Women’s Studies
Annual Report
2003-04 Academic Year

I. Administrative Structure of Dept (List chair, asst. chair, any other directors by name with their titles)
   Women’s Studies Committee Chair: Dr. Nancy Anderson, 2002-04
   Women’s Resource Center Director: Dr. Susanne B. Dietzel

II. Personnel
   A. Faculty (List tenure-track faculty by name, degree, and areas of specialization):
      Dr. Susanne B. Dietzel, Adjunct Assistant Professor of Women’s Studies
   1. Workload
      One course per semester

III. Teaching
   A. Undergraduate Enrollment
      1. Number of Degrees awarded from 1998 through May 2003.
      Six women’s studies minors graduated this year.

   B. Degree Programs
      Existing Degree Programs – List degrees offered with any tracks.
      Women’s Studies Minor
      Curricular Review and/or Modification. Comment on any changes your department has made this year.
      This year marked the first time the Senior Seminar was required for graduation.

   Student Assessment –
      Because minors take courses in at least three departments, assessing their progress and/or knowledge in the field is not as clear cut as it might be in a discipline. We are confident however that with the addition of two required courses – the Introduction to Women’s Studies and the Senior Seminar in Women’s Studies – to the minor, assessment will become more streamlined and student progress can be more easily mapped. The Senior Seminar in particular offers students the opportunity to bring together their knowledge from different fields and place it within the context of feminist theory and interdisciplinary women’s studies. Furthermore, the Senior Seminar is designed so that students are exposed to the major theoretical and methodology developments in the field.

IV. Research
   A. Publications

B. Scholarly Presentations
1. Invited Presentations in 2003

V. Service
   Positions in Professional Societies
   Conference Policy Committee, National Women’s Studies Association
   Community and National Service
   New Orleans Women’s Studies Consortium

VI. Faculty and Departmental Awards, Honors, and Recognition

VII. Assessment of Teaching, Research, Service, and Student Learning

A. Teaching
1. Describe what techniques your department uses to assess the effectiveness of faculty teaching (e.g. self-evaluation, student evaluations, peer review, portfolio review). How are they used to improve teaching.
   In the past, we have used student evaluations as well as a review of the syllabus to measure the effectiveness of a class. Beginning in Fall 2004, the Women’s Studies Committee has decided to institute an annual women’s studies teaching roundtable for faculty who are teaching in the minor. We also offer a reading group which covers recently published works in feminist theory and women’s studies and which is designed to create a shared knowledge base for faculty who teach in women’s studies.

2. List any unusually innovative application(s) of technology or new teaching techniques implemented by your faculty in this academic year (e.g. service learning, experiential learning, participation in PIES projects, interdisciplinary courses, team-taught linked courses, etc.)
   Women’s Studies courses, at their best, are interdisciplinary and draw on feminist pedagogy.

3. List any innovative, student-centered techniques or programs your department or faculty have developed or participated in (e.g. First Year Experience programs)
   Feminist pedagogy is student-centered.

B. Research
1. Discuss the research and creative activity of your faculty this year compared with previous years.

C. Service
1. Discuss the university, community, and professional service your faculty members performed this year compared with previous years.
2. Discuss how your department handles career advising, individually or in department-wide meetings with majors.
The advisor to our minors, Dr. Dietzel, meets with students on an individual basis to advise them on choices for graduate school and employment.
3. Discuss the advising training needs of your faculty. What training does your department provide to new and returning faculty?

D. Student Learning
1. List the major students learning outcomes of graduates of your program.
See also III B. The goals of the Senior Seminar in many ways are also our desired learning outcomes: an awareness of gender (and other) oppression(s) as well as the ways in which that oppression has been resisted and contested, a thorough understanding of the central and recurring themes and debates in the field through the study of feminist thought and theory in a historical and contemporary perspective, the ability to situate one’s own research interests within those debates and traditions, an understanding of the connections between feminist theory, praxis, and social change, and critical thinking skills.
2. List the sources of data you use to measure student learning in your majors (some departments require GRE subject exams, other certification tests available from their professional societies) AND the results you have obtained from your graduating seniors this year. Comment on how results this year compare with results in previous years.
Graduating seniors participate in an exit interview, which is then used to improve the curriculum.
3. Describe how your department will use these results to inform curricular planning.

VIII. Space and Facilities
1. Instructional
2. Research
3. Other

IX. Budgetary Resources
1. Deficiencies
   a. Personnel
b. Operating Budget $1,500  
c. Equipment  
d. Travel  
e. Supplies

2. Other

X. Gifts and Endowments

XI. How Were Last Year’s Objectives Met?  
We revised the curriculum and the criteria for including courses into the minor, and we were able to get one new course in Music.

XII. Goals for the Future  
1. Near (<5 years) Raise the number of minors, and increase the number of courses, especially in underrepresented fields such as Political Science, Biology, Business, and Music.  
2. Intermediate (5-15 years) Have a women’s studies major and full-time faculty in women’s studies.  
3. Distant (15+ years) See above, and may be have an endowed chair.

XII. Other Considerations