Washington, Bothell WA

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2008	Nath, Dipika	<i>Feral disorders and colonial exclusions: Animal reared feral children, discourses of animality, and the treatment of animals in colonial India</i>	Consultant Specialist, Foundation for Human Rights, Johannesburg South Africa and Freelance researcher on LGBT
2009	Bushnell, Jeanette Marie	<i>"I can think of a lot of stories." Shared knowledges, Indigenous methodology and purposeful conversations with sixteen Native women in Seattle</i>	Part-time Lecturer, Dept. of Gender, Women & Sexuality Studies and Dept. of Comparative History of Ideas, University of Washington, Seattle WA
2009	Hellrung, Alyssa Lynn	<i>Athletic girls: External support, internal motivation, and advanced participation in sport</i>	Coach and Director of The School of Acrobatics & New Circus Arts, Seattle WA Part-time Lecturer, Dept. of Gender, Women & Sexuality Studies, University of Washington, Seattle WA
2009	Severson, Julianne R	<i>The discourse of conflict: A new reading of court-ordered Cesareans</i>	Healthcare Policy Analyst at Neighborhood House, Seattle WA
2010	Kinney, Janice Lee	<i>Making Church: The Experience of Spirituality in Women's Choruses</i>	Instructional Designer at UWEO, University of Washington, Seattle WA
2010	Adair, Zakiya R	<i>Negotiating spectacle: Florence Mills, Josephine Baker & Adelaide Hall, transnational black women's expressive culture 1920-1935</i>	Assistant Professor of Women and Gender Studies and Affiliate Assistant Professor in Black Studies, University of Missouri, Columbia, MO
2011	Bhatt, Amy P	<i>At Home in Globalization: Social Reproduction, Transnational Migration, and the Circulating Indian IT Household</i>	Assistant Professor of Gender and Women's Studies and Affiliate Assistant Professor in the Language, Literacy and Culture Program at the University of Maryland, Baltimore MD
2011	Peloff, Amy R	<i>Unexpected feminisms: How popular culture brought feminism beyond the movement</i>	Assistant Director of Comparative History of Ideas and Affiliate Assistant Professor of Gender, Women and Sexuality Studies, University of Washington, Seattle WA
2012	Diaz, Sara Pilar	<i>Gender, race, and science: A feminista analysis of women of color in science</i>	Assistant Professor of Women's and Gender Studies at Gonzaga University, Spokane WA

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2012	Knoll, Kristina Ruth	<i>Feminist Disability Studies: Theoretical Debates, Activism, Identity Politics, & Coalition Building</i>	Independent Scholar
2012	Castner, Rebecca Maria	Manufacturing identities, producing poverty: Criminalizing poor women through welfare fraud	Freelance speaker and human rights activist, Seattle WA
2012	Chancellor, Calla E	<i>Making it Better for Queer Youth: Troubling (Neo) liberal Rhetorics of Visibility and Empowerment</i>	Consultant at the Center for Teaching and Learning, University of Washington, Seattle WA
2013	Hanson, Nina Kim	<i>"The Call of God": Korean American Women's Activism in the Pacific Northwest</i>	Vising Professor at Northwest University
2013	Byrd, Renee M	<i>'Punishment's Twin': Theorizing Prisoner Reentry for a Politics of Abolition</i>	Assistant Professor of Sociology, Humboldt State University, Arcata CA
2013	Gonzalez, Martha E	<i>Chican@ Artivistas: East Los Angeles trenches, transborder tactics</i>	Assistant Professor of Chicana/o Latina/o Studies, Scripps, The Women's College, Claremont CA